



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

FINAL SUBMISSION

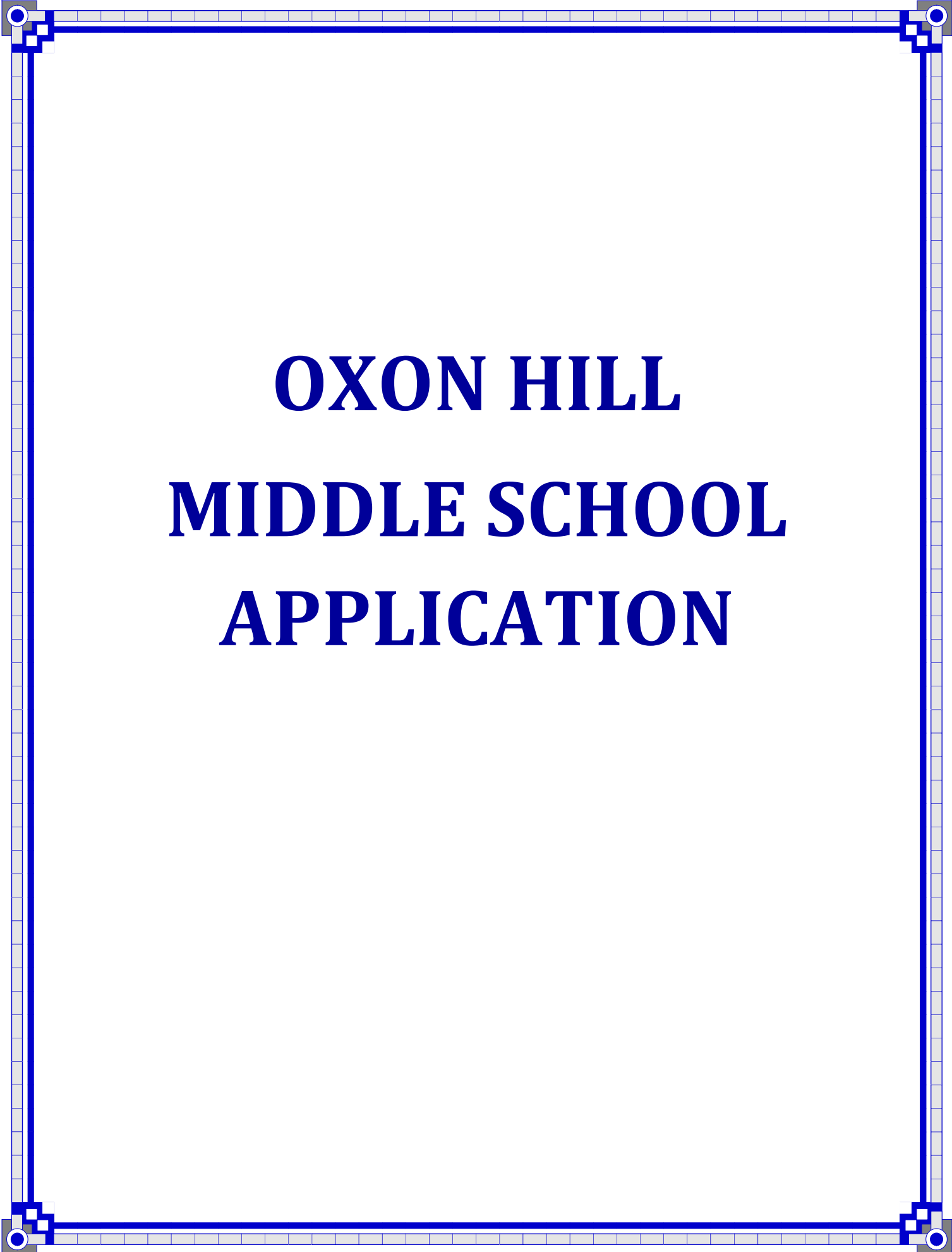
**TITLE I SCHOOL IMPROVEMENT 1003(G) GRANT
APPLICATION**

Contents:

- **Oxon Hill Middle School Application**
- **Thomas Johnson Middle School Application**
- **Budget Documentation**
 - **Required Budget Summary**
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- **Technical Presentation to Vendors**
- **Memorandum of Understanding (MOU) Final**
 - **Attachment A - *Mosaica RFP***
 - **Attachment B**

Submitted: June 2, 2011

Dr. William R. Hite, Jr., Superintendent of Schools
Dr. Duane Arbogast, Chief Academic Officer



**OXON HILL
MIDDLE SCHOOL
APPLICATION**

Title I School Improvement

Title I 1003(g)

Grant Period

July 1, 2010 - September 30, 2012

Prince George's County Public Schools

Oxon Hill Middle School

Request for
Grant
Proposals

Maryland State Department of
Education

200 West Baltimore Street
Baltimore, MD 21201

Deadline Dates

First Draft: March 4, 2011

Second Draft: March 25, 2011

Final Submission: April 21, 2011

PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS
EXECUTIVE SUMMARY
Title I SIG 1003g Grant 2011

Prince George’s County Public Schools (PGCPS) has almost one year of experience in turnaround schools. This year has affirmed some convictions and created new insights. These insights allow the district to develop a realistic vision of the implications of turnaround.

The affirmation of convictions is based on many of the nationally recognized best practices for Turnarounds are identified in The Turnaround Challenge published by the Mass Insight Education and Research Institute in 2007. The Mass Insight report, along with other available research, serves as the framework for the district’s theory of action. This report notes that high achievement for underperforming schools can be categorized into three strategies - Readiness to Learn, Readiness to Teach and Readiness to Act.

Readiness to Learn is focused on the students and creating an environment that allows them to feel secure and inspired to learn. Turnaround need to develop strategies and systems to address the many outside issues that students bring to the classroom. The school should foster positive and enduring relationships between the teachers and students to maintain the commitment to learn.

Readiness to Teach is based on a shared accountability for student results across the staff. The instruction provided should be personalized based on data and flexible based on student need. Professional development should be provided through many paths such as collaboration, classroom evaluation, training and other best practices.

Readiness to Act allows school leaders to make local decisions about how to manage budgets, staff, curricula, and programs. Schools should be relentlessly creative in identifying resources from the community, agencies, parents and other partnerships to support the students. Schools should expect to be flexible and remain focused on children.

These convictions are tempered with the reality of time, capacity and policies and procedures.

Time: Addressing the needs of low performing schools requires time. Rushing into a plan under time constraint does not allow for a deep analysis of the issues and strategic planning of the responses. The process of the needs assessment should really be conducted by district experts, but it should also include those who will be responsible for implementing the day to day strategies of the plan. This needs assessment would include a review of the capacity of the staff to implement the changes of reform. Once the assessment is done, and the correct staff are in place, a time for re-culturing is necessary before the beginning of the new school year. This re-culturing includes addressing Readiness to Learn and Readiness to Teach. As the school year progresses, the school needs time to assess the implementation of the strategies and allow for the reform to take shape.

Capacity addresses the real issues of attracting and developing the staff prepared for the reform efforts. In a district in which every traditional middle school is in school improvement, and in which most are in either alternative governance or turnaround status, the pool of adults experienced in turnaround reform is shallow. In addition, the district is facing an unprecedented budget reduction which has resulted in the reduction of staff. Consequently, the opportunity to attract external candidates to the reform is impeded by the surplus of staff. The negotiated agreement serves to protect internal candidates in the area of job security, so replacing staff becomes increasingly more difficult.

Capacity also addresses the ability to staff to absorb and internalize new ways of thinking around Readiness to Learn and Readiness to Teach. Much work must be done long before the school bell rings to ensure that a coherent message is internalized by all staff.

Finally, the district's capacity to reallocate resources to low performing schools continues to become a difficulty as the district addresses a \$155,000,000 shortfall due to decline enrollments and a suffering economic climate.

Policies and Procedures The district is under-going significant changes in policy and procedures. The district leads the nation in tying teacher effectiveness to compensation. In addition, the district has utilized both grant and federal Race to the Top funds to develop strategies around teacher and principal recruitment, development and retention. The bargaining units have been willing partners in these reforms. However, we have not reached consensus on incentives for working in low performing schools, the ability to move staff at will, or modifications in job placement. The district recognizes the important relationship it has with the bargaining units and wishes to proceed in a climate of consensus

Policies and procedures also limit flexibility in terms of the school calendar and transportation. Significant changes to address reform movements require funding from the grant and cannot be supported by district general funds.

Given the vision and constraints outlined above, the district would like to proceed with an alternative pathway for the next round of SIG applications. The district sees the need for a coordinated effort around Readiness to Learn, Teach and Act. The district believes that an external partner offers the best option for this coherence. Therefore, the district has developed an RFP for an Educational Management Organization to coordinate the components of turning around low performing schools. The RFP is currently open. The district will select a provider to:

- Complete the needs assessment in terms of assessing staff capacity around implementing reforms
- Write the specific strategies to be utilized
- Develop the metrics for success
- Advise in the retention of staff
- Provide the necessary professional development to re-culture the school prior to the beginning of the school year.

In addition to the selection of the EMO, the district proposes supplementing the current Turnaround Office with additional content expertise support.

The goal is to name the EMO and complete the needs assessment prior to the final draft submission in April. The March 4th draft highlights the process the district will use in selecting the EMO.

The district is identifying only two of the five eligible schools for the SIG grant: Oxon Hill Middle School and Thomas Johnson Middle School. The district feels this will not dilute the funding stream and allows a concentration on schools that would not otherwise receive additional support. This will be a wonderful opportunity for these two schools to move to high performance.

Requirements for the Educational Management Organization

I. READINESS TO LEARN

- A. School Culture and Student Buy-in (2 pages) Demonstrate your past success with establishing a prescribed school culture based on: high expectations for all stakeholders, social and emotional development strategies, student engagement, inculcation of school mission and vision, development of systems for mentor, advisor and teacher relationships, development of personalized learning environments and strategies, creation of school-based rituals, and maintenance of behavioral norms. If currently operating a Restart school(s), detail specific lessons learned in promoting and implementing an effective new school culture within the former school climate.
- B. Describe the culture and climate (academic and non-academic) envisioned for the Restart school(s). Within this context, discuss plans to build a culture of academic achievement, student motivation to succeed, safety, discipline and engagement, as well as methods for addressing students' poverty-driven deficits. Describe how your team will use your planning period to begin implementing the school vision and achieving stakeholder buy-in. Briefly describe what you foresee as the most significant barriers to the achievement of your Restart school's culture/climate, and specify your approach to reducing these barriers. Speak directly to how your organization will listen to the community concerns regarding the Restart decision and help build understanding of the need for change and for a new vision.
- C. Discipline and Safety (2 pages) Discuss safety and disciplinary issues that you expect to encounter at the Restart school(s) that may or may not be similar to schools within your existing portfolio. Describe programmatic measures that you have adopted at other schools to ensure safety, and discuss how safety issues will be addressed and how unsafe activities will be prevented in your Restart school(s) from day one.
- D. Social and Emotional Supports (2 pages) Demonstrate your current successes in the creation, implementation, evaluation and modification of social and emotional development strategies for students. Specifically, discuss how these strategies support the underserved populations that you

serve, and how they work to increase student achievement, and the ability and willingness to learn among all students.

II. READINESS TO TEACH

- A. Education Plan (2 pages) Describe the educational philosophy of your organization and the curriculum model and methodologies used in your schools will support the advancement of the PGCPs's Board of Education's Theory of Action. Describe the mission of your organization and how it is supported and achieved through the instructional methods used in your schools. Describe how you will vary or enhance your educational philosophy and methods in a Restart setting.
- B. Proposed Curriculum (2 pages + Attachment) Attach a curriculum map specific to the Restart school(s). Explain your rationale for the innovative curriculum choices used to support the underperforming student populations you seek to serve, including course scope and sequence. Focus on your intervention and remediation strategies as they pertain to academics, bringing students up to grade level, and literally 'turning around' a school with a low-performing, high poverty student population.
- C. Articulate how the educational program of the Restart school(s) will use differentiated instructional strategies to promote the incremental academic growth of all enrolled students, whether at, above, or below grade level.
- D. Remediation and Accelerated Learning (2 pages)
 - 1. Describe how the Restart school will identify and assess below grade level students at the start of the first school year and ongoing. Describe the specific services and supports that will be provided to meet the needs of students who are performing below grade level. Briefly outline how strategies to support your underperforming general education population will differ from those in place to support your special education students. Beyond remediation, discuss the different mediums and pathways for accelerating students' progress at the rate of growth necessary to prepare them for promotion and graduation.
 - 2. Discuss how the Restart school leadership and faculty will identify and assess accelerated students upon enrollment and ongoing. Describe the specific programs, supports and opportunities provided to meet the needs of accelerated students.
- E. Assessments and Performance Goals (2 pages) Provide a five-year data-driven performance assessment plan that builds in ongoing assessment, systematized feedback, and flexibility to make changes based on results. Describe annual performance systems that will directly monitor value-added growth and overall school performance targets over time. Discuss plans in terms of two phases: 1) realistic 2-year Restart goals based on increasing incremental student achievement

growth, and 2) long term goals (five years or more) to produce steady, incremental growth annually and over time, with a strategy to transition into a high performing school.

F. **Serving Specialized Populations (2 pages) Specialized Instruction:** Articulate how the educational program of the proposed Restart school will reinforce a commitment to differentiated methods of instruction that serve the needs of all enrolled students, including students with disabilities, English Language Learner (ELL) students and homeless students.

1. Explain how the proposed school will assess, review, revise and implement IEPs.
2. Describe how the proposed school will provide students with disabilities a free, appropriate public education in the least restrictive environment.
3. Describe how the proposed school will accommodate students with disabilities who require extended school year services.
4. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.
5. Explain how the proposed school will identify and meet the needs of ELL students, including curriculum and instructional program/practices to accommodate this group.
6. **Homelessness:** Provide support for the academic success and personal development of homeless students enrolled in the proposed Restart school by addressing questions 1–6 below.
 - a) How will the proposed school ensure immediate enrollment as well as sensitive, inclusive treatment of homeless students? What steps will the school take to retain this population?
 - b) How will homeless students be included in all proposed school programs and activities, and receive additional support services?
 - c) How will the proposed school’s administration annually prepare and train staff regarding the needs and rights of homeless students?
 - d) How will parents of students who are homeless be included in any governing or advisory bodies as well as other school activities which are available to all families in the proposed school?
 - e) How will the proposed school provide transportation to a student and, if appropriate, the student’s parents, if it is the “school of origin” for the homeless student?
 - f) How will the proposed school coordinate with other entities to comprehensively serve the needs of students without housing?

G. **Leadership (2 pages + Attachment)**

1. Describe the responsibilities, qualifications, and level of experience required for principal candidates within your current school portfolio. Describe the specific qualities your

organization seeks in the proposed Restart principal candidates, and explain how these skill sets differ from or build upon those required of traditional new school leaders. Discuss how you will ensure that your candidates possess the characteristics necessary for effective Restart school management, such as ability to secure additional resources, engage with underperforming students, demonstrate an entrepreneurial spirit, and leverage important partnerships.

2. Discuss existing programs or pipelines that your organization has developed to train and produce high quality leaders for new schools within your portfolio.

H. Staffing and Recruitment (2 pages + Attachments)

1. Provide a description of the staffing model for your proposed school, including all academic and non-academic personnel, and the number and type of positions. Describe how this model differs from your traditional staffing model, as well as which positions have been added or amended to support and manage specific Restart school needs.
2. Attach a comprehensive, school-level organizational chart showing lines of authority, responsibility, and accountability among school staff at one of your current schools/campuses. Discuss how this model organizational chart may be altered to add additional or modified positions to best support a Restart school.

I. Professional Culture, Staff Buy-in, and Teacher Retention (2 pages) Discuss how your organization will work with school leadership to develop shared accountability and responsibility for achievement across teachers and staff in the Restart environment.

J. Professional Development (2 pages + Attachment)

1. Describe the ongoing professional development programs for leaders, teachers and staff at the proposed school(s), and explain how the program specifically addresses the unique vision, goals and challenges of a Restart model, including but not limited to collaborative leadership, social and emotional student supports, underperforming student populations, etc. Include details regarding the Restart school's induction plan. Explain how the professional development program will be adaptive to concerns identified through interim assessment or other means throughout the year. Development program will accommodate and encourage both general and special education teachers to effectively support students with disabilities and other special needs.
2. Provide a plan for formal and informal teacher/staff evaluations linked to performance goals and student achievement, and include whether these will be driven at the Restart school or the organization/network level. Discuss palpable intervention strategies for teachers performing below expectations.

3. Explain how professional development resources, best practices, and pedagogical area expertise will be shared across the organization/network. List any specific events or workshops that are provided for all schools within the network and whether Restart schools will have targeted services.

K. Promotion and Graduation Policies (1 page) Explain how you will incorporate added supports to ensure that students meet the requirements for Board policies regarding promotion and graduation. Describe how you will assist and support students who are not promoted on schedule, including acceleration plans and intervention strategies

III. READINESS TO ACT

A. School Day and School Calendar (2 pages + Attachment) Describe how additional hours, days or programs will be leveraged differently in Restart schools as compared to your “new start” schools to address remediation, social and emotional supports, and co- and extracurricular activities.

B. Community Strategy and Involvement (3 pages)

1. Describe how existing connections to community members and resources have contributed to the mission and success of your schools and your organization. Provide concrete examples of community engagement practices currently implemented, and describe how these relationships support a sense of community and culture instilled within existing schools/campuses. Provide evidence of community buy-in and support from community providers of all types, including but not limited to parents, community and faith-based organizations, social service providers, etc., at existing campuses.

2. Discuss your plans to garner support and interest within the community once available Restart buildings are announced and you are participating in community forums, public hearings, and school implementation. Describe what steps will be taken to incorporate community stakeholders into your Restart school development process.

3. Describe opportunities for parents and families to engage in and help support the proposed Restart school(s). How will you seek parent, guardian and family buy-in in your effort to cultivate a fresh school climate among existing students and families?

C. School Oversight (3 pages + Attachment) **Board Structure and Membership:** Describe the structure and primary role of the Board of Directors of the organization that will enter into contract with PGCPs. Describe the composition of the Board of Directors, including key skills and constituencies that are represented. Discuss how the Board of Directors will support the proposed school’s Restart mission, how often it meets, and how it will interact with the Restart school.

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

July 1, 2010- September 30, 2012

REQUEST FOR PROPOSAL COVER SHEET

LOCAL SCHOOL SYSTEM: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

CONTACT PERSON: DUANE ARBOGAST

POSITION/TITLE: CHIEF ACADEMIC OFFICER

ADDRESS: 14201 SCHOOL LANE

UPPER MARLBORO, MD 20772

TELEPHONE NUMBER: 301-952-6233

FAX NUMBER: 301-952-6992

E-MAIL: ALLAN.ARBOGAST@PGCPS.ORG

DATE SUBMITTED: May 26, 2011

**MSDE Project Contact
Maria E. Lamb, Director
Program Improvement and Family Support Branch
Title I School Improvement Grants
(410) 767-0286 phone
(410) 333-8010 fax
melamb@msde.state.md.us E-mail**

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	<u>Intervention Model Selected</u>			
								Turnaround	Restart	School Closure	Transformation
1	Thomas Johnson Middle School	24005 10011 75	20409		X				X		
2	Oxon Hill Middle School	24005 10014 71	12434		X				X		

Section B: The following areas will be addressed for each participating school through the completion of the model template.

Cover Sheet- Tier I and Tier II Schools

<p>School Name: Oxon Hill Middle School</p> <p>Address: 9570 Fort Foote Road Fort Washington, MD 20744</p>	<p>LEA Point of Contact (POC) Name & Position: Duane Arbogast, Chief Academic Officer</p> <p>Phone#: 301-952-6233 Email Address: allan.arbogast@pgcps.org</p>	
<p>Grade levels enrolled (SY10): Grade 7 = 291 Grade 8 = 357</p>	<p>Number of Students Enrolled (SY10): 648</p>	
<p>Year the school entered school improvement status: <u>2004</u></p>	<p>Tier Level 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>School Improvement Status: ____ 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>Intervention Model Selected: ____ Turnaround Model ____ Closure <u> X </u> Restart ____ Transformation</p>	
<p>Waiver Request(s): <u> X </u> Requested for this School ____ Not Requested for this School</p>	<p>Total 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>\$ 3,081,891</p>
	<p>Year 2: SY 2011-12</p>	<p>\$ 3,906,552</p>
	<p>Year 3: SY 2012-13</p>	<p>\$ 3,300,132</p>
	<p>Pre-implementation Activities Yr. 1</p>	<p>\$ 189,823</p>
<p>Total Amount of Funding Requested for this school</p>		<p>\$10,288,575</p>

B.1 Comprehensive Needs Assessment for Tier I and II schools

For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

Table B.1 Comprehensive Needs Assessment

Name of School: Oxon Hill Middle School		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>1. Student Profile Information(include trend analysis)</p> <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 	<p>Trended Student Profile Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2008</th> <th style="text-align: center;">2009</th> <th style="text-align: center;">2010</th> </tr> </thead> <tbody> <tr> <td>Total Enrollment</td> <td style="text-align: center;">675</td> <td style="text-align: center;">682</td> <td style="text-align: center;">592</td> </tr> <tr> <td>7th Grade</td> <td style="text-align: center;">313</td> <td style="text-align: center;">349</td> <td style="text-align: center;">306</td> </tr> <tr> <td>8th Grade</td> <td style="text-align: center;">362</td> <td style="text-align: center;">333</td> <td style="text-align: center;">286</td> </tr> <tr> <td>Native American Indian</td> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">33</td> <td style="text-align: center;">41</td> <td style="text-align: center;">44</td> </tr> <tr> <td>African American</td> <td style="text-align: center;">582</td> <td style="text-align: center;">579</td> <td style="text-align: center;">519</td> </tr> <tr> <td>White</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">44</td> <td style="text-align: center;">56</td> <td style="text-align: center;">77</td> </tr> <tr> <td>FARMS</td> <td style="text-align: center;">351</td> <td style="text-align: center;">365</td> <td style="text-align: center;">410</td> </tr> <tr> <td>Special Education</td> <td style="text-align: center;">199</td> <td style="text-align: center;">115</td> <td style="text-align: center;">123</td> </tr> <tr> <td>LEP</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Mobility – Entrants</td> <td style="text-align: center;">15.6%</td> <td style="text-align: center;">14.3%</td> <td style="text-align: center;">14.4%</td> </tr> <tr> <td>Mobility – Withdrawals</td> <td style="text-align: center;">16.3%</td> <td style="text-align: center;">13.4%</td> <td style="text-align: center;">11.2%</td> </tr> <tr> <td>Attendance</td> <td style="text-align: center;">93.6%</td> <td style="text-align: center;">94.5%</td> <td style="text-align: center;">94.0%</td> </tr> <tr> <td>Expulsions</td> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Suspensions</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">413</td> <td style="text-align: center;">330</td> </tr> <tr> <td>Dropout Rate</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>Advanced Placement Courses</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>					2008	2009	2010	Total Enrollment	675	682	592	7th Grade	313	349	306	8th Grade	362	333	286	Native American Indian	4	1	1	Asian	33	41	44	African American	582	579	519	White	7	5	7	Hispanic	44	56	77	FARMS	351	365	410	Special Education	199	115	123	LEP	0	0	24	Mobility – Entrants	15.6%	14.3%	14.4%	Mobility – Withdrawals	16.3%	13.4%	11.2%	Attendance	93.6%	94.5%	94.0%	Expulsions	0	6	2	Suspensions	NA	413	330	Dropout Rate	NA	NA	NA	Advanced Placement Courses	NA	NA	NA
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Name of School: Oxon Hill Middle School		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>Conclusions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The trended profile data indicate a considerable decrease in student enrollment for Oxon Hill Middle School. <input type="checkbox"/> The Hispanic population has increased by 33% since 2008. <input type="checkbox"/> The FARMs population also shows a considerable increase since 2008. <input type="checkbox"/> Special Education numbers have dropped dramatically since 2008. However, Oxon Hill Middle serves as a regional site for special education intensive students. However, many of these students are not accessing the regular curriculum and are assessed through the MSA-Alt Assessment. <input type="checkbox"/> Implications from the data suggest that there is a need for stronger interventions for the Hispanic, Special Education, and LEP populations. At this time trended data for advanced placement courses is not available however discussions with specialists and teachers during collaborative planning, indicate a need for preparing students for readiness intervention in order for students to be successful in advanced placement courses. There is also a need for professional development in differentiated instructional techniques and higher order thinking skills in order to introduce more students to advance coursework prior to high school. The school continues to make AYP in attendance. 	
<p>2. Staff Profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal – Length of time at the school <input type="checkbox"/> Number of Assistant Principal/s and other administrators <input type="checkbox"/> 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 <input type="checkbox"/> 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 	<p>Length of time for current principal at the school: 2 years</p> <p>Number of assistant principal/s and other administrators: Two</p> <p>Number and percent of teaching faculty’s total classroom instructional experience:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0-5 years – 34 (57%) <input type="checkbox"/> 6-10 years – 15 (25%) <input type="checkbox"/> 11-15 years – 5 (8%) <input type="checkbox"/> 16+ years – 6 (10%) <p>Number and percent of teaching faculty’s service at this school:</p> <p><i>NOTE: Data for this section can only be provided in the below format:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 0-4 years – 5 (.10%) <input type="checkbox"/> 4-15 years - 29 (50%) <input type="checkbox"/> 16+ years – 23 (40%) <p>Number and percent of HQ teachers: 34 (57%)</p> <p>School Based Reading & English Teachers of Record – 8</p> <p>School Based Math and Data Analysis Teachers of Record – 8</p>	

Name of School: Oxon Hill Middle School		Tier: II
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<ul style="list-style-type: none"> ▪ 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>Reading & English Resource Personnel – 2 Math and Data Analysis Resource Personnel - 2 Paraprofessionals who are qualified (75%) - 9 Number of Mentor Teachers - 3 Number of Teachers being Supported -1 Teacher Attendance (%) – 89% Administrator Attendance (%) – 95.6%</p> <p>Conclusions: The staff profile data indicates a high percentage of teachers with 0 to 5 years of teaching experience. Only 56% of the staff is highly qualified. Implications from the data suggest that there is a great need for professional development in the areas of differentiated instruction, analyzing data/using data to inform instruction, and methods for teaching special education students. There is also a need for a mentoring program for new and non-tenured teachers.</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 Data for Reading and Math</p> <p>Reading Analysis: Reading performance data for the 2010 MSA indicates that 63.7% of all tested students were proficient compared to 68.1% in 2009 and 65.2% in 2008.</p> <ul style="list-style-type: none"> ☐ African American: Trended data for the African American subgroup indicates that 61.0% of students scored proficient in 2010 compared to 64.6% in 2009 and 63.3% in 2008. ☐ Asian/Pacific Islander: Trended data for the Asian/Pacific Islander subgroup indicates that 79.5% of students scored proficient in 2010 compared to 85.0% in 2009 and 81.8% in 2008. ☐ Hispanic: Trended data for the Hispanic subgroup indicates that 71.1% of students scored proficient in 2010 compared to 86.0% in 2009 and 72.1% in 2008. ☐ Free/Reduced Meals: Trended data for the FARMS subgroup indicates that 58.6% of students scored proficient in 2010 compared to 63.8% in 2009 and 62.7% in 2008. ☐ Special Education: Trended data for the Special Education subgroup indicates that 26.5% of students scored proficient in 2010 compared to 41.8% in 2009 and 48.6% in 2008. ☐ Limited English Proficient: Trended data for the LEP subgroup indicates that 50.0% of students scored proficient in 2010. There was no LEP subgroup for reading in 2009 and 2008. ☐ Math Analysis: Math performance data for the 2010 MSA indicates that 37.4% of all test students were proficient compared to 44.5% in 2009 and 42.5% in 2008. ☐ African American: Trended data for the African American subgroup indicates that 33.5% of students scored proficient in 2010 compared to 38.6% in 2009 and 38.5% in 2008. ☐ Asian/Pacific Islander: Trended data for the Asian/Pacific Islander subgroup indicates that 69.2% of students scored proficient in 2010 compared to 80.0% in 2009 and 72.7% in 2008. 	

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	<ul style="list-style-type: none"> <input type="checkbox"/> Hispanic: Trended data for the Hispanic subgroup indicates that 44.6% of students scored proficient in 2010 compared to 70.6% in 2009 and 62.8% in 2008. <input type="checkbox"/> Free/Reduced Meals: Trended data for the FARMS subgroup indicates that 33.6% of students scored proficient in 2010 compared to 39.4% in 2009 and 39.8% in 2008. <input type="checkbox"/> Special Education: Trended data for the Special Education subgroup indicates that 22.7% of students scored proficient in 2010 compared to 32.0% in 2009 and 39.4% in 2008. <input type="checkbox"/> Limited English Proficient: Trended data for the LEP subgroup indicates that 36.8% of students scored proficient in 2010 compared to 40.0% in 2009. There was no LEP subgroup in math in 2008. <p>Graduation: NA</p> <p>Staff Survey on Assessments (2011):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Eight-three percent of the staff agree or strongly agree that teachers use formative, interim, and summative assessments regularly to measure student growth. <input type="checkbox"/> Seventy-five percent of the staff agree or strongly agree that multiple assessment tools that address the various learning styles of students are administered. <input type="checkbox"/> Eighty-eight percent of the staff agree or strongly agree that the school-wide policy and timeline for reporting student progress are implemented by the majority of the staff. <input type="checkbox"/> Seventy-six percent of the staff agree or strongly agree that there are opportunities to use technology to measure/assess student growth and understanding. <p>Conclusions: For the past three years, Oxon Hill Middle School has not made AYP in reading or math for the Special Education, FARMs, African American, or LEP subgroups. In 2010 the Hispanic subgroup did not make AYP in math. The Asian/Pacific Islander subgroup has made AYP for the past three years in reading and math.</p> <p>Based on trended MSA scores, the school identified action steps to improve student achievement with an emphasis on the African American, Special Education, FARMs, and LEP subgroups. These action steps were developed as a result of completing the Teacher Capacity Needs Assessment (TCNA). Action steps from the TCNA to help increase student achievement include: targeted professional development in the areas of special education, Principles of Learning, technology, classroom management, flexible grouping, and data analysis. Teachers identified a great need to collaboratively plan in order to discuss student strengths and weaknesses and create individual student action plans. The need to administer formative assessments on a regular basis was also identified.</p>

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	<p>Staff members identified various contributing factors for low performance on the MSA. Some of which include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear expectations for staff and students were not communicated on an ongoing basis to stakeholders; <input type="checkbox"/> There was little evidence of follow-through from professional development on classroom management; <input type="checkbox"/> Teachers are in need of additional professional development regarding the needs of special education students; <input type="checkbox"/> Teachers are in need of additional professional development on data analysis and differentiated instruction; <input type="checkbox"/> Additional strategies are needed for the ELL subgroup. The staff feels ill prepared to address ELL instructional issues. 	
<p>4. Rigorous Curriculum Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <input type="checkbox"/> Core English/Reading program <input type="checkbox"/> Core Mathematic and algebra programs <input type="checkbox"/> Curriculum Intervention Programs <input type="checkbox"/> Enrichment Programs 	<ul style="list-style-type: none"> <input type="checkbox"/> Core English/Reading Program: Oxon Hill Middle School utilizes the Curriculum Framework Progress Guide (state curriculum) which is supported by the McDougal-Littell Reading series. <input type="checkbox"/> Core Mathematic and Algebra Program: The school utilizes the Curriculum Framework Progress Guide (state curriculum) which is supported by the Glencoe Math series courses 1, 2, and 3. <input type="checkbox"/> Reading Intervention Program: The following interventions are used in the English/Reading program: <ul style="list-style-type: none"> ▪ McDougall Bridges to Literature ▪ Scholastic Reading Inventory ▪ Literacy Coach ▪ MSA Reading ▪ Brain-child Lab ▪ Flexible Grouping ▪ Reading Specialist ▪ Study Island ▪ AVID ▪ Literature Circle ▪ AG Project Manager <input type="checkbox"/> Mathematics Intervention Program: The following interventions are used in the Mathematics program: 	

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	<ul style="list-style-type: none"> ▪ MSA Math ▪ AVID ▪ AG Project Manager ▪ Math Coach Brain Child ▪ Study Island ▪ Big Ideas ▪ Math.com <p><input type="checkbox"/> Enrichment Programs for Reading: The school utilizes the MSA Finishline and MSA coach for enrichment activities.</p> <p><input type="checkbox"/> Enrichment Programs for Math: The school utilizes ELO math pull-out and push-in groups, MSA coach, and MSA Finishline.</p> <p>Staff Survey on Curriculum (2011):</p> <ul style="list-style-type: none"> ▪ Sixty-nine percent of the staff agree or strongly agree that at least 50% of instructional time is spent using technology such as web-based programs, PowerPoint's, interactive whiteboards, calculators, or LCD projectors. <p>Conclusions: The Curriculum Framework Progress Guides (CFPG) for Reading and Math are aligned to the state standards. The findings at this time are inconclusive as to how effectively teachers are using the Curriculum Framework Progress Guide. An analysis of FAST data for test 1 and 2 indicates that students are making incremental gains in reading and math; however, these gains have not been enough to meet the annual measurable objective.</p> <p>Data shows that 56% of teachers have only 0 to 5 years of teaching experience. Therefore, teachers would benefit from differentiated on-going professional development in best practices, scaffolding objectives, and differentiated instruction to assist with the implementation of the curriculum.</p> <p>The lack of effective classroom management in special education classes impedes the instructional delivery in reading and math in some classrooms.</p>

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<p>5. Instructional Program</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning and implementation of research-based instructional practices <input type="checkbox"/> Use of technology-based tools <input type="checkbox"/> Use of data analysis to inform and differentiate instruction <input type="checkbox"/> Master Schedule by content area (include minutes of instruction) 	<p>Research-based instructional practices include: collaborative planning meetings, analyzing student work, data inquiry, professional development, flexible grouping, reciprocal teaching in all contents to support reading, model lesson with peer observations, teacher modeling, use of Principles of Learning, use of reading strategies in social studies, use of manipulatives, team teaching, cooperative learning, self-selected independent reading (SIR), co-teaching, differentiated instruction, extended learning opportunities, study groups, classroom visits, walkthroughs and focus walks. Some initiatives are Mad Minute Friday, MSA Slam for Reading Monday, Principal’s Book of the Month, Book Campaign based on Individual Learning Plan of students, and quarterly math research projects.</p> <p>America’s Choice was implemented in SY08- SY10. The America’s Choice intensive school design is a comprehensive school reform model for middle school students that cover standards and assessments, curriculum and instruction, leadership, and parent involvement. Currently, the school is not identified as an America’s Choice school but the school continues to use various components of the model.</p> <p>Technology-based tools include: visualizers, LCD projectors, computer lab, Discovery Education clips (United Streaming), county approved YouTube, SIRS digital library, Smartboards (interactive whiteboards), digital cameras, on-line Washington Post, PortaPortal.com, computer software programs, and web-based programs for Reading and math. Other technology utilized within the CFPG includes, digital media, McDougal Littel’s audio libraries and power point presentations. Prince George’s County approved databases, such as Discovery Education and Safari Montague.</p> <p>Data Analysis: Data is analyzed through collaborative planning utilizing the Data Inquiry Protocol; strategic utilization of data to re-teach lowest indicators (FAST); vertical planning; and quarterly monitoring through Performance Management Analysis and Planning Process (PMAPP). These activities enable teachers and administrators to modify instruction, monitor student progress, and identify next steps</p> <p>Master Schedule: The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. One mod per day (A-Day) is used for collaborative or individual planning, and a mod is reserved on B-Day for parent conferences and/or</p>	

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	<p>team planning.</p> <p>Staff Survey on Instructional Program (2011):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sixty-nine percent of the staff agree or strongly agree that at least 50% of instructional time is spent using technology such as web-based programs, PowerPoint's, interactive whiteboards, calculators, or LCD projectors. <input type="checkbox"/> Seventy-three percent of the staff agree or strongly agree that on a weekly basis, data is analyzed during collaborative planning to inform and differentiated instruction. <p>Conclusions: The school has collaborative planning as indicated by master schedule but there is still a concern with the implementation of the instructional program. There are inconsistencies with establishment and monitoring of instructional delivery and the analysis of student artifacts in a timely manner (i.e. follow-up/follow through). There are many instructional practices being utilized in the building however, there is no clear delineation of what students receive what services and why. This results in interruptions in the fidelity of the core curriculum and hinders the development of individualized needs for each student.</p>													
<p>6. Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of formative, interim, and summative assessments to measure student growth <input type="checkbox"/> Process and timeline for reporting <input type="checkbox"/> Use of technology, where appropriate <input type="checkbox"/> Use of universal design principles 	<p>MSA and MOD MSA (summative): Utilized to establish student base line data and to determine student mastery of the Maryland Content Standards. This data is reported annually. The MOD MSA and the Science MSA are administered on-line. The MSA is administered during the second and third week of March. See MSA test results in Section 3 (Student Achievement).</p> <p>Formative Assessment System Test (FAST) (formative): Quarterly measurement developed by the Testing office in Prince George's County tests, tests student progress for reading and math indicators. FAST 1 was administered October 18th – 22nd, 2010. FAST 2 was administered January 6th – 13th, 2011. FAST 3 will be administered in the spring of 2011. Once students have completed the tests and make-up tests are administered, the testing coordinator scans the answer sheets and results are downloaded to EduSoft in order to analyze the test data by objective.</p> <table border="1" data-bbox="856 1271 1890 1409"> <thead> <tr> <th colspan="3" data-bbox="856 1271 1890 1304">Reading</th> </tr> <tr> <th data-bbox="856 1304 1199 1336"></th> <th data-bbox="1199 1304 1541 1336">F.A.S.T. #1</th> <th data-bbox="1541 1304 1890 1336">F.A.S.T #2</th> </tr> </thead> <tbody> <tr> <td data-bbox="856 1336 1199 1377">Grade 7</td> <td data-bbox="1199 1336 1541 1377">76% (179/233)</td> <td data-bbox="1541 1336 1890 1377">82% (217/266)</td> </tr> <tr> <td data-bbox="856 1377 1199 1409">Grade 8</td> <td data-bbox="1199 1377 1541 1409">78% (204/261)</td> <td data-bbox="1541 1377 1890 1409">78% (195/257)</td> </tr> </tbody> </table>		Reading				F.A.S.T. #1	F.A.S.T #2	Grade 7	76% (179/233)	82% (217/266)	Grade 8	78% (204/261)	78% (195/257)
Reading														
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Math		
	F.A.S.T. #1	F.A.S.T #2
Grade 7	40% (91/224)	58% (126/217)
Grade 8	36% (62/170)	56% (95/170)

Scholastic Reading Inventory (SRI) (summative): Administered to students twice a year in grades 3-8 to determine reading levels. Scores from the SRI are used to identify flexible reading groups. The SRI is administered twice a year, the first time in January and the final administration is in June.

Scholastic Reading Inventory		
Levels	Grade 7	Grade 8
At risk	2% (7/280)	7% (17/257)
Basic 1	10% (27/280)	18% (46/257)
Basic 2	20% (57/280)	19% (49/257)
Low Proficient	19% (53/280)	21% (55/257)
Proficient	19% (52/280)	12% (31/257)
High Proficient	19% (41/280)	13% (33/257)
Advanced	15% (43/280)	10% (26/257)

Unit Assessments (interim): Administered by the content teachers during the quarter to provide immediate feedback regarding student mastery of content standards.

Qualitative Reading Inventory (formative): Administered after each content unit to provide baseline data on student comprehension levels. Oxon Hill Middle School administers this test to students who score below a 500 on the Scholastic Reading Inventory.

- Staff Survey on Assessments (2011):**
- Eight-three percent of the staff agree or strongly agree that teachers use formative, interim, and summative assessments regularly to measure student growth.
 - Seventy-five percent agree or strongly agree that multiple assessment tools that address the various learning styles of students are administered.
 - Eighty-eight percent of the staff agree or strongly agree that the school-wide policy and timeline for reporting student progress are implemented by the majority of the staff.
 - Seventy-six percent of the staff agree or strongly agree that there are opportunities to use

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	<p>technology to measure/assess student growth and understanding.</p> <p>Conclusions: It is evident that the school assesses student learning and attempts to compile data; it is not evident how the data is utilized to impact instructional delivery which affects student achievement. At this time, the coaches and specialist are accessing the data and teachers have limited usage of collecting and accessing their own class data. Teachers will benefit from professional development on analyzing data and how data informs instruction.</p>	
<p>7. School Culture and Climate</p> <ul style="list-style-type: none"> <input type="checkbox"/> School vision, mission and shared values <input type="checkbox"/> School safety <input type="checkbox"/> Student health services <input type="checkbox"/> Attendance supports <input type="checkbox"/> Climate survey, if available 	<p>School vision: The vision of Oxon Hill Middle School is to educate the whole child through a comprehensive curriculum delivered through quality instruction and provisions for their academic, aesthetic, and social development. Each child will become proficient or advanced in all subject areas.</p> <p>Mission: The mission of Oxon Hill Middle School is one of exclusivity in providing a quality educational program regardless of one’s race, nationality, religion, or disability. Through an intensive instructional program under the auspices of CASA (clear expectations, academic rigor, socializing intelligence, and accountable talk), teachers will plan collaboratively and strive to be data driven and data responsive to meet the needs of each subgroup.</p> <p>School Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students attend a Student Code of Conduct Assembly led by administrators. The assembly reviewed county, school, and classroom expectations for all students. Students signed behavior contracts stating that they will adhere to the rules and expectations of the school. Students also participate in quarterly follow-up assemblies which are hosted by the Guidance Department, teachers, and administration to review requirements in the Student Code of Conduct. During the assemblies data on attendance, positive behavior, and clarification on the Student Code of Conduct are shared. <input type="checkbox"/> Special programs are implemented to increase high-quality behavior skills through the use of the following clubs: drama club, basketball, soccer, softball, Fashionable Gents, Sophisticated Ladies, and Science Bowl. <input type="checkbox"/> The Guidance Department facilitates peer mediation strategies in order to enable students to resolve and prevent conflicts. <input type="checkbox"/> The Discipline Committee implemented a school wide discipline plan that supports a safe and orderly environment. The plan outlines school rules, consequences, and incentives/awards 	

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	<p>through the use of Positive Behavior Intervention Support (PBIS). The Discipline Committee also provides professional development for teachers in the strategies of the PBIS program.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school implements the Growing Responsible Intervention Program (GRIP). The GRIP program allows students to reflect on their behavior in an alternative classroom setting. <input type="checkbox"/> To increase parent involvement, parents participate in a parent shadowing day. Parents have the opportunity to accompany their child for an entire school day. Parents also have opportunities throughout the school year to attend parent-teacher conferences. <input type="checkbox"/> Classroom guidance lessons are held monthly with specific topics based on schools' need as well as teacher observation and recommendations. <p>Student Health Services: The school nurse provides in-services and trainings on the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blood born pathogens <input type="checkbox"/> Influenza and the various precautions such as proper hand washing techniques <input type="checkbox"/> Student hygiene and care <input type="checkbox"/> Fitness and nutrition <input type="checkbox"/> Individual sessions on health education for specific problems <p>Student health services take an active role in the awareness and education of students. For example, health services sponsors an awareness mini walk for the homeless and participates in various science classes to discuss blood pressure and ways to maintain good health. Health services screens 8th graders for vision and hearing. All students were screened for height, weight, and Body Mass Index (BMI). The nurse provides staff members with data on the obesity levels within the school in order to identify needed activities to improve overall student health and reduce health problems.</p> <p>Attendance Supports:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Parent Team (P-Team) meets monthly to review attendance data. Teachers monitor individual student attendance and tardy data. Letters are sent home to alert parents of truancy. SchoolMax call-out system is utilized to notify parents of tardies and absences. The Pupil Personnel Worker is included in action steps for students with excessive tardies and absences. <input type="checkbox"/> Perfect student attendance is rewarded and recognized quarterly through a school assembly. Individual classes with perfect attendance are recognized daily. <p>Staff Survey on School Culture and Climate (2011):</p>

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	<ul style="list-style-type: none"> <input type="checkbox"/> Eighty percent of staff members agree or strongly agree that the school’s vision and mission statements are collaboratively developed, shared, and evident throughout the school. <input type="checkbox"/> Eighty-five percent of staff members agree or strongly agree that the school provides a safe environment for students, staff, and parents. <input type="checkbox"/> Eighty-seven percent of the staff strongly agree that the school has appropriate support in place to ensure high daily student attendance. <input type="checkbox"/> Seventy-five percent of the staff agree or strongly agree that there is a school climate committee that seeks input from the staff, parents, and community to improve overall school climate. <p>Conclusions: School attendance for 7th and 8th grade students continues to meet the state’s standard. Contributing factors for attendance rates are consistent communication with parents regarding tardies and absences. Students also motivated to attend school due to receiving awards and incentives throughout the school year. The number of suspensions has decreased from last year due to the PBIS and GRIP programs. However, the suspension rate for special education students continues to be a concern. Interventions for special education students such as utilizing a time out room and Saturday School as an alternative to suspension are being implemented during the 2010-2011 school year in order to decrease the number of special education students being suspended.</p>	
<p>8. Students, Family, and Community Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social-emotional and community-oriented services and supports for students and families <input type="checkbox"/> Engagement of parents in the education of students 	<p>The social-emotional and community oriented services for students and their families are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monthly School Planning and Management Team meetings are held to discuss student concerns and programs; <input type="checkbox"/> A semi-annual Diversity Fair is held to showcase the various ethnicities of the school community. <input type="checkbox"/> An annual Eighth Grade Parent Night is held to discuss high school options and requirements. <input type="checkbox"/> Data Awareness Nights are held to engage parents in their students’ academic progress through the use of data analysis. <input type="checkbox"/> The school provides staff, parents, and students with information on outreach services. <input type="checkbox"/> Mentoring Day provides speakers from a variety of resources to give encouraging words to students. <input type="checkbox"/> An annual Career Day is held to provide students with speakers and information to explore a 	

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	<p>variety of career options.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monthly behavior assemblies are held to encourage students to continue positive behavior through-out the school year. <input type="checkbox"/> Monthly PTSA meetings are held to inform parents and stakeholders of all school matters. Guest speakers are invited to address the needs of the school. <input type="checkbox"/> A variety of parent assemblies are held to encourage continuous parent involvement. <input type="checkbox"/> Incoming sixth grade families are invited in the spring to a school orientation to build family/school relationships. <p>Staff Survey on Student, Family, and Community Support (2011):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sixty-six percent of teachers strongly agree or agree that the social-emotional and community-oriented services and supports for students and families are available in the school. <input type="checkbox"/> Eighty-seven percent of the teachers agree or strongly agree that parents are provided with a variety of on-going opportunities to actively participate in the education of their children. <input type="checkbox"/> Eighty-one percent of teachers agree or strongly agree that parent engagement policies and opportunities are clearly defined/outlined and communicated to all families in a timely fashion. <p>Conclusions: Parent participation is low to moderate for school sponsored activities even though the activities are provided continuously during the school year. Parent participation increases if there are student performances. The average number of parents attending a PTSA meeting is 120 from September to January. Parents are receiving weekly updates via emails and call outs. The monthly updates are done through parent newsletters.</p>	
<p>9. Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of Maryland Professional development standards <input type="checkbox"/> Accountability aligned to improved teaching and learning 	<p>Maryland Professional Development Standards: The professional development calendar in the school improvement plan is aligned with the Maryland Professional Development Standards. The school identifies the master plan goals, activities with targeted subgroups, date of implementation, evidence of successful implementation, person responsible, targeted audience, and follow-up activity.</p> <p>Site-based Professional Development (PD):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principals of Learning <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Edusoft <input type="checkbox"/> Uploading Common Assessments 	

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	<ul style="list-style-type: none"> <input type="checkbox"/> Interacting with Students with Behavior and Emotional Issues <input type="checkbox"/> Positive Behavior Intervention and Supports (PBIS) <input type="checkbox"/> Depth of Knowledge <input type="checkbox"/> Vocabulary Instruction <input type="checkbox"/> Explicit Instruction <input type="checkbox"/> Make and Take (Teacher classroom enhancement) <input type="checkbox"/> Student Artifacts <input type="checkbox"/> Classroom Management <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Data inquiry and collaborative planning <input type="checkbox"/> Religious Diversity <input type="checkbox"/> Learning Walks <input type="checkbox"/> Cornell Note-taking <input type="checkbox"/> Binder Organization <input type="checkbox"/> SPED: Co-teaching, Behavior Management, Transitional Planning, Medicaid, Case Management, MOD-MSA, Utilization of Accommodations/Modification <p>Systemic PD:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training of Depth Of Knowledge <input type="checkbox"/> AVID <input type="checkbox"/> Coaching Institute <input type="checkbox"/> Rick Smith – Conscious classroom management <input type="checkbox"/> In-services related to Financial Incentive Rewards for Supervisors & Teachers (F.I.R.S.T.) <input type="checkbox"/> Professional Educator Induction Program (P.E.I.P.) <input type="checkbox"/> Special Education, RELA, math, social studies, and science <p>Principal Professional Development: Leadership Academy; Administrator Portfolio Evaluation (Principal), Summer Leadership Institute; FIRST Teacher Evaluation, Administrator Portfolio (AP), bi-monthly Area Office Professional Development, monthly Leadership Office Professional Development, and Cognitive Demand</p> <p>Staff Survey on Professional Development (2011):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seventy-six percent of the staff agree or strongly agree that this year professional development opportunities are aligned to the MSDE standards. <input type="checkbox"/> Ninety percent of the staff agree or strongly agree that the professional development provided was aligned to learning walks, formal and informal observations, peer review outcomes and collaborative planning.

Name of School: Oxon Hill Middle School		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>Conclusions: The site-based professional development topics are comprehensive, aligned to the teacher needs assessment, but based on the FAST data; do not appear to meet the diverse needs of the students. There is limited evidence as to monitoring of implementation of strategies or follow-up and follow-through. There appears to be a “disconnect” between the amount of professional development received and the impact on teaching and learning. Professional development opportunities should include a three-tier approach: instructional support, content knowledge, and effective instructional pedagogy through coaching, mentoring, feedback, and follow-up.</p>	
<p>10. Organizational structure and resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative planning time <input type="checkbox"/> Class scheduling (block, departmentalizing, etc.) <input type="checkbox"/> Class configuration <input type="checkbox"/> Managing resources and budgets <input type="checkbox"/> Accessing other grants to support learning <input type="checkbox"/> Increasing learning time for students and teachers 	<p>Collaborative Planning :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative planning: A-Day <input type="checkbox"/> Team Planning: B-Day <input type="checkbox"/> School Planning & Management Team (SPMT) – 4th Thursday <input type="checkbox"/> SSST – Tuesdays and Thursdays <p>Class Scheduling: The school operates on an A-Day/B-Day schedule. The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. One mod per day (A-Day) is used for collaborative or individual planning, and a mod is reserved on B-Day for parent conferences and/or team planning.</p> <p>Class Configuration: MSDE reports class size reflects a 20:1 student: teacher ratio; however, the school indicates class sizes are much higher. There are also special education co-teaching and intensive classes within each grade level.</p> <p>Resources and Budgets: The school improvement plan provides a budget section that is completed by members of the school improvement team. The budget identifies how the allocations from the School Operating Resources (SOR) allotment, Alternative Governance (AG) allotment, and other school improvement funds are aligned to Master Plan Goals and activities in the school improvement plan.</p> <p>Oxon Hill Middle School participates in the F.I.R.S.T. initiative. According to the PGCPS Electronic Registrar Online (ERO) report, there are 14 teachers who have attended F.I.R.S.T. trainings throughout the year.</p> <p>Increased Learning Time: The school received funds from the School Improvement (AG) Grant</p>	

Name of School: Oxon Hill Middle School		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>for the Extended Learning Opportunity (ELO) for mathematics.</p> <p>Staff Survey on Organization Structure and Resources (2011):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fifty-seven percent of staff agree or strongly agree that the amount of scheduled collaborative planning time is adequate to review data, plan instruction and collaborate with peers on best practices. <input type="checkbox"/> Sixty-three percent of staff agree or strongly agree that all classes reflect heterogeneous groupings. <input type="checkbox"/> Sixty-nine percent of staff agree or strongly agree that the school-based management and planning team plays an integral role in the management and oversight of the day-to-day operations. <input type="checkbox"/> Fifty-four percent of the staff agree or strongly agree that the implementation of the Financial Incentive Rewards for Supervisors and Teachers (FIRST) initiative has supported teaching and increased student achievement. <input type="checkbox"/> Seventy-five percent of staff agree or strongly agree that increased learning time for students and teachers has had a positive effect on student achievement. 	
<p>11. Comprehensive and Effective Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practices for strategic school planning <input type="checkbox"/> School improvement plan development, implementation and monitoring 	<p>Practices for Strategic School Planning: The school follows the Prince George’s County Performance Management Analysis and Planning Process (PMAPP) in order to identify a plan of action for continuous school improvement. PMAPP provides a framework for monitoring of student achievement and performance data that enables schools to drill down to root causes, focus on areas of need, develop action plans for improvement, and document best practices.</p> <p>PMAPP is an ongoing process to support schools in tracking and achieving the goals of the Master Plan and the School Improvement Plan. A primary focus is to place metrics and goals at the center of conversations related to student achievement. A secondary focus is to use the process to hold principals and teachers mutually accountable for achieving district goals and the actions in the School Improvement plan. The PMAPP process ensures that all schools in PGCPs are monitoring and using a core set of common leading metrics to inform school-wide decisions concerning instruction and related practices throughout the year.</p> <p>School Improvement Plan Development, Implementation, and Monitoring The school improvement planning process is utilized to develop a data driven school improvement plan to increase student achievement. This process requires the school to identify specific goals, analyze data, create an action plan, identify monitoring techniques</p>	

Name of School: Oxon Hill Middle School		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>and follow-up procedures.</p> <p>The school also participates in the annual Bridge to Excellence School Improvement Institute where professional development is delivered on the school improvement planning process, best practices, and budget alignment. Oxon Hill Middle School also engages in a peer review with another school with similar demographics in order to provide feedback on the school improvement plan and collaborate on effective strategies.</p> <p>The School Planning and Management Team (SPMT) meets every 4th Thursday of the month. The team discusses school climate issues and school-based initiatives. A review of formal and informal assessments and observations from learning walks are also discussed and needs for professional development. The SPMT closely monitors the school improvement plan activities and interventions outlined from the PMAPP process.</p> <p>Staff Survey:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Eighty percent of the staff agree or strongly agree that the school utilized the PGCPs' school improvement planning process in the development of the school improvement plan. <input type="checkbox"/> Fifty-nine percent of staff agree or strongly agree that all stakeholders including parents are involved in the development, implementation and monitoring of the school improvement plan. <input type="checkbox"/> Sixty-five percent of staff agree or strongly agree that each quarter the monitoring tool Performance Management Analysis Process (PMAPP) is shared with all stakeholders. <p>Conclusions: Through the PMAPP process, teachers have taken a more active role in analyzing data by reflecting on student strengths and weaknesses. More follow-up is needed in reviewing student action plans and plans for next steps. Teachers also require more time and professional development in analyzing student data in order to utilized results to fully inform instructional decisions.</p>	
<p>12. Effective Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional leadership to promote teaching and learning <input type="checkbox"/> Monitoring of curriculum implementation and instructional practices linked to student growth <input type="checkbox"/> Impact on the school culture for teaching and learning 	<p>Teaching and Learning:</p> <p>The performance appraisal form which is completed by the principal and assistant principals at the beginning of each year include the principal performance objectives. These objectives are aligned to the 5 school system goals which are High Student Achievement, Highly Effective Teachers, Safe and Supportive Schools, Strong Community Partnerships and Effective and Efficient Operations. School targets are identified along with two-three objectives in support of each school system goals. Activities and strategies are included in the performance objectives to address each goal. A</p>	

Name of School: Oxon Hill Middle School		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"> <input type="checkbox"/> Use of assessment data using technology <input type="checkbox"/> Recruitment and retention of effective staff <input type="checkbox"/> Identification and coordination of resources to meet school needs <input type="checkbox"/> Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p>status/completion column is included for principals to include information regarding dates that strategies are implemented. Principals are responsible for monitoring their performance objectives throughout the year. During the mid-year evaluation and the end of the year evaluation, principals share their progress with regard to performance objectives along with supporting evidence and artifacts. The principal promotes teaching and learning by facilitating weekly leadership team meetings and through overseeing daily collaborative planning sessions.</p> <p>Monitoring of curriculum implementation and instructional practices: The leadership team engages in content specific collaborative planning where individual student needs are addressed. Administrators conduct classroom observations for tenured and non-tenured staff in order to monitor school curriculum and delivery of instruction. Academic coaches along with the Reading specialist and Assistant Principals facilitate these sessions. The principal along with the administrative team has conducted teacher observations. As a result of principals conducting formal observations, teachers are able to receive meaningful feedback on the delivery of instruction. Teachers are provided with recommendations and if necessary an action plan for improvement. Oxon Hill Middle School has one tenured teacher who is performing unsatisfactory. Observation notes/action plans were reviewed in order to assess instructional curricular execution expectations.</p> <p>Use of assessment data using technology: Performance Matters and EduSoft is a data warehouse for school staff to utilize school test data. All staff has been trained in using these two data warehouse systems. The data coach at Oxon Hill Middle assists the administrative team with accessing the data in order to present their findings during quarterly PMAPP sessions held in the area office. PMAPP sessions allowed opportunities for principals to come together and participate in instructional conversations regarding instruction and discuss the school's top 5 activities and strategies used to increase student achievement. Also during that time, the principal utilizes FAST data to assess individual teacher performance. During Area 4 PMAPP meetings suggestions were provided to principals in order to address weak indicators on FAST 1 and FAST 2. FAST 3 performances are shared at the end of the school year. Feedback was provided to the principal regarding PMAPP presentations throughout the year to streamline strategies and activities the team included in their presentation.</p> <p>Recruitment and retention of effective staff: Designated representatives from the Human Resource Department will recruit screen, schedule, and interview candidates for Oxon Hill Middle School. Oxon Hill will receive priority staffing in order to ensure highly qualified teachers are selected for core content areas and special education students.</p> <p>Identification and coordination of resources to meet school needs: The principal has been a</p>	

Name of School: Oxon Hill Middle School		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>resource linked to all departments and phases of the Instructional Program at Oxon Hill MS. Through needs/data assessments and organizational skills, the principal works within the school's budgets to disseminate resources to meet the school needs.</p> <p>Engagement of Parents and Community to promote academic, developmental, social, and career needs of students: Through parent nights such as MSA, Technology, Reading/Language Arts, Math, AVID and PTSA nights Oxon Hill MS engages parents in the community in various activities to promote the developmental needs of students. The school provides career days and AVID activities to expose students to career and educational opportunities. Data Nights, PTSA, MSA Nights, Career Days are a way to bring parents to the school and involve them in the instructional program by providing them information with regard to instruction.</p>	

B.2 Complete Table B.2 if the LEA has elected not to serve one or more of the Tier I or Tier II schools listed in Appendix A.2. Add rows as needed. Explain in detail why the LEA lacks capacity to serve the Tier I or Tier II schools listed below.

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	Thomas Claggett Elementary School	240051001173	X		Thomas Claggett is an elementary school under 300 students. The district is considering a comprehensive review of consolidating all schools under 350 students to be implemented in the 12-13 school year.
2	Nicholas Orem Middle School	240051001112		X	Nicholas Orem currently receives Title I funding. The district would like to reallocate the Title I funds to support reform.
3	William Wirt Middle School	240051001186	X		William Wirt currently receives Title I funding. The district would like to reallocate the Title I funds to support reform.
4					

B.3.b Restart Model

School Name and Number: Oxon Hill

Tier: II

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.

Baseline: SY09-10: Reading Grade 7: 68.8; Grade 8: 58.1

SY 2011: Reading Grade 7: 74; Grade 8: 63

SY 2012: Reading Grade 7: 77; Grade 8: 66

SY 2013: Reading Grade 7: 80; Grade 8: 69

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)

<p>Formative Assessment Data (FAS) in Reading (proficient and advanced). FAS II is most closely correlated to MSA performance. FAS I: Reading Grade 7: 72; Grade 8: 61 FAS II: Reading Grade 7: 74; Grade 8: 63 FAS III: Reading Grade 7: 76; Grade 8: 65</p>
<p>Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup. Baseline: SY09-10: Math Grade 7: 45.3 Grade 8: 27.9 SY 2011: Math Grade 7: 50; Grade 8: 33 SY 2012: Math Grade 7: 53; Grade 8: 36 SY 2013: Math Grade 7: 56; Grade 8: 39 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) Formative Assessment Data (FAS) in MATH (proficient and advanced). FAS II is most closely correlated to MSA performance. FAS I: Reading Grade 7: 48; Grade 8: 31 FAS II: Reading Grade 7: 50; Grade 8: 33 FAS III: Reading Grade 7: 52; Grade 8: 35</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
Pre-Implementation Strategies May through June 30, 2011					
Staff profile	Oxon Hill may have staff that have not accepted the renewed focus on a restart strategy. However, the district has minimal capacity to commit to wholesale changes. The district will support priority staffing.	Pre-implementation Strategy 1: observation and review of the current staff and recommended staff changes.	Mosaica Turnaround Partner (MTP)	May 30, 2011	Staff review narrative
Parent Engagement	There is evidence that efforts have been made to engage parents through the PTA and through the website. The district will make Parent Engagement a professional development theme for the 2011-12 SY.	Pre-implementation Strategy 2: Four community meetings held between April 2011 and August 2011 to garner community input into the Restart Model.	MTP	August 20, 2011	Minutes of meetings

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
Needs Assessment: Student Achievement: Staff survey Instructional Practice	While OHMS professes a vision (CASA: clear expectations, academic rigor, socializing intelligence and accountable talk), it is clear from the staff surveys that the vision is not pervasive.	Pre-Implementation Strategy 3: Pre-service orientation for all staff on vision, culture and climate. 10 days of in-service.	MTP	August 20, 2011	Minutes of meetings
Instructional practice, staff profile	The overall inexperience of the teaching staff would suggest minimal exposure to sophisticated instructional delivery models. In addition, student group performance lags behind the total population. The school will receive priority staffing as a Restart School.	Pre-implementation strategy 4: fill new positions of behaviorist, two content specialists, a community engagement specialist, a principal coach, and a data coach.	MTP	June 30, 2011	Full staffing report
Guidance in development of the individual Professional Development Plans	Develop professional development plans with teachers and administrators	Pre-implementation strategy 5: Develop personal PD plans for staff.	MTP	August 30, 2011	Copies of individual plans
Analysis of student test results	Mosaica will do a comprehensive review of the school test data.	Review of the data	MTP	June 30, 2011	Report on the analysis.
Implementation Strategies					
Needs Assessment: Student Achievement: Staff survey Instructional Practice	While OHMS professes a vision (CASA: clear expectations, academic rigor, socializing intelligence and accountable talk), it is clear from the staff surveys that the vision is not pervasive.	Strategy One is to create and implement a vision of academic rigor and an intellectual climate. The vision must be pervasive throughout the school.	Principal	August 2011	Agendas, Minutes

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
Needs Assessment: Student Achievement: Staff survey, staff profile	Staff feels that there is little follow-through. Also, much of the staff has less than 5 years experience.	Strategy 2: Adopt a system of classroom protocols and routines to ensure instructional focus. There should be a standardized protocol for student learning throughout the school, adjust by content.	Principal	January 2012	Agendas, minutes, evidence of professional development
School Culture and Climate	Oxon Hill invests in several programs that support the culture and climate of the building including GRIP, and the school climate committee appears to be effective. However, the suspension rate remains high. The district will continue to support these schools with AVID and PBIS. In addition, the district will continue to align Student Service supports to the school, including the deployment of a social worker to address family issues.	Strategy 3: Adopt a classroom management system that ensures student respect and engagement. PBIS strategies should be evident in all classroom interactions.	Principal, Climate Committee	September 2011	Agendas, minutes, evidence of professional development Suspension rates.
Assessment	While the use of formative assessments is common, there is no evidence that the discussions result in a change in teaching practice or the creation of common assessments. A Data inquiry protocol is utilized. The district will support the school with the use of the Edusoft platform, storing school-developed tests. In addition, the district will pilot rigorous assessments in the school.	Strategy 4: Create a functioning system for the review of student data through collaborative planning. It is imperative that instructional practice reflects the analysis in collaborative planning.	Principal, Data Coach	January 2012	Protocols, minutes of collaborative planning meetings.
Assessment, Instructional Practice	There is no evidence that the discussions result in a change in teaching practice. The school is eligible for participation in	Strategy 5: Create an accountability system that links professional development, collaborative planning,	Principal, Content Specialists	January 2012	Notes on walk-throughs,

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
	the district initiative around DataWise through the RTTT funds.	structured walk-throughs and teacher evaluation.			
Instructional practice, staff profile	The overall inexperience of the teaching staff would suggest minimal exposure to sophisticated instructional delivery models. In addition, student group performance lags behind the total population. The school will receive priority staffing as a Restart School.	Strategy 6: Provide professional development on differentiated instructions, specifically for special education and ELL populations. The plan should address both grouping strategies and pedagogical strategies.	Principal, team leaders	September 2012	Agendas, minutes of professional development.
Student Achievement	Math performance significantly trails reading performance, both in state and formative assessments. The district is developing professional learning communities around middle school math that will support this initiative, funded through RTTT.	Strategy 7: Provide professional development in the delivery and assessment of math. Mathematics expertise must be evident in classroom instruction.	Principal	November 2012	Minutes from professional development, math scores on formative assessments.
Needs Assessment: 6 assessments, instructional program	Multiple interventions are cited in the Needs Assessment. However, there does not seem to be a continuum of services to support students or a deliberate process for placement. The district has developed an intervention tracking system that will support this initiative.	Strategy 8: Create a coherent model to deliver interventions. The plan should include assessment, placement, RTI and linkages back to classroom instruction. This will include research-based interventions and computer technology.	Principal	August 2012	Intervention plan. Minutes from SIT meetings.
Assessment	There is no evidence to suggest that the school has moved beyond the assessment limits in the Voluntary State Curriculum. The use of Finishline is not an example of rigor. The district is developing rigorous writing prompts to support this effort.	Strategy 9: Create more rigorous assessments beyond the current use of FAS data. The district will develop some assessments, but the school must adopt a model for rigorous assessment as part of the common assessments developed in	Team Leaders	January 2013	Evidence of rigorous items and tasks. Performance utilizing rubrics.

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
		collaborative planning.			
Instructional Practice	Most of the instructional practices reflect attention to remediation and foundation skills. The district is developing rigorous assessments linked to the Common Core that will support this effort.	Strategy 10: Adopt an instructional model based on rigor. Consider project-based instruction, multiple intelligences, and Universal Design for Learning as the instructional model for the school. The district curriculum refers to rigorous activities, but the school must develop their own model for rigor, including questioning, student products and assessments.	Principal	August 2013	Implementation of a rigorous curriculum as evidenced by student schedules, student work, performance on formative assessments.
Instructional Practice	Oxon Hill appears to have a sufficient use of technology, but it is unclear how technology interfaces with the instructional program. As a Restart, the district will support wireless generation.	Strategy 11: Integrate technology in the instructional plan. Technology is evident, but it must be linked to student engagement and rigor.	Principal	August 2012	Technology plan
Staff profile	Oxon Hill may have staff that have not accepted the renewed focus on a restart strategy. However, the district has minimal capacity to commit to wholesale changes. The district will support priority staffing.	Strategy 12: Deliberate staffing: The school will proceed slowly in the displacement of staff. The staff will be assessed as to their commitment to change. Through the use of the evaluation process and some limited involuntary transfers some staff changes will occur.	Principal	August 2011	Fully staffed.
Staff profile	The principal has been at the school less than two years. There is evidence of teacher leadership in language arts. The district, using RTTT funding, is	Strategy 13: Develop a plan to promote leadership capacity with administrators and key teachers. Teachers should have multiple	MTP	August 2011	Evidence of professional development and coaching minutes.

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
	supporting leadership development.	opportunities to gain leadership within the school.			
Parent Engagement	There is evidence that efforts have been made to engage parents through the PTA and through the website. The district will make Parent Engagement a professional development theme for the 2011-12 SY.	Strategy 14: Develop a plan to increase parent engagement in the instructional program at the school. The school has made attempts to link to parent engagement, but activities must be developed to give parents access and voice in the school.	Principal	August 2011	Agendas, minutes of meetings, logs of parent attendance at functions. Volunteer hours.
Needs Assessment: 6 assessments, instructional program	Multiple interventions are cited in the Needs Assessment (Study Island, individual tutoring). However, there does not seem to be a continuum of services to support students or a deliberate process for placement. The district has developed an intervention tracking system that will support this initiative.	Strategy 15: Implement Mercury On-line for struggling and advanced learners.	Content Specialists	November 2011	Data charts from Compass Learning
Instructional Practice	Most of the instructional practices reflect attention to remediation and foundation skills. The district is developing rigorous assessments linked to the Common Core that will support this effort.	Strategy 16: Begin the implementation of STEM modules within the curriculum.	Content Specialists	January 2013	Evidence of unit plans
Short Term Data Collection					
Diagnostic Performance	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer diagnostic reading and math assessments by September 21, 2011	Principal	Sept 21, 2011	Edusoft report
First Quarter Benchmark Assessments in	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer first quarter FAS tests in reading in October, 2011	Principal	November 5, 2011	Edusoft report, Data Warehouse Report

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
Reading					
First Quarter Benchmark Assessments in Math	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer first quarter FAS tests in math in October 2011	Principal	November 5, 2011	Edusoft report, Data Warehouse Report
Monthly Suspension reports	Establish clear expectations.	Pull Discipline Report and review by School climate Committee	Principal	First week of the month	APEX suspension report in SchoolMax
Monthly Vacancy Report	Address high turnover in staff	List teacher vacancies and HR efforts to address these vacancies.	Principal	First week of the month	List vacancies
Monthly attendance reports	Establish clear expectations.	Pull Attendance Report and review by School Climate Committee	Principal	First week of the month	APEX attendance report
Monthly discipline Referral report	Establish clear expectations.	Pull Discipline Report and review by School Climate Committee	Principal	First week of the month	APEX referral report in SchoolMax
Second Quarter Benchmark Assessments in Reading	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer second quarter FAS tests in reading in January 2012	Principal	January 31, 2012	Edusoft report, Data Warehouse Report
Second Quarter Benchmark Assessments in Math	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer second quarter FAS tests in math in January 2012	Principal	January 31, 2012	Edusoft report, Data Warehouse Report
Teacher Evaluation list	Establish clear links between data and practice	List teacher observations and evaluations monthly.	Principal	First week of the month	List of observations, observers and evaluations.
Collaborative Planning	Establish clear links between data and practice. Include targeted walkthroughs as a follow-up to Collaborative Planning sessions.	Binder of minutes of meetings. Walk-through notes.	Leadership team	First week of the month	Compilation of minutes of collaborative planning events.

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
Professional Development on school climate and culture	Articulate vision internally and externally	Trainings and notes on walkthroughs	Principal	First week of the month	Agendas of trainings, walkthrough notes, communications to staff
Professional Development on Teaching and Learning	Establish clear links between data and practice. Include differentiation, particularly with special education and ELL.	Trainings and notes on walkthroughs	Principal	First week of the month	Agendas of trainings, walkthrough notes, communications to staff
Parent Engagement	Significantly increase parent communication and engagement.	Meetings and communications	Principal	First week of the month	Agendas of meetings, and communications to the communities and external stakeholders
Extended Learning Opportunities	Target ELL and Special Education student groups.	Details of implementation of ELO	Principal	First week of the month	Student participation and achievement data.
<p><u>Describe the LEA's Restart Process</u> 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.</p>					
<p>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.</p>					
<p>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.</p>					
<p>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.</p>					

Restart Model Addendum: Pre-Implementation Activities

Pre-Implementation Activities:

The district developed an RFP to attract an Educational Management Company to align the strategies to the needs assessment. The initial needs assessment was completed by the district. An EMO was selected on April 11, 2011 to provide the structure and implementation of the grant. The EMO will conduct site visits to the schools and help refine the needs assessment, looking for alignment between the new vision and staff attitudes and practices.

Activity Categories with Sample Activities:

Family and Community Engagement: The district conducted a survey of parents to determine their interests and desires in the reform effort (survey data included in the needs assessment). Once an EMO is selected, the EMO will hold 4 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;

Rigorous Review of External Providers: The district conducted a rigorous review process to select an EMO and contract with that entity (see C-5) to assist in planning for the implementation of an intervention model. In addition, Mercury On-line will provide differentiated advanced learning opportunities.

Staffing: The EMO will observe current staff and make recommendations for retaining or replacing the current principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff by June 1, 2011.

Instructional Programs: The EMO will recommend the remediation and enrichment for 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: The EMO will take the responsibility to 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. This includes a personal plan for each staff member.

Preparation for Accountability Measures: The EMO will 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.

The district will contract with an EMO to provide the structure and implementation of the grant. Funding will include the cost of the EMO, additional in-house positions to support the reform and two instructional content specialists at the district level to provide support to the schools with district initiatives.

Total cost of the pre-implementation plan will be \$189,825 listed under district expenses. This figure covers both schools.

Breakdown:

Assessment of existing teaching staff and input into staff selection: \$94,500

Guidance in the development of Individual Professional Development plans: \$28,125

Analysis of student test results: \$67,200

Professional development in the summer will be part of year 1 funding and not pre-implementation.

B.4 Timeline for LEA Monitoring of Tier I and II schools.

Complete the following Timeline for each school with a detailed description of how the LEA will monitor each school’s intervention model and how progress monitoring will be assessed throughout the year.

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

Intervention Model Restart School: Oxon Hill Middle 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.

Year 1: Q1 (SY2011, July-Sept)	Monitoring and oversight: The Executive Oversight Committee will meet in June, July and August with the EMO and building principals to monitor progress on staffing, building preparation.
	How progress will be assessed: Fully staffed building, ready for opening.
Year 1: Q2 (SY2011, Oct-Dec)	Monitoring and oversight The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations.
Year 1: Q3 (SY2011, Jan-Mar)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate. Assess progress on teacher evaluations and staff that needs assistance.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.
Year 1: Q4 (SY2011, April-June)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.

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

Intervention Model Restart School: Oxon Hill Middle 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.

Year 2: Q1 (SY2012, July-Sept)	Monitoring and oversight: The Executive Oversight Committee will meet in June, July and August with the EMO and building principals to monitor progress on staffing, building preparation. Review MSA scores and assist in plan revisions.
	How progress will be assessed: Fully staffed building, ready for opening. Analysis of MSA scores.
Year 2: Q2 (SY2012, Oct-Dec)	Monitoring and oversight The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations.
Year 2: Q3 (SY2012, Jan-Mar)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate. Assess progress on teacher evaluations and staff that needs assistance.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.
Year 2: Q4 (SY2012, April-June)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.

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

Intervention Model Restart School: Oxon Hill Middle 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.

Year 3: Q1 (SY2013, July-Sept)	Monitoring and oversight: The Executive Oversight Committee will meet in June, July and August with the EMO and building principals to monitor progress on staffing, building preparation. Review MSA scores and assist in plan revisions.
	How progress will be assessed: Fully staffed building, ready for opening. Analysis of MSA scores.
Year 3: Q2 (SY2013, Oct-Dec)	Monitoring and oversight The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations.
Year 3: Q3 (SY2013, Jan-Mar)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate. Assess progress on teacher evaluations and staff that needs assistance.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.
Year 3: Q4 (SY2013, April-June)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.

C. Budget: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in Tier I, Tier II, and Tier III schools it commits to serve. See attached spreadsheet.

Reporting Metrics

To inform and evaluate the effectiveness of the interventions selected for Tier I and Tier II schools MSDE will collect data on required reporting metrics for the 1003 (g). Appendix F. Most of this data is already collected through EDFacts. However, MSDE must report some additional new data with respect to the school improvement funds.

Upon approval of the LEA’s grant application, the MSDE will inform the LEA how to collect the additional required school-level data for each Tier I and Tier II school it commits to serve.

The data will serve as a baseline for each year thereafter for which MSDE allocates 1003(g) school improvement funds. If school closure is the selected intervention, the LEA only needs to report on the identity of the school and the intervention selected.

This table illustrates the additional Tier I and Tier II school level data that must be collected by the LEA and submitted to MSDE after approval of the LEA application.

Required Reporting Metrics
Number of minutes within the school year
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes
Distribution of teachers by performance level on LEA’s teacher evaluation system
Teacher attendance rate

Coordination of Other Fiscal Resources

Describe for each school how other fiscal resources, such as Title I, Part A; Title I, ARRA; 1003(a); Title II; Title III; etc., will be coordinated and aligned to support the identified invention model.

The school is not eligible for Title I or ARRA funding for SY11-12. Title II will support professional development through the Department of Curriculum and Instruction. The Executive Steering Committee will provide district oversight and support. The district will use Race to the Top funding to support teacher and principal development. In addition, Title I and the Turnaround Office will devote resources to budget management. Human Resources will support the recruitment and selection of staff.

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.

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)
Duane Arbogast	Chief Academic Office	District coordination	Tier II	12 hours per month
Ed Ryans	Turnaround Director	Turnaround coordination	Tier II	160 hours per month
Debra Mahone	Executive Director for School Improvement	Title I coordination	Tier II	12 hours per month
Robert Gaskins	Director Human Resources	Human Resources coordination	Tier II	12 hours per month, more in the spring
Janice Briscoe	Director of Student Services	Student Services coordination		12 hours per month
EMO manager	President	EMO management		32 hours per month
Doug Anthony	Director of Human Capital	Align principal and teacher pipeline and evaluation systems		4 hours per month
Michael Dodson	Chief of Operations	Coordinate building issues		4 hours per month
Robert Glascock	MSDE Breakthrough Center	Coordinate State services		4 hours per month
a. <i>How often will the LEA 1003(g) central support team meet?</i> Monthly				
b. <i>How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?</i> Monthly via Executive cabinet				
c. <i>How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?</i> Annually				
d. <i>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?</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, briefly describe the plans for the central support team to begin work on the Tier I, II, and III schools?</i>				
e. <i>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?</i> Significant role in establishing reasonable targets.				
f. <i>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?</i> Monthly reviews with the Title I budget analyst				

In addition to the Central Support Team, the district will manage the liaison with the Restart school through the Turnaround Office. The Turnaround Office provides direct support to grant and budget compliance and serves as the liaison with the instructional programs for the district and the school. The Turnaround Office consists of a Director, a Budget Analyst, two instructional specialists, a compliance specialist and a student support specialist. These positions are funded through both the SIG I and SIG II grants, as their responsibilities will cover SIG I and SIG II schools. The ratio of attention between SIG I and SIG II schools will be 80% to 20% respectively, except for the compliance specialist, which will be a 50%-50% split.

The Restart schools will be situated in within the Turnaround Office for reporting and evaluation. The Turnaround Office reports directly to the Chief Academic Officer.

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?*

The district has nine months of experience with the SIG grant. The lessons learned include the need to allow for flexibility in the grant as day to day issues arise. The turnaround and restart schools get the following considerations for the district perspective:

- a. District turnaround office to coordinate actions across the reform schools,
- b. Priority attention from operations
- c. Priority attention from the communications office to highlight and illuminate the reform efforts.
- d. Priority attention from Human Resources to include additional job fairs, and revisions in the placement of teachers. It is noted that the reform schools still operate under the negotiated agreement with the teachers' and administrators' bargaining units.
- e. The convening of a high level executive oversight committee.
- f. Priority support from Curriculum and Instruction in coaching and teacher observations.
- g. Priority support from Special Education.
- h. Priority support from the Title I office
- i. Priority support from the Office of Student Services.
- j. The district will support the use of the Teacher Evaluation project which includes teacher compensation for effectiveness.

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?*

The major obstacles to reform are both budgetary and procedural. The budget situation in the district does not allow for significant reallocation of resources to the reform schools. The district is cutting \$155,000,000 from the general operating budget, including most central office deployed coaches. The reform schools must rely on the SIG funds for the following:

- a. Additional transportation for extended learning opportunities
- b. Professional development and coaching
- c. Additional staffing

LEA Capacity to Implement Grant

Procedural issues include

- a. The district does not have the capacity at the middle school level to replace staff to a large degree. Targeted staff replacements will be allowed.
- b. The district is undergoing a reduction in force of 1300 personnel. The district has limited opportunity to hire external candidates or recruit except in hard to staff positions like content certified special education.
- c. The district cannot support additional funding for transportation.
- d. The district and the bargaining units have not agreed to a compensation package (incentives) for working in low performing schools, although conversations are moving forward. The bargaining units are amendable to incentives in the areas of additional planning time, professional development opportunities and access to technology and teacher materials.

3. Describe why the LEA is not applying to serve all Tier I schools.

Prince George's County has two Tier I schools and three Tier II eligible schools. The district is applying to service two Tier II schools. The two Tier I schools include a small elementary school with a large Deaf and Hard of Hearing program. The district plans to consolidate schools under 350 students during the 2011-12 SY. This particular school will be examined closely for the possible relocation of the regional special education program and possible consolidation with another small school. The other Tier I school and eligible Tier II school are middle schools with relatively new leadership. The district has noted significant gains in performance at each school. The use of Title I funding has supported these schools with additional staffing and ELO programs. In addition, the district has been able to support these schools with a significant infusion of technology. Finally, both of these schools may participate in an initiative around the Research for Better Teaching through our current arrangement with the Turnaround Middle Schools.

LEA Budget

See attached spreadsheet.

Consolidated Budget Narrative

See attached spreadsheet

Proposed Budget C-1-25 (for the first year only.)

See attached spreadsheet

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.

The plan will fully address the needs of all student groups to ensure equitable participation. There are no anticipated services that will have barriers to participation. The Needs Assessment indicates that the ELL population, which is growing, and the special education population are in need of differentiated supports as outlined in the Restart strategies. The school currently houses an intensive functional skills wing. While this wing does not participate in MSA, their integration into a least restrictive environment must be considered in any school-wide plan.

Stakeholder Involvement

I. Community Group Outreach

Title I

School Improvement

Title I 1003(g)

Consultation with Stakeholders Documentation

Prince George's County is submitting an application to the USDOE to receive additional School Improvement Funds for Federal Fiscal Year 2012. I am requesting that you read the Executive Summary and make comments or suggestions. Please note that this is only the initial phase and that a more detailed plan will be developed over the next six weeks. Our timeline is extremely short. We have to submit our first draft this Friday. I apologize for the short time frame.

Please send your comments via email or fax to Duane Arbogast, Chief Academic Officer, duane.arbogast@pgcps.org.

CONSULTATION FEEDBACK FORM FOR PRINCE GEORGE'S 2011 SCHOOL IMPROVEMENT GRANT APPLICATION.

I had the opportunity to read, review and provide feedback for the Executive Summary on the Title I, Part A School Improvement Grant Application, 1003(g) Draft document that was emailed to me on Thursday, March 3, 2011 .

Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft Executive Summary document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft Executive Summary document are written below:

Name (print/type)

County/Organization

Signature

Date

II. Bargaining Unit Outreach



Allan Arbogast <allan.arbogast@pgcps.org>

SIG II grant

7 messages

Duane Arbogast <duane.arbogast@pgcps.org>

Fri, Feb 25, 2011 at 9:33 AM

To: ASASP Union <asasp@pgcps.org>, "Robinson, Lewis" <robinsol@pgcea.org>

Cc: Bonita Coleman-Potter <bonita.colemanpotter@pgcps.org>

Doris and Lew,

The new SIG grant is now available. The deadline is March 4, giving us two weeks to write the grant. Given the lessons learned at the turnarounds last year, we have learned several lessons. The first lesson is that we need a partner to help us. The second lesson is we do not have the capacity to do whole sale staff changes. With that in mind, we would like to contract with the partner to do the restart model, which gives us a great deal of flexibility.

We have put forth an RFP for a managing partner, but we will not have one in place for the March 4th deadline. We will submit a draft, knowing that it will be significantly modified.

There is only \$8M in the pool and there are 16 eligible schools, of which five are in Prince George's. The grant is competitive, so we will only be applying for two schools. We took Thomas Claggett off the list because they are a small school and we will be examining the efficacy of small schools over the next year. William Wirt and Nicholas Orem are both Title I schools, so they have a funding source to support reform. That leaves Thomas Johnson and Oxon Hill Middle School.

Again, this is competitive and we will not have a truly complete application on March 4, so it is possible we will not get approved.

I am attaching my first draft of the executive summary. I appreciate your support and input into the process.

--

A. Duane Arbogast, Ed.D.
Chief Academic Officer

Prince George's County Public Schools
301-952-6233

 **SIG_executive_summary_2-25-11.docx**
22K

Robinson, Lewis **Fri, Feb 25, 2011 at 3:03 PM**
<robinsol@pgcea.org>

To: Duane Arbogast <duane.arbogast@pgcps.org>

Thanks, I will respond with comments later.

Lew

From: Duane Arbogast [mailto:duane.arbogast@pgcps.org]
Sent: Friday, February 25, 2011 9:34 AM
To: ASASP Union; Robinson, Lewis
Cc: Bonita Coleman-Potter
Subject: SIG II grant

[Quoted text hidden]



Allan Arbogast <allan.arbogast@pgcps.org>

SIG Grant
3 messages

Duane Arbogast <duane.arbogast@pgcps.org>

Wed, Mar 2, 2011 at 7:41 PM

To: "C. Robinson" <michael2.robinson@pgcps.org>, Sharif Salim <sharif.salim@pgcps.org>, Helen Coley <hcoley@pgcps.org>, Andrew Zuckerman <andrew.zuckerman@pgcps.org>, "Robinson, Lewis" <robinsol@pgcea.org>, ASASP Union <asasp@pgcps.org>

Cc: Bonita Coleman-Potter <bonita.colemanpotter@pgcps.org>, Debra Mahone <dmahone@pgcps.org>

Good evening all,

As you know, we need to submit the first draft of the SIG grant to MSDE on Friday. As you know, we intend on contracting with an outside organization to support the reform efforts. The second and final drafts will have more specifics. The final draft is due April 21. The area offices have completed the needs assessment.

We also need to provide evidence that we have informed our stakeholders. Attached is the Executive Summary that will accompany the grant and a comment page. Please email or deliver these documents to your PTA presidents and faculty representatives and have them email me any comments by the end of the day on thursday, March 3, 2011.

I apologize for the tight turnaround. Lew and Doris, there are only a few changes from the document I sent last week.

--

A. Duane Arbogast, Ed.D.
Chief Academic Officer
Prince George's County Public Schools
301-952-6233

2 attachments



SIG executive summary 3-2-11.docx

16K

 **Stakeholder Feedback Form.docx**
14K

Debra Mahone <dmahone@pgcps.org>

Wed, Mar 2, 2011 at 10:40 PM

To: Duane Arbogast <duane.arbogast@pgcps.org>

Duane,

Schools could also post the stakeholder feedback form on their schools website to solicit additional feedback. Even if it is posted for only a day prior to the first submission, it would show good faith in trying to solicit input. It could remain posted until the final submission.

It wouldn't hurt to ask.....

[Quoted text hidden]

--

*Debra A. Mahone
Executive Director*

School and Leadership Development

John Carroll

*Responsible Way Corridor, Rm. 7
1400 Nalley Terrace
Largo, Maryland 20774
Phone: 301-618-7340*

Fax: 301-925-1958

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must depend on how we feel about the fact that we haven’t so far.” ... Ron Edmonds

Duane Arbogast <duane.arbogast@pgcps.org>

Thu, Mar 3, 2011 at 6:41 AM

To: "C. Robinson" <michael2.robinson@pgcps.org>, Sharif Salim <sharif.salim@pgcps.org>, Helen Coley <hcoley@pgcps.org>, Andrew Zuckerman <andrew.zuckerman@pgcps.org>, "Robinson, Lewis" <robinsol@pgcea.org>, ASASP Union <asasp@pgcps.org>

Cc: Debra Mahone <dmahone@pgcps.org>

Robinson, Lewis <robinsol@pgcea.org>

Thu, Mar 3, 2011 at 4:04 PM

To: Duane Arbogast <duane.arbogast@pgcps.org>, "C. Robinson" <michael2.robinson@pgcps.org>, Sharif Salim <sharif.salim@pgcps.org>, Helen Coley <hcoley@pgcps.org>, Andrew Zuckerman <andrew.zuckerman@pgcps.org>, ASASP Union <asasp@pgcps.org>

Cc: Bonita Coleman-Potter <bonita.colemanpotter@pgcps.org>, Debra Mahone <dmahone@pgcps.org>, "Ray, D" <RayD@pgcea.org>, "Donald J. Briscoe" <BriscoeD@pgcea.org>

Duane

First of all, thank you for providing PGCEA with the opportunity to respond to this proposal. However, the turn around time is not sufficient for us as organization to provide you with a comprehensive response. As you well know, PGCEA does value the collaborative relationship that has been developed between the parties but requesting that we provide a realistic response in such a short window does not speak well for collaboration.

Actually, we would have benefited from a presentation by you or someone in the office on what the thinking is behind this move. Without such foundation it is difficult for me to feel comfortable with it. At a time that we are facing unprecedented budget cuts, how do we justify under any condition bringing in an outside organization to manage the project, diverting valuable resources away from our own. I think it also speaks volumes to a lack of faith in our own staff both management and those that deliver instruction that we cannot do it on our own. The resources that we would spend to support a EMO could save the jobs of several of our administrative staff and others who could lead such a project.

If we really wanted to collaborate on this project, we would allow those teachers and administrators currently in our identified schools to sit down and truly develop the plans that are needed to turn around our middle schools. There is so much that is not said in this that I cannot begin to address it.

Lew

Good morning all,

In addition to sharing the Stakeholder Involvement form and Executive Summary, can you post both documents on your websites?

Thanks.

Duane Arbogast

On Wed, Mar 2, 2011 at 7:41 PM, Duane Arbogast <duane.arbogast@pgcps.org> wrote:

The next meeting of the district and the bargaining units to discuss the SIG grant is scheduled for March 25, 2011.

III. PTA Response

*Angele Reid
Oxon Hill MS PTSA
March 3, 2011
Title I
School Improvement
Title I 1003(g)*

Readiness to Learn

- *Seek internal programs facilitated by faculty with a financial incentive to create live partnerships with feeder schools in order to create a comprehensive mentoring program for parents and students. The projected initiated date would be the beginning of August.*

Readiness to teach

- *One program for Oxon Hill Middle designed for OHMS allowing teachers to be creative and flexible in instruction. Using the Framework for Teaching as a resource for self-evaluation and best teaching practices.*
- *Flexible collaborative planning with teachers driving the planning according to the needs of their classes, utilizing the data from standardized and classroom assessments.*
- *Utilize the Framework for Teaching to monitor academic rigor*

Readiness to Act

- *School leaders including the Faculty Advisory Council are allowed to make local decisions about how to manage budgets, staff, curricula, and programs.*
- *Quarterly meeting to address the budget.*

Time

- *Clear expectations and agreement between staff and agency to ensure that teachers that are highly qualified and highly effective are evaluated on an equitable basis using the Framework for Teaching as a tool.*
- *Adequate time allowed to assess effectiveness of teacher capacity and action plan*

Capacity

Policies and Procedures

- *Policies and procedures should be designed in the best interest of all stakeholders involved.*

I. Other Communication

1. Area 4 PowerPoint presentation to parents on MSA Parent Night/PTSA, March 1, 2011
2. Emailed parents the Area 4 PowerPoint March 7
3. Executive Summary posted on website March 1
4. PGCEA, the current principal and a PTA representative participated in the EMO interviews, April 7, 2011.

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.

 William R. Hite, Jr., Ed.D. <i>Superintendent of Schools/Head of Grantee Agency</i>	March 25, 2011 <i>Date</i>
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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.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- 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.



**THOMAS JOHNSON
MIDDLE SCHOOL
APPLICATION**

**Title I
School
Improvement**

Title I 1003(g)

Grant Period

July 1, 2010- September 30, 2012

Prince George's County

Thomas Johnson Middle School

**Request for
Grant
Proposals**

**Maryland State Department of
Education**

**200 West Baltimore Street
Baltimore, MD 21201**

Deadline Dates

First Draft: March 4, 2011

Second Draft: March 25, 2011

Final Submission: April 21, 2011

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
EXECUTIVE SUMMARY
Title I SIG 1003g Grant 2011

Prince George's County Public Schools (PGCPS) has almost one year of experience in turnaround schools. This year has affirmed some convictions and created new insights. These insights allow the district to develop a realistic vision of the implications of turnaround.

The affirmation of convictions is based on many of the nationally recognized best practices for Turnarounds are identified in The Turnaround Challenge published by the Mass Insight Education and Research Institute in 2007. The Mass Insight report, along with other available research, serves as the framework for the district's theory of action. This report notes that high achievement for underperforming schools can be categorized into three strategies - Readiness to Learn, Readiness to Teach and Readiness to Act.

Readiness to Learn is focused on the students and creating an environment that allows them to feel secure and inspired to learn. Turnaround need to develop strategies and systems to address the many outside issues that students bring to the classroom. The school should foster positive and enduring relationships between the teachers and students to maintain the commitment to learn.

Readiness to Teach is based on a shared accountability for student results across the staff. The instruction provided should be personalized based on data and flexible based on student need. Professional development should be provided through many paths such as collaboration, classroom evaluation, training and other best practices.

Readiness to Act allows school leaders to make local decisions about how to manage budgets, staff, curricula, and programs. Schools should be relentlessly creative in identifying resources from the community, agencies, parents and other partnerships to support the students. Schools should expect to be flexible and remain focused on children.

These convictions are tempered with the reality of time, capacity and policies and procedures.

Time: Addressing the needs of low performing schools requires time. Rushing into a plan under time constraint does not allow for a deep analysis of the issues and strategic planning of the responses. The process of the needs assessment should really be conducted by district experts, but it should also include those who will be responsible for implementing the day to day strategies of the plan. This needs assessment would include a review of the capacity of the staff to implement the changes of reform. Once the assessment is done, and the correct staff are in place, a time for re-culturing is necessary before the beginning of the new school year. This re-culturing includes addressing Readiness to Learn and Readiness to Teach. As the school year progresses, the school needs time to assess the implementation of the strategies and allow for the reform to take shape.

Capacity addresses the real issues of attracting and developing the staff prepared for the reform efforts. In a district in which every traditional middle school is in school improvement, and in which most are in either alternative governance or turnaround status, the pool of adults experienced in turnaround reform is shallow. In addition, the district is facing an unprecedented budget reduction which has resulted in the reduction of staff. Consequently, the opportunity to attract external candidates to the reform is impeded by the surplus of staff. The negotiated agreement serves to protect internal candidates in the area of job security, so replacing staff becomes increasingly more difficult.

Capacity also addresses the ability to staff to absorb and internalize new ways of thinking around Readiness to Learn and Readiness to Teach. Much work must be done long before the school bell rings to ensure that a coherent message is internalized by all staff.

Finally, the district's capacity to reallocate resources to low performing schools continues to become a difficulty as the district addresses a \$155,000,000 shortfall due to decline enrollments and a suffering economic climate.

Policies and Procedures The district is under-going significant changes in policy and procedures. The district leads the nation in tying teacher effectiveness to compensation. In addition, the district has utilized both grant and federal Race to the Top funds to develop strategies around teacher and principal recruitment, development and retention. The bargaining units have been willing partners in these reforms. However, we have not reached consensus on incentives for working in low performing schools, the ability to move staff at will, or modifications in job placement. The district recognizes the important relationship it has with the bargaining units and wishes to proceed in a climate of consensus

Policies and procedures also limit flexibility in terms of the school calendar and transportation. Significant changes to address reform movements require funding from the grant and cannot be supported by district general funds.

Given the vision and constraints outlined above, the district would like to proceed with an alternative pathway for the next round of SIG applications. The district sees the need for a coordinated effort around Readiness to Learn, Teach and Act. The district believes that an external partner offers the best option for this coherence. Therefore, the district has developed an RFP for an Educational Management Organization to coordinate the components of turning around low performing schools. The RFP is currently open. The district will select a provider to:

- Complete the needs assessment in terms of assessing staff capacity around implementing reforms
- Write the specific strategies to be utilized
- Develop the metrics for success
- Advise in the retention of staff
- Provide the necessary professional development to re-culture the school prior to the beginning of the school year.

In addition to the selection of the EMO, the district proposes supplementing the current Turnaround Office with additional content expertise support.

The goal is to name the EMO and complete the needs assessment prior to the final draft submission in April. The March 4th draft highlights the process the district will use in selecting the EMO.

The district is identifying only two of the five eligible schools for the SIG grant: Oxon Hill Middle School and Thomas Johnson Middle School. The district feels this will not dilute the funding stream and allows a concentration on schools that would not otherwise receive additional support. This will be a wonderful opportunity for these two schools to move to high performance.

Requirements for the Educational Management Organization

IV. READINESS TO LEARN

- E. School Culture and Student Buy-in (2 pages) Demonstrate your past success with establishing a prescribed school culture based on: high expectations for all stakeholders, social and emotional development strategies, student engagement, inculcation of school mission and vision, development of systems for mentor, advisor and teacher relationships, development of personalized learning environments and strategies, creation of school-based rituals, and maintenance of behavioral norms. If currently operating a Restart school(s), detail specific lessons learned in promoting and implementing an effective new school culture within the former school climate.
- F. Describe the culture and climate (academic and non-academic) envisioned for the Restart school(s). Within this context, discuss plans to build a culture of academic achievement, student motivation to succeed, safety, discipline and engagement, as well as methods for addressing students' poverty-driven deficits. Describe how your team will use your planning period to begin implementing the school vision and achieving stakeholder buy-in. Briefly describe what you foresee as the most significant barriers to the achievement of your Restart school's culture/climate, and specify your approach to reducing these barriers. Speak directly to how your organization will listen to the community concerns regarding the Restart decision and help build understanding of the need for change and for a new vision.
- G. Discipline and Safety (2 pages) Discuss safety and disciplinary issues that you expect to encounter at the Restart school(s) that may or may not be similar to schools within your existing portfolio. Describe programmatic measures that you have adopted at other schools to ensure safety, and discuss how safety issues will be addressed and how unsafe activities will be prevented in your Restart school(s) from day one.
- H. Social and Emotional Supports (2 pages) Demonstrate your current successes in the creation, implementation, evaluation and modification of social and emotional development strategies for students. Specifically, discuss how these strategies support the underserved populations that you

serve, and how they work to increase student achievement, and the ability and willingness to learn among all students.

V. READINESS TO TEACH

- L. Education Plan (2 pages) Describe the educational philosophy of your organization and the curriculum model and methodologies used in your schools will support the advancement of the PGCPs's Board of Education's Theory of Action. Describe the mission of your organization and how it is supported and achieved through the instructional methods used in your schools. Describe how you will vary or enhance your educational philosophy and methods in a Restart setting.
- M. Proposed Curriculum (2 pages + Attachment) Attach a curriculum map specific to the Restart school(s). Explain your rationale for the innovative curriculum choices used to support the underperforming student populations you seek to serve, including course scope and sequence. Focus on your intervention and remediation strategies as they pertain to academics, bringing students up to grade level, and literally 'turning around' a school with a low-performing, high poverty student population.
- N. Articulate how the educational program of the Restart school(s) will use differentiated instructional strategies to promote the incremental academic growth of all enrolled students, whether at, above, or below grade level.
- O. Remediation and Accelerated Learning (2 pages)
 - 1. Describe how the Restart school will identify and assess below grade level students at the start of the first school year and ongoing. Describe the specific services and supports that will be provided to meet the needs of students who are performing below grade level. Briefly outline how strategies to support your underperforming general education population will differ from those in place to support your special education students. Beyond remediation, discuss the different mediums and pathways for accelerating students' progress at the rate of growth necessary to prepare them for promotion and graduation.
 - 3. Discuss how the Restart school leadership and faculty will identify and assess accelerated students upon enrollment and ongoing. Describe the specific programs, supports and opportunities provided to meet the needs of accelerated students.
- P. Assessments and Performance Goals (2 pages) Provide a five-year data-driven performance assessment plan that builds in ongoing assessment, systematized feedback, and flexibility to make changes based on results. Describe annual performance systems that will directly monitor value-added growth and overall school performance targets over time. Discuss plans in terms of two phases: 1) realistic 2-year Restart goals based on increasing incremental student achievement

growth, and 2) long term goals (five years or more) to produce steady, incremental growth annually and over time, with a strategy to transition into a high performing school.

Q. Serving Specialized Populations (2 pages) Specialized Instruction: Articulate how the educational program of the proposed Restart school will reinforce a commitment to differentiated methods of instruction that serve the needs of all enrolled students, including students with disabilities, English Language Learner (ELL) students and homeless students.

7. Explain how the proposed school will assess, review, revise and implement IEPs.
8. Describe how the proposed school will provide students with disabilities a free, appropriate public education in the least restrictive environment.
9. Describe how the proposed school will accommodate students with disabilities who require extended school year services.
10. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.
11. Explain how the proposed school will identify and meet the needs of ELL students, including curriculum and instructional program/practices to accommodate this group.
12. Homelessness: Provide support for the academic success and personal development of homeless students enrolled in the proposed Restart school by addressing questions 1–6 below.
 - g) How will the proposed school ensure immediate enrollment as well as sensitive, inclusive treatment of homeless students? What steps will the school take to retain this population?
 - h) How will homeless students be included in all proposed school programs and activities, and receive additional support services?
 - i) How will the proposed school’s administration annually prepare and train staff regarding the needs and rights of homeless students?
 - j) How will parents of students who are homeless be included in any governing or advisory bodies as well as other school activities which are available to all families in the proposed school?
 - k) How will the proposed school provide transportation to a student and, if appropriate, the student’s parents, if it is the “school of origin” for the homeless student?
 - l) How will the proposed school coordinate with other entities to comprehensively serve the needs of students without housing?

R. **Leadership** (2 pages + Attachment)

3. Describe the responsibilities, qualifications, and level of experience required for principal candidates within your current school portfolio. Describe the specific qualities your

organization seeks in the proposed Restart principal candidates, and explain how these skill sets differ from or build upon those required of traditional new school leaders. Discuss how you will ensure that your candidates possess the characteristics necessary for effective Restart school management, such as ability to secure additional resources, engage with underperforming students, demonstrate an entrepreneurial spirit, and leverage important partnerships.

4. Discuss existing programs or pipelines that your organization has developed to train and produce high quality leaders for new schools within your portfolio.

S. Staffing and Recruitment (2 pages + Attachments)

3. Provide a description of the staffing model for your proposed school, including all academic and non-academic personnel, and the number and type of positions. Describe how this model differs from your traditional staffing model, as well as which positions have been added or amended to support and manage specific Restart school needs.
4. Attach a comprehensive, school-level organizational chart showing lines of authority, responsibility, and accountability among school staff at one of your current schools/campuses. Discuss how this model organizational chart may be altered to add additional or modified positions to best support a Restart school.

T. Professional Culture, Staff Buy-in, and Teacher Retention (2 pages) Discuss how your organization will work with school leadership to develop shared accountability and responsibility for achievement across teachers and staff in the Restart environment.

U. Professional Development (2 pages + Attachment)

4. Describe the ongoing professional development programs for leaders, teachers and staff at the proposed school(s), and explain how the program specifically addresses the unique vision, goals and challenges of a Restart model, including but not limited to collaborative leadership, social and emotional student supports, underperforming student populations, etc. Include details regarding the Restart school's induction plan. Explain how the professional development program will be adaptive to concerns identified through interim assessment or other means throughout the year. Development program will accommodate and encourage both general and special education teachers to effectively support students with disabilities and other special needs.
5. Provide a plan for formal and informal teacher/staff evaluations linked to performance goals and student achievement, and include whether these will be driven at the Restart school or the organization/network level. Discuss palpable intervention strategies for teachers performing below expectations.

6. Explain how professional development resources, best practices, and pedagogical area expertise will be shared across the organization/network. List any specific events or workshops that are provided for all schools within the network and whether Restart schools will have targeted services.

V. **Promotion and Graduation Policies** (1 page) Explain how you will incorporate added supports to ensure that students meet the requirements for Board policies regarding promotion and graduation. Describe how you will assist and support students who are not promoted on schedule, including acceleration plans and intervention strategies

VI. **READINESS TO ACT**

D. **School Day and School Calendar** (2 pages + Attachment) Describe how additional hours, days or programs will be leveraged differently in Restart schools as compared to your “new start” schools to address remediation, social and emotional supports, and co- and extracurricular activities.

E. **Community Strategy and Involvement** (3 pages)

4. Describe how existing connections to community members and resources have contributed to the mission and success of your schools and your organization. Provide concrete examples of community engagement practices currently implemented, and describe how these relationships support a sense of community and culture instilled within existing schools/campuses. Provide evidence of community buy-in and support from community providers of all types, including but not limited to parents, community and faith-based organizations, social service providers, etc., at existing campuses.

5. Discuss your plans to garner support and interest within the community once available Restart buildings are announced and you are participating in community forums, public hearings, and school implementation. Describe what steps will be taken to incorporate community stakeholders into your Restart school development process.

6. Describe opportunities for parents and families to engage in and help support the proposed Restart school(s). How will you seek parent, guardian and family buy-in in your effort to cultivate a fresh school climate among existing students and families?

F. **School Oversight** (3 pages + Attachment) **Board Structure and Membership:** Describe the structure and primary role of the Board of Directors of the organization that will enter into contract with PGCPs. Describe the composition of the Board of Directors, including key skills and constituencies that are represented. Discuss how the Board of Directors will support the proposed school’s Restart mission, how often it meets, and how it will interact with the Restart school.

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

July 1, 2010- September 30, 2012

REQUEST FOR PROPOSAL COVER SHEET

LOCAL SCHOOL SYSTEM: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

CONTACT PERSON: DUANE ARBOGAST

POSITION/TITLE: CHIEF ACADEMIC OFFICER

ADDRESS: 14201 SCHOOL LANE
UPPER MARLBORO, MD 20772

TELEPHONE NUMBER: 301-952-6233

FAX NUMBER: 301-952-6992

E-MAIL: ALLAN.ARBOGAST@PGCPS.ORG

DATE SUBMITTED: March 25, 2011

MSDE Project Contact
Maria E. Lamb, Director
Program Improvement and Family Support Branch
Title I School Improvement Grants
(410) 767-0286 phone
(410) 333-8010 fax
melamb@msde.state.md.us E-mail

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	<u>Intervention Model Selected</u>			
								Turnaround	Restart	School Closure	Transformation
1	Thomas Johnson Middle School	24005 10011 75	20409		X				X		
2	Oxon Hill Middle School	24005 10014 71	12434		X				X		

Section B: The following areas will be addressed for each participating school through the completion of the model template.

Section B: The following areas will be addressed for each participating school through the completion of the model template.

Cover Sheet- Tier I and Tier II Schools

School Name: Thomas Johnson Middle School Address: 5401 Barker Place Lanham, MD 20706	LEA Point of Contact (POC) Name & Position: Duane Arbogast, Chief Academic Officer Phone#: 301-952-6233 Email Address: allan.arbogast@pgcps.org	
Grade levels enrolled (SY10): Grade 7 = 316 Grade 8 = 313	Number of Students Enrolled (SY10): 629	
Year the school entered school improvement status: <u>2006</u>	Tier Level Tier I _____ Tier II <u> X </u>	
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: _____ Schoolwide Program _____ Targeted Assistance Program <u> X </u> 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	Total amount the LEA is requesting from 2010 Title I 1003(g) School Improvement Funds for the next three years.	
	Year 1: SY 2010-11	\$ 3,081,891
	Year 2: SY 2011-12	\$ 3,906,552
	Year 3: SY 2012-13	\$ 3,300,132
	Pre-implementation Activities Yr. 1 Total Amount of Funding Requested for this school	\$ 189,823 \$10,288,575

B.1 Comprehensive Needs Assessment for Tier I and II schools

For each Tier I and Tier II School that the LEA commits to serve, the LEA must demonstrate that—

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier II School and I identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

Table B.1 Comprehensive Needs Assessment

Name of School: Thomas Johnson Middle School

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>I. Student Profile Information (include trend analysis)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Total enrollment <input type="checkbox"/> Grade level enrollment <input type="checkbox"/> Subgroups - # of students in each <input type="checkbox"/> Mobility % - Entrants & Withdrawals <input type="checkbox"/> Attendance % <input type="checkbox"/> Expulsions # <input type="checkbox"/> Suspensions # <input type="checkbox"/> Dropout rate <input type="checkbox"/> Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students <input type="checkbox"/> Graduation rate <input type="checkbox"/> High School Diploma Rate 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4f81bd; color: white;"> <th></th> <th>SY2008-2009</th> <th>SY2009-2010</th> <th>SY2010-2011</th> </tr> </thead> <tbody> <tr style="background-color: #4f81bd; color: white;"> <td>Total Enrollment</td> <td>893</td> <td>632</td> <td>951</td> </tr> <tr style="background-color: #d9e1f2;"> <td colspan="4">Grade Level Enrollment</td> </tr> <tr> <td>6th</td> <td>NA</td> <td>NA</td> <td>271</td> </tr> <tr> <td>7th</td> <td>445</td> <td>318</td> <td>311</td> </tr> <tr> <td>8th</td> <td>448</td> <td>314</td> <td>369</td> </tr> <tr style="background-color: #d9e1f2;"> <td colspan="4">Subgroups</td> </tr> <tr> <td>African Americans</td> <td>660</td> <td>445</td> <td>650</td> </tr> <tr> <td>Hispanic</td> <td>108</td> <td>148</td> <td>233</td> </tr> <tr> <td>Native American</td> <td>2</td> <td>3</td> <td>5</td> </tr> <tr> <td>White</td> <td><5</td> <td>7</td> <td>15</td> </tr> <tr> <td>Asian</td> <td>27</td> <td>26</td> <td>29</td> </tr> <tr> <td>Multiracial</td> <td>NA</td> <td>NA</td> <td>20</td> </tr> <tr> <td>Special Education</td> <td>107</td> <td>76</td> <td>253</td> </tr> <tr> <td>FARMS(%)</td> <td>48.69</td> <td>53.63</td> <td>52.40</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Mobility(%)</td> <td>24.6</td> <td>22.5</td> <td>NA</td> </tr> <tr> <td>Entrants(%)</td> <td>10.6</td> <td>12.2</td> <td>NA</td> </tr> <tr> <td>Withdrawals(%)</td> <td>14.0</td> <td>10.3</td> <td>NA</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Attendance %</td> <td>95.8%</td> <td>95.9%</td> <td>96.3%</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Expulsions #</td> <td>1</td> <td>2</td> <td>0</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Suspension #</td> <td>109</td> <td>83</td> <td>54</td> </tr> <tr> <td>Dropout Rate</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>					SY2008-2009	SY2009-2010	SY2010-2011	Total Enrollment	893	632	951	Grade Level Enrollment				6 th	NA	NA	271	7 th	445	318	311	8 th	448	314	369	Subgroups				African Americans	660	445	650	Hispanic	108	148	233	Native American	2	3	5	White	<5	7	15	Asian	27	26	29	Multiracial	NA	NA	20	Special Education	107	76	253	FARMS(%)	48.69	53.63	52.40	Mobility(%)	24.6	22.5	NA	Entrants(%)	10.6	12.2	NA	Withdrawals(%)	14.0	10.3	NA	Attendance %	95.8%	95.9%	96.3%	Expulsions #	1	2	0	Suspension #	109	83	54	Dropout Rate	NA	NA	NA
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	<table border="1" data-bbox="953 256 1885 457"> <thead> <tr> <th data-bbox="953 256 1341 289">Advanced Coursework # and %</th> <th data-bbox="1341 256 1520 289"></th> <th data-bbox="1520 256 1701 289"></th> <th data-bbox="1701 256 1885 289"></th> </tr> </thead> <tbody> <tr> <td data-bbox="953 289 1341 321">Algebra</td> <td data-bbox="1341 289 1520 321"></td> <td data-bbox="1520 289 1701 321"></td> <td data-bbox="1701 289 1885 321"></td> </tr> <tr> <td data-bbox="953 321 1341 354">Geometry</td> <td data-bbox="1341 321 1520 354">9</td> <td data-bbox="1520 321 1701 354"></td> <td data-bbox="1701 321 1885 354">1</td> </tr> <tr> <td data-bbox="953 354 1341 386">Total(%)</td> <td data-bbox="1341 354 1520 386"></td> <td data-bbox="1520 354 1701 386"></td> <td data-bbox="1701 354 1885 386"></td> </tr> <tr> <td data-bbox="953 386 1341 418">Graduation Rate</td> <td data-bbox="1341 386 1520 418">NA</td> <td data-bbox="1520 386 1701 418">NA</td> <td data-bbox="1701 386 1885 418">NA</td> </tr> <tr> <td data-bbox="953 418 1341 457">High School</td> <td data-bbox="1341 418 1520 457">NA</td> <td data-bbox="1520 418 1701 457">NA</td> <td data-bbox="1701 418 1885 457">NA</td> </tr> </tbody> </table> <p data-bbox="842 488 1614 516">Homeless Population: This is not a significant issue at Thomas Johnson.</p> <p data-bbox="842 548 1990 760">Analysis: From 2008-2010, Thomas Johnson Middle School provided instruction to 7th and 8th grade students. Beginning in the fall of 2010, 271 6th graders were enrolled in the school representing 11 area feeder schools. In addition to the increased enrollment of all subgroups in 2010-2011, there are 20 students identified in a new subgroup, Multiracial. Data indicates that enrollment has fluctuated over the past three years showing the greatest overall decline in 2009-2010. The school has exceeded the AMO in attendance for the past two years. Currently, the attendance rate is 96.32% (as of 2/28/11). Data indicates a decrease in the number of students taking advance coursework (2008-09 19% to 2010-2011 12%).</p> <p data-bbox="842 781 1990 959">Conclusion: Based on the enrollment of sixth graders this year and the influx of a larger percentage of Hispanic and special needs students, a plan for transitioning 5th graders into 6th grade will include quarterly articulation meetings between the elementary feeder schools and Thomas Johnson. With the growing population of ESOL and special education students, the school will schedule professional development offerings to ensure all staff has tools and strategies to work with students representing these subgroups.</p>				Advanced Coursework # and %				Algebra				Geometry	9		1	Total(%)				Graduation Rate	NA	NA	NA	High School	NA	NA	NA
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<p data-bbox="184 979 369 1006">2. Staff Profile</p> <ul style="list-style-type: none"> <li data-bbox="233 1011 709 1039"><input type="checkbox"/> Principal – Length of time at the school <li data-bbox="233 1044 732 1097"><input type="checkbox"/> Number of Assistant Principal/s and other administrators <li data-bbox="233 1102 842 1284"><input type="checkbox"/> Number and % of teaching faculty’s total classroom instruction experience: <ul style="list-style-type: none"> <li data-bbox="281 1166 432 1193">▪ 0-5 years <li data-bbox="281 1198 447 1226">▪ 6-10 years <li data-bbox="281 1230 459 1258">▪ 11-15 years <li data-bbox="281 1263 438 1291">▪ 16+ years <li data-bbox="233 1289 827 1409"><input type="checkbox"/> Number and % of teaching faculty’s service at this school: <ul style="list-style-type: none"> <li data-bbox="281 1349 432 1377">▪ 0-5 years <li data-bbox="281 1382 447 1409">▪ 6-10 years 	<p data-bbox="842 979 1465 1006">Principal: Length of time at the school – 1 year 7 months</p> <p data-bbox="842 1011 1927 1039">N Number of Assistant Principal/s and other administrators: - - -1Principal and 2 assistant principals</p> <ul style="list-style-type: none"> <li data-bbox="842 1060 1696 1211"><input type="checkbox"/> Number and % of teaching faculty’s total classroom instruction experience: <ul style="list-style-type: none"> <li data-bbox="890 1092 1142 1120">▪ 0-5 years - 62.26% <li data-bbox="890 1125 1157 1153">▪ 6-10 years - 20.75% <li data-bbox="890 1157 1157 1185">▪ 11-15 years - 13.2% <li data-bbox="890 1190 1121 1218">▪ 16+ years - 3.7% <li data-bbox="842 1216 1514 1367"><input type="checkbox"/> Number and % of teaching faculty’s service at this school: <ul style="list-style-type: none"> <li data-bbox="890 1248 1184 1276">▪ - 0-5 years 43, 81.13% <li data-bbox="890 1281 1178 1308">▪ - 6-10 years 7, 13.2% <li data-bbox="890 1313 1184 1341">▪ - 11-15 years 3, 5.66% <li data-bbox="890 1346 1062 1373">▪ - 16+ years <li data-bbox="842 1382 1331 1409"><input type="checkbox"/> Number and % of HQ teachers: 53, 94% 																											

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<ul style="list-style-type: none"> ▪ 11-15 years ▪ 16+ years <input type="checkbox"/> Number and % of HQ teachers <input type="checkbox"/> Number of school-based reading and English teachers of record <input type="checkbox"/> Number of school-based mathematics and data/analysis teachers of record <input type="checkbox"/> Number of school-based reading and English resource personnel <input type="checkbox"/> Number of school-based mathematics and data/analysis resource personnel <input type="checkbox"/> Number and % of paraprofessionals who are qualified <input type="checkbox"/> Number of mentor teachers and number of teachers being supported <input type="checkbox"/> Teacher and administrator attendance % 	<ul style="list-style-type: none"> <input type="checkbox"/> Number of school-based reading and English teachers of record: 13 <input type="checkbox"/> Number of school-based mathematics and data/analysis teachers of record: 11 <input type="checkbox"/> Number of school-based reading and English resource personnel: 3 <input type="checkbox"/> Number of school-based mathematics and data/analysis resource personnel: 2 <input type="checkbox"/> Number and % of paraprofessionals who are qualified: 2-100% <input type="checkbox"/> Number of mentor teachers/instructional coaches and number of teachers being supported: 4 <input type="checkbox"/> Teacher and Administrator Attendance <ul style="list-style-type: none"> ▪ Administrators 98% ▪ Teachers 75% <p><u>Analysis:</u> There has been a high turnover of staff at Thomas Johnson for the past few years. In the past 8 years, there have been 5 different principals. Of the five principals two of them had no prior experience within the system or in a leadership position. During the 2009-2010 school year, due to a significant decline in enrollment based on boundary changes, the administrative staff allocation decreased from 3 assistant principals to 2. Furthermore, within this time frame, there have been several changes in the personnel for assistant principal positions. Retention of qualified and experience staff at all levels remains a challenge at Thomas Johnson.</p> <p><u>Conclusion:</u> Based upon formal and informal observations conducted in the school in addition to teacher responses on the School-based Comprehensive Needs Assessment (CNA) Survey, there is a need to heighten teacher awareness of the link between teacher practices and student outcomes. Using the aforementioned observations and survey data, the following conclusions can be drawn: 1) there is a need for a functioning school climate committee that seeks input from staff, parents, and community stakeholders to improve the climate of the school; 2) a need to ensure data is analyzed on a weekly basis during collaborative planning sessions to inform and differentiate instruction; 3) a need to revisit the master schedule to ensure it provides the required 72 minutes in the instructional block for all mods in all content areas; 4) a need to develop and utilize multiple assessment tools that address the various learning styles of students; 5) a need for increased social-emotional and community-oriented services and supports for students and families within the school with referrals made to outside agencies when appropriate. After staffing has been completed for the 2011 school year, a teacher academy will be developed to meet the differentiated needs of all staff. A variety of professional development opportunities will include, but not be limited to, culturally responsive instructional strategies that will include child development appropriateness for students representing special education and limited English subgroups and data driven decision making to drive differentiated instruction with a recursive cycle of regular follow-up and feedback.</p>
3. Student Achievement	READING Though overall reading scores for the aggregate of students at Thomas Johnson MS have steadily increased

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<ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data for reading and math on State assessments by the “all student” category and all subgroups <input type="checkbox"/> 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 <input type="checkbox"/> Graduation Rate 	<p>since 2006 (from 46.3 to 69.2%), the school has not made AYP in almost a decade. When analyzing the data by grade level, 7th grade reading scores reflect an upward trend for 2006 through 2010. In 2006, 48.2% of 7th graders were proficient or advanced, in 2007- 51.7%, in 2008 - 69.4%, in 2009 - 71.7%, and 74.6% of 7th grades were proficient or advanced in the 2010 school year. For eighth grade reading scores, there have also been slight increases every year. In 2006, 44.3% of the 8th graders were proficient or advanced, in 2007 - 47.5%, in 2008 - 56.2%, in 2009 - 64.3%, and 67.3% of 8th graders were proficient or advanced in the 2010 school year. Even though the performance of students at both grade levels have been increasing every year, the AMO gap is -10.9%; therefore, as the AMO continues to increase, Thomas Johnson MS will be challenged to meet that goal. For 7th grade, the AMO gap is -5.5% and -12.8% for 8th grade. Historically, the growth in gains for 7th graders has been 12.2% and for 8th graders has averaged 11.1% per year since 2006. If students at both grade levels achieve the gains they have averaged over the past few years, 83.7% of 7th graders will be proficient but only 74.7% of 8th graders will be proficient on the 2011 MSA.</p> <p>When examining the data by cohort, the 7th grade students who were 48.2% proficient in 2006 were 47.5% proficient in 2007. The next cohort was 51.7% proficient in 2007 and 56.2% proficient in 2008. The following cohort was 69.4% proficient in 2008 but decreased in proficiency to 64.3% in 2009. In the next school year, the seventh graders were at 71.7% proficient, and again decreased slightly the following year to 67.3% proficiency. If this trend continues, the 7th graders who were 74.6% proficient would have a lower percent proficient as 8th graders. When examining the trended data by school year, it is possible that 7th graders will make the gains needed, but would be more of a challenge for 8th graders to reach the AMO.</p> <p>As far as subgroups are concerned, consistent gains were made in the aggregate (from 46.3% in 2006 to 69.2% in 2010) and in every subgroup with the exception of the Asian/Pacific Islander, whose data has fluctuated over the last several years. Between 2006 and 2010, the Hispanic subgroup increased from 36.3 to 72.2% and the African-American subgroup increased from 46.8 to 68.2 percent. For the SPED subgroup, there was a consistent increase beginning with only 10.2% of students being proficient in 2006 to 44.3% scoring proficient in the 2010 school year. The data for the LEP subgroup shows consistent increases from 23.5% to 55.9%, and for the FARMS subgroup, increases from 39.0% to 65.6 percent.</p> <p>Since this is the first year that TJMS has 6th grade students, FAST data was used to measure and predict student performance. On the 1st quarter FAST, 30.9% of the 6th graders were basic and on the 2nd quarter FAST, 28.9% were basic. From 1st to 2nd quarter FAST, the percentage of proficient students decreased from 44.5% to 41.2%, but the percentage of students scoring advanced increased from 24.6% to 29.8 percent. When examining the FAST data by subgroup, the LEP subgroup made the most significant progress, decreasing the percentage of students scoring basic from 75% to 16.7 percent. For the African-American and FARMS subgroup in this grade, the data from FAST 1 to FAST 2 did not change significantly, and both subgroups remained close to one-third basic. For the SPED subgroup, there were no</p>

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	<p>proficient students on either FAST, although the number of basic students decreased from 100% to 80 percent, and 20% scored advanced on the second FAST. Within the Hispanic subgroup, the percentage of basic students decreased slightly (3.3%), and while the percentage of proficient students increased from 42.2 to 48.8%, the percentage of advanced students decreased by a little more than three percent. For the Asian/Pacific Islander subgroup, the percentage of students scoring basic decreased by 17.3%, the percentage of proficient students increased slightly (4.5%), and the percentage of advanced students increased by about thirteen percent.</p> <p>Conclusions: Overall, reading proficiency scores reflect significant growth for 2006 – 2010 with an increase from 46.3% to 69.2%. The data is comparable when examining the student cohorts from 7th to the 8th grade during a five-year period and reflects substantial growth. In terms of AMO gaps, for the aggregate, the gap is -10.9%, for Asian/Pacific Islander is -9.3%, for African-American is -11.9%, for White is -13.4%, for Hispanic is -7.9%, for SPED -35.8%, for LEP is -24.2% and for FARMs is -14.5 percent.</p> <p>The students that are furthest from meeting the AMO are within the SPED and LEP subgroups. Within these subgroups, a few students progressed from proficient to advanced but there has been minimal to no movement of students from basic to proficient. This could indicate that teachers are “teaching to the mean, or average students” while, the basic students continue to struggle. Although the special education teachers and paraprofessionals participated in professional development on Mod MSA with the SPED chairperson, and co-teaching sessions with the RELA coach, additional support is needed.</p> <p>Furthermore, it is noted that there is a priority to heighten all staff awareness of the link between teacher expectation/practices and student actions, particularly for those students who continue to perform at the basic level. It is recommended that character education be included as a part of the instructional day to allow all students the opportunity to benefit from the strategies and techniques of the program. Strategies that impact SPED and LEP students, impact all students.</p> <p><u>Student Needs include but not limited to:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> High-interest reading materials <input type="checkbox"/> Culturally diverse resources <input type="checkbox"/> Organization skills (AVID) <p>By extending the instructional modules, the school will address specific student needs by incorporating technology into daily instruction from teacher planning and delivery of instruction to student performance.</p> <p>MATH The overall math scores for ALL students at Thomas Johnson MS has not shown a steady pattern and can best be described as fluctuating with increases in alternate years from 2006-2010. Thomas Johnson MS has not made AYP in mathematics. The percentages of ALL students scoring proficient or advanced in math on MSA are as follows: 36.3% (2006), 33.8% (2007), 44.4% (2008), 44.3% (2009), and 43.0%</p>

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	<p>(2010). Scores for grade 7 fell along the same fluctuating patterns of the overall aggregate. In 2006, 41.5% of 7th graders were proficient or advanced, in 2007- 38.7%, in 2008 - 52.7%, in 2009 - 47.1%, and 51.2% of 7th grades were proficient or advanced in the 2010 school year. For the eighth grade math scores showed slight increases each year with an exception of a decrease in the last year's 2010 score. In 2006, 30.9% of the 8th graders were proficient or advanced, in 2007 - 29.4%, in 2008 - 36.6%, in 2009 - 42.6%, and 36.2% of 8th graders were proficient or advanced in the 2010 school year. However, when following cohorts of students from grade 7 to grade 8, student scores declined. The students scoring proficient or advanced in the 2006 seventh grade cohort was 41.5% and as eighth grade students in 2007 proficient/advanced was 29.4% showing a decrease of 12.1%. Similarly, the 2007 seventh grade students with 38.7% proficient/advanced scores decreased in 2008 to 36.6%. Seventh graders scoring proficient/advanced in 2008 was 52.7% with a proficiency score of 42.6%, a decrease of 10.1%. The most current seventh grade data scores for proficient/advanced was 47.1% decreased 10.9% with eighth grade proficiency level of 36.2%. For the 2010 aggregate, the AMO gap is -27.7%.</p> <p>In mathematics the African-American, Hispanic, FARMS, SPED and LEP subgroups have shown overall gains from 2006 to 2010. However, during this same time period, the results have fluctuated. In the White subgroup the gains were doubled from 2006-2008 however, by the 2010 testing year all gains were lost by a decrease of 33.3 percentage points. It should be noted that during this time period, the demographics of the school changed as a result of district boundary changes. There has been a loss of approximately 350 students with the most significant impact on the African-American subgroup.</p> <p>The percentages of African-American test-takers scoring proficient/advanced in math on MSA are as follows: 36.0% (2006), 34.0% (2007), 43.3% (2008), 43.2% (2009), and 42.1% (2010). Each year grade 7 African-Americans demonstrated slight increases in math proficiency with the exception of 2007. Each year eighth grade test-takers demonstrated inconsistent data with a decline in 2010. The AMO gap for the African American subgroup is -28.9.</p> <p>The number of Hispanic test-takers increased from 25 students in 2006 to 64 in 2010. The Hispanic subgroup attained AYP in math in 2006 - 2008 through the confidence interval, but missed AYP in 2009 and 2010. Overall scores for Hispanic students increased. The percent proficient/advanced are as follows: 34.1% (2006), 28.3% (2007), 58.2% (2008), 48.1% (2009), and 54.3% (2010). Grade 7 and 8 proficiency scores consistently demonstrate the same fluctuating trend. The AMO gap for the Hispanic subgroup is -25.1%.</p> <p>The number of FARMS test-takers increased each year from 439 students in 2006 to 458 students in 2009. However, the number of test-takes decreased to 363 in the year 2010. The percentage of FARMS students scoring proficient/advanced fluctuated from 2006 to 2010. Scores were as follows: 36.0% (2006), 34.0% (2007), 43.3% (2008), 43.2% (2009), and 42.1% (2010). Scores decreased when following the same students from grade 7 to grade 8. The AMO gap for the FARMS subgroup is -31.4%.</p>

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	<p>Each year in the special education subgroup the number of test-takers has decreased from 109 to 79. However, the percentage of students that scored proficient/advanced increased in mathematics on MSA from 2006-2010. Both the seventh and eighth grade students demonstrated overall gains in the percentage of students scoring proficient/advanced from 2006-2010. The AMO gap for the SPED subgroup is -45.9%.</p> <p>The percentages of student scoring proficient/advanced in mathematics decreased 19.6 percentage points from 31.0% in 2006 to 11.4% in 2007 overall. However, this subgroup regained the percentage of students scoring proficient/advanced to 35.6% by 2010.</p> <p>Since this is the first year that TJMS has 6th grade students, FAST data was used to measure and predict student performance. On the 1st quarter FAST, 48% of the 6th graders were basic and on the 2nd quarter FAST, 46.6% were basic. From 1st to 2nd quarter FAST, the percentage of proficient students increased from 31.1% to 40% but the percentage of students scoring advanced decreased from 18.9% to 13 percent. For the African-American and FARMs subgroup in this grade, the data from FAST 1 to FAST 2 did not change significantly, and both subgroups remained close to 50% basic. For the SPED subgroup, there were no advanced students on either FAST, although the number of proficient students increased from zero to twenty-five percent. Within the Hispanic subgroup, the percentage of basic students decreased slightly (2%), and while the percentage of proficient students increased from 24 to 39.3%, the percentage of advanced students decreased by thirteen percent. For the LEP subgroup, about 17% of the students moved from basic to proficient for FAST 2, while the percentage students scoring proficient and advanced increased by a little more than eight percent. For the Asian/Pacific Islander subgroup, the percentage of students scoring basic and proficient increased by almost 7%, while the percentage of advanced students decreased by about thirteen percent.</p> <p>Conclusions:</p> <p>Overall mathematics proficiency scores reflect minimal growth for 2006 – 2010 with an increase from 36.3% to 43.0%. However, when comparing the student cohorts from 7th to 8th grade during a five-year period, the data is inconsistent and fluctuates annually. During the school year 2010 MSA data reflects only 5.7% of the 628-tested student population were advanced and 37.4% were proficient. With a staggering 56.8% scoring in the range of basic. The African-American, Hispanic, FARMs, SPED, and LEP subgroups all demonstrated increases except for the White subgroup which decreased from 25.0% to 16.7%, 8.3 percentage points in a four-year period. While the overall score reflects a significant gap of -27.7 percentage points from the AMO.</p> <p>There is a critical need to address the entire instructional math program. A comprehensive approach to professional development that is inclusive of all teachers (i.e. core content, special education, creative arts and paraprofessionals) to provide effective and innovative instructional strategies that are engaging and meaningful to students. The special educators and paraprofessionals should participate in collaborative planning sessions and ongoing professional development of effective co-teaching models for all content-area teachers.</p>

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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"> <input type="checkbox"/> Core English/Reading program <input type="checkbox"/> Core Mathematic and algebra programs <input type="checkbox"/> Curriculum Intervention Programs <input type="checkbox"/> Enrichment Programs 	<table border="1" data-bbox="854 412 1984 993"> <thead> <tr> <th data-bbox="854 412 1020 474">Content</th> <th data-bbox="1026 412 1430 474">Core Program</th> <th data-bbox="1436 412 1766 474">Intervention</th> <th data-bbox="1772 412 1984 474">Enrichment</th> </tr> </thead> <tbody> <tr> <td data-bbox="854 479 1020 716">Reading</td> <td data-bbox="1026 479 1430 716">America’s Choice Design Model along with McDougal Littell resource materials (Language of Literature) Curriculum Framework Progress Guide (with State Curriculum embedded)</td> <td data-bbox="1436 479 1766 716">America’s Choice Ramp-Up to Literacy McDougal Littell Bridges to Literature I-Station (grade 6 only) MSA Performance Indicator Voyager</td> <td data-bbox="1772 479 1984 716">MSA FinishLine Study Island MSA Coach MSA Grand Slam</td> </tr> <tr> <td data-bbox="854 721 1020 993">Mathematics</td> <td data-bbox="1026 721 1430 993">Glencoe Math-courses 2 and 3 Math 8 (ADA/Big Idea) Algebra (Prentice Hall) Algebraic Thinking (AT) Intensive SPED Curriculum Framework Progress Guide (with State Curriculum embedded)</td> <td data-bbox="1436 721 1766 993">Moving with Math FAST Math</td> <td data-bbox="1772 721 1984 993">Study Island MSA FinishLine MSA Achieve</td> </tr> </tbody> </table> <p data-bbox="848 1013 1990 1401">Core Academic Programs: PGCPS developed Curriculum Framework Progress Guides (CFPG) for reading and math that provide a guiding structure for instruction and is fully aligned with the Maryland State Curriculum for reading/English language arts and math. The CFPG document contains information for schools implementing the America’s Choice design as well as the systemic design using McDougal Littell and Glencoe resource materials. Thomas Johnson is in its fourth year of using the America’s Choice Design Model; however, the implementation level varies due to transient teacher population. The CFPG has been aligned to the MSDE State Standards and the State Curriculum. They are embedded in a series of genre study units. Sample lessons written by PGCPS teachers are included in the CFPG as a resource for teachers when planning. Resources in the CFPG include reading selections of various reading levels that address state curriculum indicators and objectives for all students including special education students, hearing impaired,</p>				Content	Core Program	Intervention	Enrichment	Reading	America’s Choice Design Model along with McDougal Littell resource materials (Language of Literature) Curriculum Framework Progress Guide (with State Curriculum embedded)	America’s Choice Ramp-Up to Literacy McDougal Littell Bridges to Literature I-Station (grade 6 only) MSA Performance Indicator Voyager	MSA FinishLine Study Island MSA Coach MSA Grand Slam	Mathematics	Glencoe Math-courses 2 and 3 Math 8 (ADA/Big Idea) Algebra (Prentice Hall) Algebraic Thinking (AT) Intensive SPED Curriculum Framework Progress Guide (with State Curriculum embedded)	Moving with Math FAST Math	Study Island MSA FinishLine MSA Achieve
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	<p>English Language Learners, and advanced learners. Class sections are developed heterogeneously. Within classrooms, teachers utilize SRI, FAST; common assessments, and MSA data to create flexible groups for small group guided reading instruction. Teachers are expected to use appropriately leveled texts with each group. Professional development has been provided to support teacher efficacy with the planning and delivery of whole and small group instruction. However, there is a lack of consistency in the implementation of daily instruction. Instructional coaches are provided to help support the delivery of instruction. There have been intrinsic and extrinsic barriers in the effective implementation of the curriculum model and utilization of the instructional area coaches, including but not limited to, scheduling, and follow up monitoring by leadership.</p> <p>Basic levels of technology are used such as: power point, LCD, visualizes but they are not used to engage students in order to improve student achievement.</p> <p>Current curriculum reflects the middle school model with 30% of sixth, seventh and eighth grade students enrolled in advanced classes. Current curriculum reflects the middle school model with 25% of sixth, seventh, and eighth grade students enrolled in advanced classes.</p> <p>For Special Education and struggling students, modified CFPG, differentiated texts (e. g. Bridges, Stars and Cars, and Voyager) are used as interventions and additional instructional support.</p> <p>As intervention, Thomas Johnson offered tutoring in math and reading in which teachers recommend participation of students on as skill basis needed or students/parents who choose to participate utilizing the core reading and math texts. Study Island was utilized by both reading and math. Teachers volunteer their time after school to address student needs. The media center and media specialist contributes to the core content areas via The Big Six Skills for research projects formally during first and third quarters and independent reading to enhance appreciation for literature for study, research and leisure. Integrating technology within the curriculum and technology literacy skills. There is also support for the teacher's professional development with the teacher resource section of the media center.</p> <p>Conclusion: Class sections are developed heterogeneously. Within classrooms, teachers utilize SRI, FAST; common assessments and MSA data to create flexible groups for small group guided reading instruction. Teachers are expected to use appropriately leveled texts with each group. Professional development has been provided to support teacher efficacy with the planning and delivery. However, there is a lack of consistency in the implementation of daily instruction. Clear expectations and administrative follow-up is not consistent in instructional delivery. In conclusion a system of monitoring and accountability system in place must be fully implemented.</p> <p>Core Academic Programs: PGCPS developed Curriculum Framework Progress Guides (CFPG) for reading and math that provide a guiding structure for instruction and is fully aligned with the Maryland State Curriculum for</p>

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	<p>reading/English language arts and math.</p> <p>The CFPG document contains information for schools implementing the America’s Choice design as well as the systemic design using McDougal Littell and Glencoe resource materials. Thomas Johnson is in its fourth year of using the America’s Choice Design Model; however the implementation level varies due to transient teacher population. The CFPG has been aligned to the MSDE State Standards and the State Curriculum. They are embedded in a series of genre study units.</p> <p>Sample lessons written by PGCPs teachers are included in the CFPG as a resource for teachers when planning. Resources in the CFPG include reading selections of various reading levels that address state curriculum indicators and objectives for all students including special education students, hearing impaired, English Language Learners, and advanced learners. Class sections are developed heterogeneously. Within classrooms, teachers utilize SRI, FAST; common assessments, and MSA data to create flexible groups for small group guided reading instruction. Teachers are expected to use appropriately leveled texts with each group. Professional development has been provided to support teacher efficacy with the planning and delivery of whole and small group instruction. However, there is a lack of consistency in the implementation of daily instruction. Instructional coaches are provided to help support the delivery of instruction. There have been intrinsic and extrinsic barriers in the effective implementation of the curriculum model and utilization of the instructional area coaches, including but not limited to, scheduling, and follow up monitoring by leadership.</p> <p>Basic levels of technology are used such as: power point, LCD, visualizes but they are not used to engage students in order to improve student achievement.</p> <p>Current curriculum reflects the middle school model with 30% of sixth, seventh and eighth grade students enrolled in advanced classes. Current curriculum reflects the middle school model with 25% of sixth, seventh, and eighth grade students enrolled in advanced classes.</p> <p>For Special Education and struggling students, modified CFPG, differentiated texts (e.g. Bridges, Stars and Cars, and Voyager) are used as interventions and additional instructional support.</p> <p>As intervention, Thomas Johnson offered tutoring in math and reading in which teachers recommend participation of students on as skill basis needed or students/parents who choose to participate utilizing the core reading and math texts. Study Island was utilized by both reading and math. Teachers volunteer their time after school to address student needs. The media center and media specialist contributes to the core content areas via The Big Six Skills for research projects formally during first and third quarters and independent reading to enhance appreciation for literature for study, research and leisure. Integrating technology within the curriculum and technology literacy skills. There is also support for the teacher’s professional development with the teacher resource section of the media center.</p> <p>Conclusion: Class sections are developed heterogeneously. Within classrooms, teachers utilize SRI, FAST; common</p>

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	<p>assessments and MSA data to create flexible groups for small group guided reading instruction. Teachers are expected to use appropriately leveled texts with each group. Professional development has been provided to support teacher efficacy with the planning and delivery. However, there is a lack of consistency in the implementation of daily instruction. Clear expectations and administrative follow-up is not consistent in instructional delivery. In conclusion a system of monitoring and accountability system in place must be fully implemented.</p>
<p>5. Instructional Program</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning and implementation of research-based instructional practices <input type="checkbox"/> Use of technology-based tools <input type="checkbox"/> Use of data analysis to inform and differentiate instruction <input type="checkbox"/> Master Schedule by content area (include minutes of instruction) 	<p><u>Planning and Implementation of Research-based Instructional Practices</u></p> <p>America’s Choice was first implemented in January 2007. The America’s Choice intensive school design is a comprehensive school reform model that covers standards and assessments, curriculum and instruction, leadership, and parent involvement. The design is based upon the utilization of research-based practices, which support the acquisition of reading, writing, and math skills. Initially, the design provided the school with extensive coaching and professional development however, during the 2010-2011 school year selected portions of the intensive design were used.</p> <p>The CFPG is inclusive of the reading/writing workshop model using the research and design principles from the work of such educators as Nancy Atwell, Lucy Calkins, Kylee Beers, Ralph Fletcher, and Harvey Daniels. In addition, the school is using the reading strategy instruction modeling and design built by David Pearson and furthered by Stephanie Harvey and Anne Goudvis in their work <i>Strategies That Work</i> and <i>The Comprehension Toolkit</i>.</p> <p>America’s Choice instructional strategies have not been removed, but are embedded into the framework of the school. While PGCPS will not enter into another year’s contract with America’s Choice, the school will continue to support the integration of the design. The strategies and best practices will continue to be implemented including but not limited to the role of a leadership team, the workshop model, protocols for examination of and feedback on student work, etc.</p> <p><u>Use of Technology-based Tools</u></p> <p>The modified CFPG is provided to teachers to address the specific needs of students with disabilities. Students with severe reading disabilities may access fiction and nonfiction text through the use of electronic screen readers (i.e., Book share, Read Out Loud, Natural Reader, and Read Please) however; they are not used consistently in all classes for daily instruction. Other technology utilized within the CFPG includes, digital media, McDougal Littell’s audio libraries and power point presentations. Prince George’s County approved databases, such as SIRS, Discovery Education, Culture Grams, Think Port, Sailor, World Book, Teachingbooks.net, and Safari Montague are also used by teachers and students with guidance and training from the media specialist. The media specialist also provides direct instruction to students in a mini-series of lessons about the Big Six Skills and how they contribute to the research process. Lessons on how to use the media center are also incorporated.</p>

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	<p><u>Technology Inventory:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Calculators – 715 TI-15s, TI-34s, and 220 TI-84s <input type="checkbox"/> Computers – 73 dedicated classroom computers (about 2 in every classroom); there is a computer lab with an additional 32 computers <input type="checkbox"/> LCD projectors – 48 <input type="checkbox"/> Interactive Whiteboards – 2 <input type="checkbox"/> Interwrite Tablets – 4 <input type="checkbox"/> Turning Point clickers - 4 sets <input type="checkbox"/> CPS clickers – 9 sets <input type="checkbox"/> Document cameras (visualizers, Elmo’s)- 6 <input type="checkbox"/> Emulators <input type="checkbox"/> Flat Screen TVs (goal is to have in every class) <p>Greater use could also be made of the school’s media center. Each teacher was assigned a laptop. In 2009-2010, during learning walks and informal observations, there was minimal evidence of the utilization and infusion of technology into instruction by teachers or students. The school has received a technology “refresh” as of 2010-2011. The updates included: white boards, document cameras, Emulators, desktop computers, LCD projectors, printers and student response clickers. Ongoing professional development on instructional technology should be provided on a consistent basis.</p> <p><u>Use of Data Analysis to Inform and Differentiate Instruction</u></p> <p>The school uses the Qualitative Reading Inventory (QRI), Scholastic Reading Inventory (SRI), Formative Assessment System Test (FAST) assessments, common assessments, and teacher-created mini-assessments. The QRI and SRI are used to flexibly group students in classes to differentiate instruction. Based on findings from collaborative planning, the teacher evaluates student work; however, assessments are minimally used in planning instruction. Teachers come together, in both grade level and department teams, to analyze data; however, not all teachers bring student work and not all teachers scaffold student learning. Data is shared during leadership team meetings by the instructional coaches. The leadership team continues to monitor all data submitted to improve the quality of the instructional design; however, this practice is inconsistent.</p> <p><u>Master Schedule by Content Area (Include Minutes of Instruction)</u></p> <p>The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. Thomas Johnson follows an “A” day “B” day schedule. One block, or mod, per day is used for planning. “A” day is used for team meetings and/ or parent conferences and “B” day is used for departmental planning.</p> <p>Reading/Language Arts block is 72 minutes which includes the following:</p>

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	<p>Students read self-selected reading material, students may record and respond to the reading and teacher conferencing may also occur during the work period. Opening: 20 minutes, vocabulary instruction (approximately 5 minutes) based on the research and writing of Isabel Beck in <i>Bringing Words to Life</i>, with the remaining 15 minutes devoted to strategy or skill instruction using an “I Do/We Do” model. Work Period: 30-40 minutes, Students practice the strategy or skill taught during the opening with text/material at the instructional level. Students receive support during the work period in flexible small group based on students’ needs (strategy or skill reinforcement, reading levels, or literature circle/book discussion groups. Teacher conferencing with students may also occur during the work period. Closing: 10-20 minutes, reflections of what students have learned. Additionally, as part of the Reading/Language Arts block they are provided lessons from the media specialist to support instruction several times per quarter.</p> <p>Math block is 72 minutes which includes the following use of the America's Choice workshop model:</p> <p>Opening (10-15 minutes) The teacher sets the purpose of the lesson referring to the goal of the lesson and provides examples and demonstrations of concept. Work Time (25-35 minutes) The teachers facilitates learning by providing clarification, guides/monitors progress, asks probing questions, conducts conferences, and challenges students. Closing (20-30 minutes) The teacher allows students the opportunity to share approaches to math, leads interactive discussion, surfaces questions and misconceptions, provides corrective feedback, and challenges students to justify their thinking. Math teachers by grade level collaboratively plan every other day on an alternating planning schedule and co-teachers are not afforded this opportunity due to scheduling assignments.</p> <p>CONCLUSION</p> <p><u>Teacher survey:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 25% believe that America’s Choice is being fully implemented in the classroom. <input type="checkbox"/> 66% agree that half of classrooms are using instructional-based technology <input type="checkbox"/> 50% agree that weekly data analysis occurs during collaborative planning; coaches input - informal observations reveal a lack of teacher preparation and the implementation of the lessons, strategies, and/or assessments discussed during collaborative planning; current collaborative planning structure includes data inquiry, study groups (in reading), lesson demonstrations (in reading), the creation of lessons, assessment analysis and creation. <input type="checkbox"/> Master schedule - Although the master schedule provides 72 minutes of instructional time, only 50% agree that the instructional time is fully utilized; no transitional time is built into the schedule; interruptions abbreviate the instructional period (late buses, tardy students, extended lunches, disruptive students)
<p>6. Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of formative, interim, and summative 	<p><u>Use of Formative, Interim, and Summative Assessments to Measure Student Growth</u></p> <p>Thomas Johnson Middle administers the Formative Assessment System Test (FAST) is developed by the Test Development Specialist in the Testing Office and is administered 3 times per year (October, January,</p>

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<p>assessments to measure student growth</p> <ul style="list-style-type: none"> <input type="checkbox"/> Process and timeline for reporting <input type="checkbox"/> Use of technology, where appropriate <input type="checkbox"/> Use of universal design principles 	<p>& May) in grades 6-8. Data from the FAST assessments can be used to develop small groups for reinforcement and/or enrichment based on students' strategy and skill needs. The FAST is designed to be used as an instructional tool. Teachers are encouraged to use the data gathered to identify students' strengths and weaknesses and to modify instruction.</p> <p>The Scholastic Reading Inventory (SRI) is given to grades 6-8 in September and April to determine each student's reading level. Lexile scores from the SRI can be used to develop small groups based on reading levels and to assist with planning lessons for differentiated instruction and reading materials.</p> <p>The Qualitative Reading Inventory (QRI) is used to assess a student's reading ability in expository text using word lists and questions to assess prior knowledge. Teachers gain an understanding of each student's comprehension, strengths and weaknesses. Data from the QRI can be used to develop small groups to assist with differentiation of instruction. There is lack of evidence to indicate teachers are using the QRI data for instructional purposes. Teachers should be capturing data on a consistent basis for the most struggling readers in order to focus and inform instruction.</p> <p>The county Math Department provides unit assessments and the FAST quarterly assessment. Students taking advanced math classes take the FAST for their course and not their grade level. The Math MSA is given to all math students in March. Algebra Data Analysis and Algebra1 classes take the High School Assessment in May.</p> <p><u>Process and Timeline for Reporting</u></p> <p>Instructional coaches plan with teachers to create common assessments. Thomas Johnson uses a variety of assessment processes and tools that are aligned with the school district, state standards, and America's Choice Design Model. The data from these assessments are analyzed during weekly collaborative planning and should be used to guide instruction. The FAST is given quarterly (with the exception of the 3rd quarter) in both reading and math. For both the SRI and FAST assessments, students' answer sheets are scanned in-house and therefore the results are available immediately. The results are shared and discussed with teachers during collaborative planning, FIM (faculty instructional meetings), and data utilization meetings in order to make sound instructional decisions. Finally, the results are analyzed in individual meetings with the principal to discuss next steps and action plans.</p> <p><u>Use of Technology, where appropriate</u></p> <p>Students use computers for taking MOD MSA and the MSA for science. Performance Matters (an on-line data warehouse that stores the results of both district & state assessments and disaggregates data) and Edusoft (an on-line database that tracks county assessments, and can be used to create customized intervention groups based on specifically selected criteria) are used to assist with data analysis. As part of the professional development plan teachers will be provided extensive and ongoing training on how to access and analyze student assessment data to improve and support instruction.</p> <p><u>Use of Universal Design Principles</u></p>

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	<p>Thomas Johnson uses several methods to address the needs of its diverse population of learners. Students come to the classroom with a variety of skills, talents, and interests. The CFPG provides multiple and flexible methods of presentation, giving students with diverse learning styles various ways of acquiring information and knowledge. Embedded in all core content curriculums are the use of technology, alternate means of assessment, and a variety of ways to demonstrate what they have learned. Interdisciplinary projects are incorporated to support core curriculum.</p> <p>CONCLUSION: Teacher Survey: Use of formative, interim, and summative assessments – 76% strongly agree that the aforementioned are used to measure student growth</p> <ul style="list-style-type: none"> <input type="checkbox"/> 75% agree that the process and timeline for reporting is implemented <input type="checkbox"/> 77% agree that they have opportunities to use technology to measure student growth <input type="checkbox"/> 58% agree that assessments are developed with a variety of student learning styles <input type="checkbox"/> 77% agree that there are opportunities for planning and analyzing data within and across grade-level content areas <p>The instructional coaches, Algebraic Thinking coach, and principal conducted professional development on differentiated instruction, small group instruction, use of calculators, and including the development of assessments that consider student learning styles. Teachers also participated in professional development opportunities outside of the building.</p> <p>The computer lab has 32 computers. Although the school currently administers assessments as scheduled, the resulting data is not being analyzed or used effectively to make instructional adjustments for the students.</p>
<p>7. School Culture and Climate</p> <ul style="list-style-type: none"> <input type="checkbox"/> School vision, mission and shared values <input type="checkbox"/> School safety <input type="checkbox"/> Student health services <input type="checkbox"/> Attendance supports <input type="checkbox"/> Climate survey, if available 	<p>School Vision*: Thomas Johnson Middle School’s vision is to offer all students a structured, student-centered instructional program with high expectations, enabling them to become productive members of society. The school is committed to a culture of high expectations where all students learn to become caring, involved, citizens of good character, literate, high performing scholars and technologically competent life-long learners.</p> <p>School Mission* The mission of Thomas Johnson Middle School is to provide a positive learning environment that is safe and nurturing; supports intellectual, emotional, and social growth of all students; and fosters a good working relationship between home, school, and community.</p> <p><i>* The school improvement template contains the PGCPs vision and mission to ensure alignment of the school planning with the system master plan. Schools may develop individualized vision and mission statement as a part of building cohesive school teams.</i></p>

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	<p><u>School Climate Survey*:</u> According to a school climate survey SY 2009 - 67.0% of parents believe Thomas Johnson MS has a clear and focused mission compared to 72.4% of teachers and paraprofessionals.</p> <p><i>*Students, their families, and school level staff complete the climate survey every two years. The results provided are a compilation of their ratings of various aspects of school climate</i></p> <p><u>1003g SIG Parent Questionnaire</u> A parent questionnaire, administered to parents and guardians in English and Spanish at Thomas Johnson MS in 2011, using a typical Likert-scale, consisting of five-item level including (Strongly-Agree; Agree; Unsure/Neutral; Disagree; and Strongly Disagree) including the following key constructs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Climate <input type="checkbox"/> Awareness of Student Achievement <input type="checkbox"/> Learning Environment at Home <input type="checkbox"/> School Governance <input type="checkbox"/> Social Well-being <input type="checkbox"/> Physical/Nutritional Well-being <input type="checkbox"/> Community Resources <input type="checkbox"/> Increased Instructional Time <p><u>School Safety:</u> The school has implemented a school-wide Classroom Management and Discipline Plan (CMDP). The management program is aligned with both the TJMS expectations (including dress code/uniform policy) and Prince George’s County Public School (PGCPS) Code of Student Conduct.</p> <p>A Student Success Room (SSR), (which is what is typically referred to as In-School Suspension) provides for students with Level II offenses. The center provides academic support and study skills.</p> <p>Incentives are in place to encourage appropriate behavior. Students receive ‘Jaguar Bucks’ for exhibiting appropriate behavior and adherence to school policies. Jaguar Bucks can be used to purchase items in the school store or as payment for attendance at school sponsored activities; dances, pep rallies, sports events. Students participate in quarterly student recognition programs, based on academic achievement, behavior, and attendance.</p> <p><u>Suspension Rate-SY 09-10</u> 11.08%</p> <p><u>Student Health Services</u> Thomas Johnson MS provides health services. There are two (2) registered nurses on staff.</p>

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Attendance Rate:
Trend data: SY 2007: 94.9 %, SY 2008: 94.6%, SY 2009: 95.8, SY 2010: 95.9%

Full Day Absences by Grade Level:

	Total Enrollment	#	%
Grade 8	386	149	38.70%
Grade 7	335	143	42.70%
Grade 6	299	104	34.90%

Number of Students with more than 5 absences by grade level. (1st Quarter) SY2010-2011.

	Total Enrollment	#	%
Grade 8	386	37	9.6%
Grade 7	335	34	10.1%
Grade 6	299	17	5.7%

Comprehensive Needs Assessment Survey 2011
Thomas Johnson Middle School staff agree that:
*The school’s vision, mission, and values are collaboratively developed, shared, and evident throughout the school-67%.
*The school provides a safe environment for students, staff, and parents-87%.
*The school has appropriate supports in place to ensure high daily student attendance-53%.
*There is a school climate committee that seeks input from staff, parents, and community stakeholders that is used to improve the climate of the school-35%.

Conclusions:
Based on data collected regarding student attendance, the following challenges were identified:(1) High number of full day absences, including students missing more than five (5) days or more quarterly;(2) Repeated tardiness to classes;(3) Limited monitoring of behavior consequences, as administrative focus is directed towards other discipline issues.
Additionally, from data collected from school staff in the form of interviews revealed that a more effective

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	<p>communication of the school’s vision, mission, and values is necessary. Moreover, additional input from school stakeholders is necessary to improve the school climate.</p> <p>Results from the 1003g SIG Parent Questionnaire administered to parents and guardians in February 2011 revealed that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 57% of the 124 respondents feel comfortable with the school climate and 30% feels unsure or neutral about the level of comfort with the school and 13% disagree or strongly disagree about feeling comfortable with the school climate. <input type="checkbox"/> 77% of 124 respondents strongly agree or agree that they are aware of their child(ren) progress. 11% is unsure about being aware of their child(ren) progress and 12% Strongly agree or disagree that they are aware of their child(ren) progress in school. <input type="checkbox"/> 95% of 124 respondents strongly agree or agree that they provide space, time and initiate educational activities at home. <input type="checkbox"/> 59% of 124 respondents strongly agree or agree that they have been part of decisions made about their child(ren) academic progress <input type="checkbox"/> 57 respondents would like a longer school day implemented; 8 respondents would prefer school on Saturday and 45 respondents would like extended school year. <p>Parents and guardians selected the following five top choices as the main topics to be address in schools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 72 respondents agree that before and after school sessions in reading and math are needed. <input type="checkbox"/> 44 respondents agree that gang prevention initiatives are needed. <input type="checkbox"/> 43 respondents agree that nutrition and health awareness is needed. <input type="checkbox"/> 40 respondents agree that mentoring students is needed. <input type="checkbox"/> 37 respondents agree that effective communication with school is needed. <p>Next Steps:</p> <p>More effective utilization of school staff, including the Student Success Room Coordinator, to enforce school policies and regulations, specifically attendance, tardiness and dress code. Improved collaboration between school staff (counselors, SSR Coordinator, administration) and parents to determine appropriate behavioral strategies and interventions before placement in alternative school programs.</p> <p>Parent Academy needs to address the areas identified as priority by parents or guardians when they were surveyed: Parent workshops or parent support groups are needed in the following areas gang prevention; nutrition and health; mentoring; effective communication with school.</p>
<p>8. Student, family and community support.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Emotional and community-oriented services and support for students and families. <input type="checkbox"/> Engagement of parents in the education of students. 	<p>Thomas Johnson Middle School (TJMS) has implemented a character education program that is facilitated through advisement and that creates a positive educational environment by teaching students character traits and ethical behaviors that influence positive behavioral choice.</p> <p>TJMS provides opportunities for parent and community engagement: Bridge Night, Jaguar Transition Night, MSA Nights, Orientation, Back to School Night, Muffins for Moms, Donuts for Dads, Grandparents</p>

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	<p>Day, Mom’s Day, Dad’s Day, Award Activities, and International Day, to name a few. Additionally, workshops designed to help families support academic and social development at home and school (including Family Portal, Parenting Strategies, and identifying community resources) are provided. Specialized programming to educate immigrant families (“newcomers”) on how to effectively navigate the school system is also available.</p> <p>The school works to increase parent engagement/community involvement utilization of the Global Connect System (phone call out), newsletters, school websites, and other venues (in multiple languages) to notify stakeholders of upcoming events.</p> <p>TJMS schedules opportunities for parents to participate in the Parent Student Teacher Association (PSTA) on a monthly basis.</p> <p><u>Comprehensive Needs Assessment Survey 2011</u></p> <p>Thomas Johnson Middle School staff agree that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 51% of the TJMS staff agrees that social-emotional and community oriented services and supports for students and families are available in this school, and referrals are made to outside agencies when appropriate. <input type="checkbox"/> 87% of the TJMS staff agrees that parents are provided a variety of on-going opportunities to actively participate in the education of their children. <input type="checkbox"/> 76% of the TJMS staff agrees that parent engagement policies and opportunities are clearly defined/outlined and communicated to all families in a timely fashion. <p><u>1003g SIG Parent Questionnaire</u></p> <p>A parent questionnaire, administered to parents and guardians in English and Spanish at Thomas Johnson MS in 2011, using a typical Likert-scale, consisting of five-item level including (Strongly-Agree; Agree; Unsure/Neutral; Disagree; and Strongly Disagree) including the following key constructs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Climate <input type="checkbox"/> Awareness of Student Achievement <input type="checkbox"/> Learning Environment at Home <input type="checkbox"/> School Governance <input type="checkbox"/> Social Well-being <input type="checkbox"/> Physical/Nutritional Well-being <input type="checkbox"/> Community Resources <input type="checkbox"/> Increased Instructional Time <p><u>Conclusions:</u></p> <p>Based on data from SY 2009 school climate survey, parent engagement is limited. The following challenges/barriers to parent involvement have been identified:</p>

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	<p>1) Parents face limited time to get involved in school activities due to constraints of everyday life; 2) Language barriers, as Thomas Johnson’s population is diverse; 3) Limited childcare and transportation available for parent meetings; 4) Low participation of families and teachers in PTSA</p> <p>Results from the 1003g SIG Parent Questionnaire administered to parents and guardians in February 2011 revealed that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 85% of 124 respondents would like the school to offer programs that support children physically, socially and emotionally. <input type="checkbox"/> 93% 124 respondents would like the school to offer programs that support children’s nutrition and physical well-being. <input type="checkbox"/> 71% of 124 respondents would like the school to connect families with community resources. <p>Next Steps: In order to develop and provide a safe, inclusive and supportive environment for all stakeholders, Thomas Johnson Middle school should:</p> <ul style="list-style-type: none"> *Continue advanced notice of upcoming events; *Train additional staff in use of Global Connect System and other avenues; *Provide career development activities with a focus on target areas; *Continue use of clubs, peer mediation groups, and student centers to actively engage students in structured extra-curricular activities *Encourage representation of <i>all</i> families in the decision-making processes (i.e. SMPT, PTSA, etc.) *Create a parent/family resource center, equipped with literature and other resources, to promote academic achievement and social and emotional development *Development of a parent academy to address student motivation, discipline strategies, goal setting, study skills *Provide training for teachers on adolescent growth and development, typical behaviors, and behavior modification strategies *Encourage parents/families to attend conferences and other school events through utilization of varied meeting times and structures *Mentoring/Training for PTSA and staff on how to involve parents of diverse language and cultural backgrounds
<p>9. Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of Maryland Professional development standards <input type="checkbox"/> Accountability aligned to improved teaching and 	<p>Use of Maryland Professional Development Standards</p> <p>Through formal and informal observations throughout 2009-2010 school year professional development calendar was developed to address staff professional growth and development needs for the coming year. The professional development provided for the 2010-2011 school year, to date, includes: classroom management strategies, differentiated instruction, new-teacher workshops, special ed. trainings, cross-</p>

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learning	<p>curricular instruction, technology training (Polycom, Performance Matters, Edu Soft, Study Island, data analysis), Disciplinary Literacy / Writing in partnership with the University of Maryland, wide various of departmental specific trainings aligned to the Maryland State Curriculum and the CFPG. The professional development opportunities listed above will be the focus for the remainder of the school year.</p> <p>Throughout the year Focus Walks occurred that were aligned to the professional development trainings.</p> <p>Additionally, at Thomas Johnson the Academic Coaches and Department Chairs facilitate collaborative planning sessions on a weekly basis. During these sessions opportunities are provided for teachers to share instructional strategies, analyze student work, analyze data, and share classroom management strategies and ideas.</p> <p>We lack opportunities for colleague-to-colleague training. When teachers participate in systemic training there is little opportunity for them to share the new learning with their colleagues in the building.</p> <p>The professional development opportunities provided, to date, are aligned to the Maryland Professional Development Standards.</p> <p><u>Teacher Survey:</u> Teachers agree that the following professional development has been offered in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content knowledge/quality teaching – 80% <input type="checkbox"/> Quality teaching/Instructional strategies – 76% <input type="checkbox"/> Research-based practices – 74% <input type="checkbox"/> Instructional collaboration – 74% <input type="checkbox"/> Diverse learners – 74% <input type="checkbox"/> Learning environment – 74% <input type="checkbox"/> Family involvement – 37% <input type="checkbox"/> Data-driven decision making – 85% <input type="checkbox"/> Evaluation – 74% <input type="checkbox"/> Teacher reflection/personal growth – 72% <p><u>Accountability Aligned to Improved Teaching and Learning</u> Although teachers agreed that a variety of professional developments were offered, there was little or no feedback from the Focus Walks. There are inconsistencies in the implementation from teacher to teacher, classroom to classroom.</p> <p>Throughout the year the Academic Coaches and Department Chairs facilitated a variety of professional development sessions. They included the following topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Science <ul style="list-style-type: none"> ▪ Questioning strategies in the science class

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"> ▪ Discussion techniques to ensure individual accountability for students. ▪ Laboratory techniques ▪ Content knowledge for science teachers ▪ Technology training <input type="checkbox"/> Social Studies <ul style="list-style-type: none"> ▪ Disciplinary Literacy and Writing ▪ Analyzing primary documents ▪ Using visual graphic aids to understand informational text <input type="checkbox"/> Math <ul style="list-style-type: none"> ▪ Content and instructional strategies, including manipulatives ▪ Problem solving techniques ▪ Technology training <input type="checkbox"/> Language Arts <ul style="list-style-type: none"> ▪ Questioning strategies and increasing rigor in lessons ▪ Comprehension Toolkit strategies and strategy instruction ▪ Technology training ▪ BCR scoring and calibration/range finding ▪ Collaborative Planning Protocol ▪ Differentiation <p>Even though a wide variety of professional development have been provided by departments, due to time constraints and limited classroom coverage there is little opportunity for follow-up by Department Chairs in the form of Focus Walks, peer coaching, one-on-one feedback, classroom visits, etc. In the future Poly Cam technology can be used for classroom visits and to reinforce the training.</p> <p>CONCLUSION</p> <p>Though professional developments, aligned to the Maryland Professional Development Standards, have occurred there has been minimal impact on teacher capacity and student achievement due to the lack of follow through with Focus Walks, feedback, etc. There have been very few opportunities for department members to work together on implementation and follow through on the training provided. Due to the increased ELL population there is a need for an instructional coach as well as professional development support for student needs and teacher growth.</p>
<p>10. Organizational structure and resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative planning time <input type="checkbox"/> Class scheduling (block, departmentalizing, etc.) <input type="checkbox"/> Class configuration 	<p>Collaborative Planning Time</p> <p>Collaborative departmental planning time is 72 min. every other day (B-Day). During this time we share students' work, analyze data, plan lessons, develop Common Assessments, and develop a monthly unit calendar. At this time the special education and ESOL teachers do not have an opportunity to participate in</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
<ul style="list-style-type: none"> <input type="checkbox"/> Managing resources and budgets <input type="checkbox"/> Accessing other grants to support learning <input type="checkbox"/> Increasing learning time for students and teachers 	<p>collaborative planning with the core academic teachers due to scheduling conflicts.</p> <p>Collaborative team planning time is 72 min. every other day (A-Day). During this time we have parent conferences, share interdisciplinary strategies, discuss student academic and behavior plans, and cross-curriculum planning.</p> <p><u>Class Scheduling (block, departmentalizing, etc.)</u> The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). It is important to note that due to lack of scheduled transition time, split lunches, etc. the actual instructional time is closer to 60 -65 minutes per mod. Teachers are placed on content interdisciplinary teams or the creative arts team. One block, or mod, per day is used for collaborative planning by department or team.</p> <p><u>Class Configuration</u> There are currently three academic teams per grade-level, and one creative arts team. Each team is heterogeneously grouped. Class sizes range from 26-37 students, including the co-taught classes.</p> <p><u>Managing Resources and Budgets</u> The principal currently manages resources and budgets with assistance and support of the administrative assistant and the bookkeeper. The school's only source of funding is School Operating Resources (SOR) and is used to purchase teacher classroom supplies.</p> <p><u>Increasing Learning Time for Students and Teachers</u> In addition, the PTSA in conjunction with a local church organization provides free math tutoring once a week. The future plan is to have 6 months of math and 6 month of reading tutoring.</p> <p><u>Organizational Structure and Resources Teacher Survey:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 45% agree that collaborative planning time is adequate <input type="checkbox"/> 51% agree that classes are heterogeneously grouped <input type="checkbox"/> 64% agree that school-based management team plays an integral role in the school <input type="checkbox"/> 37% agree that increased learning time has had a positive effect on student achievement <p><u>Conclusion</u> There is a need an effective, efficient, school organizational structure and schedule, which support instruction, collaborative planning, transitions, and time on task. In addition, the SPMT should play an integral role in the management and governance of school resources. Special education and ESOL teachers will be an integral part of the process. This is a high priority.</p>
<p>11 Comprehensive and Effective Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practices for strategic school planning <input type="checkbox"/> School improvement plan development, 	<p><u>Practices for Strategic School Planning</u> Thomas Johnson has a School Planning and Management Team (SPMT) that includes administrators and team leaders and a leadership team that is composed of administrators, instructional coaches and</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
<p>implementation and monitoring</p>	<p>department chairs. However, only the administrators and academic coaches meet on a regular basis, and the decisions made are shared with the staff. In addition we also have a Better Seekers Team (BST), which is composed of administrators and academic coaches.</p> <p><u>School Improvement Plan Development, Implementation and Monitoring</u></p> <p>In late spring of 2010, school leadership team collaboratively revisited the SIP to determine which activities had the greatest impact on teaching and learning. Only 30% of staff members believe that the quarterly monitoring tool is shared with all stakeholders. Monitoring tools are not reviewed at SPMT meetings, but are submitted through the Performance Management Analysis and Planning Process (PMAPP) process quarterly. The school administrator with support of the data coach completes the monitoring tool. Quarterly FAST data is shared with the staff at faculty meetings. The school also has an SPMT, which includes administrators and team leaders. At this point the SPMT does not meet on a regular basis to monitor the School Improvement Plan, but quarterly student achievement data is monitored and reported. There is minimal shared decision-making around identifying and coordinating resources to meet the needs of the school. There is limited participation of parent and community stakeholders.</p> <p><u>Teacher survey:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 75% agree that the school utilizes the school improvement process <input type="checkbox"/> 42% agree that all stakeholders are involved in the implementation and monitoring of the school improvement plan <input type="checkbox"/> 30% agree that the quarterly monitoring tool is shared with all stakeholders <p>Conclusion</p> <p>The SPMT schedule needs to be held with fidelity along with established expectations and protocols. The school needs to determine and develop a standing agenda that is closely monitored. All stakeholders need to be represented and active participants in the decision making process. Through SPMT there must be opportunities for shared decision making around identifying and coordinating resources to meet the needs of the school. The school must solicit and engage support from parent and community stakeholders. There needs to be clear delineation between the roles and responsibilities of the SPMT and the leadership teams.</p>
<p>12. Effective Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional leadership to promote teaching and learning <input type="checkbox"/> Monitoring of curriculum implementation and instructional practices linked to student growth <input type="checkbox"/> Impact on the school culture for teaching and learning <input type="checkbox"/> Use of assessment data using technology <input type="checkbox"/> Recruitment and retention of effective staff 	<p><u>Instructional leadership to promote teaching and learning</u></p> <p>Currently, the school has a leadership team, which includes administration, coaches, dept chairs, bilingual character education support coordinator, PPW, and team leaders. This team meets periodically to focus on teaching and learning.</p> <p><u>Monitoring of curriculum implementation and instructional practices linked to student growth</u></p> <p>For the 2010-2011 school year, all classroom-based teachers received a minimum of one formal observation. Informal observations are conducted by the administrative staff, and are on -going. Occasionally, administrative staff participates in collaborative planning sessions. In addition, administrative staff and academic coaches conducted focus walks periodically.</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
<ul style="list-style-type: none"> <input type="checkbox"/> Identification and coordination of resources to meet school needs <input type="checkbox"/> Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p><u>Impact on the school culture for teaching and learning</u> Over the past two years, there has been a positive shift in the school’s culture and learning environment in order to facilitate teaching and learning. Change in leadership personnel and instructional staff, clear expectations of school culture, professional development for instructional delivery and team-building activities at the team/departmental level have all contributed to this positive shift in the school’s culture.</p> <p><u>Use of assessment data using technology</u> In order to prepare for PMAPP, administrators are required to gather data and analyze from Performance Matters and Edusoft. The leadership team also collects electronic assessment data for discussion during team meetings and collaborative planning.</p> <p><u>Recruitment and retention of effective staff</u> The Principal makes every effort to recruit quality staff by participating in the district’s annual career/recruitment fair. He attempts to develop and promote a positive image of the school.</p> <p><u>Identification and coordination of resources to meet school needs</u> The principal currently manages resources and budgets with assistance and support of the administrative assistant and the bookkeeper. The school’s only source of funding is School Operating Resources (SOR) and is used to purchase teacher classroom supplies. Department chairs and instructional coaches are given the opportunity to request materials and supplies for their instructional program, but due to limited funds these requests were not fulfilled.</p> <p><u>Engagement of parents and community to promote academic, developmental, social, and career needs of students.</u> Information is disseminated to parents in both English and Spanish. This information includes, but not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly newsletters (electronic and paper copies) <input type="checkbox"/> Teacher and school web sites <input type="checkbox"/> Call-out system <input type="checkbox"/> PTSA meetings <input type="checkbox"/> Parent information sessions <input type="checkbox"/> Parent-teacher conferences (translators provided as needed) <p><u>Teacher survey:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 75% agree that the school’s leadership promotes teaching and learning <input type="checkbox"/> 75% agree that instructional practices are monitored by the leadership team <input type="checkbox"/> 75% agree that the school’s learning environment is conducive to learning <input type="checkbox"/> 75% agree that the leadership team models the use of technology in analyzing student assessment data <input type="checkbox"/> 51% agree that the leadership team promotes the recruitment and retention of effective staff <input type="checkbox"/> 52% agree that the leadership team successfully identifies and coordinates resources

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><input type="checkbox"/> 70% agree that the leadership team encourages parent involvement</p> <p>Conclusion: Over the past two years, there has been a positive shift in the school’s culture and learning environment. Some of the contributing factors are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stability of school leadership <input type="checkbox"/> Increased parental involvement and support <input type="checkbox"/> Positive community partnerships <input type="checkbox"/> Increased awareness of instructional models <p>Although all of these factors are currently in place, we continue to need additional resources and support.</p>

B.2 Complete Table B.2 if the LEA has elected not to serve one or more of the Tier I or Tier II schools listed in Appendix A.2. Add rows as needed. Explain in detail why the LEA lacks capacity to serve the Tier I or Tier II schools listed below.

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	Thomas Claggett Elementary School	240051001173	X		Thomas Claggett is an elementary school under 300 students. One third of the students participate in a regional Deaf and Hard of Hearing Center. The district is considering a comprehensive review of consolidating all schools under 350 students to be implemented in the 12-13 school year.
2	Nicholas Orem Middle School	240051001112		X	Nicholas Orem currently receives Title I funding. It is under relatively new leadership. The district has noted significant gains in performance through the implementation of America’s Choice protocols. The use of Title I funding has supported this school with additional staffing and ELO programs. In addition, the district has been able to support these schools with a significant infusion of technology. Finally, this school is eligible to participate in an initiative around the Research for Better Teaching through our current arrangement with the Turnaround Middle Schools.
3	William Wirt Middle School	240051001186	X		William Wirt currently receives Title I funding. It is under strong leadership. The district has noted significant gains in performance through the implementation of collaborative planning protocols. The collaborative planning has included the ELL staff, due to the large ELL population. The use of Title I funding has supported this school with additional staffing and ELO programs. The district supports the implementation of AVID and the district will be adding an additional foreign language teacher for the 11-12 SY. In addition, the district has been able to support this school with a significant infusion of technology. Finally, this school is eligible to participate in an initiative around the Research for Better Teaching through our current arrangement with the Turnaround Middle Schools.

B.3. Intervention Model Selection and Descriptive Information

The LEA must select an Intervention Model for each Tier I and Tier II it decides to serve. Using the format below, the LEA must describe actions it has taken, or will take to design and implement each Intervention Model consistent with the final requirements. **LEA application requirements B3, B5, B6, B7, and B8 are embedded in each template. B4 follows the templates.**

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. Duplicate the following templates and complete them for each Tier I and Tier II school as appropriate. Model must be implemented at the start of the 2011-2012 academic year.

B.3.b Restart Model

School Name and Number: Thomas Johnson

Tier: II

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.

Baseline: SY09-10: Reading Grade 7: 72.7; Grade 8: 65.9

SY 2011: Reading Grade 7: 78; Grade 8: 70

SY 2012: Reading Grade 7: 81; Grade 8: 73

SY 2013: Reading Grade 7: 84; Grade 8: 76

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)

Formative Assessment Data (FAS) in Reading (proficient and advanced). FAS II is most closely correlated to MSA performance.

FAS I: Reading Grade 7: 75; Grade 8: 67

FAS II: Reading Grade 7: 78; Grade 8: 70

FAS III: Reading Grade 7: 82; Grade 8: 72

Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup.

Baseline: SY09-10: Math Grade 7: 51.1; Grade 8: 35.1

SY 2011: Math Grade 7: 56; Grade 8: 40

SY 2012: Math Grade 7: 59; Grade 8: 43

SY 2013: Math Grade 7: 62; Grade 8: 46

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)

Formative Assessment Data (FAS) in MATH (proficient and advanced). FAS II is most closely correlated to MSA performance.

FAS I: Reading Grade 7: 53; Grade 8: 37

FAS II: Reading Grade 7: 56; Grade 8: 40

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
Pre-Implementation May to June 2011					
Staff profile	Oxon Hill may have staff that have not accepted the renewed focus on a restart strategy. However, the district has minimal capacity to commit to wholesale changes. The district will support priority staffing.	Pre-implementation Strategy 1: observation and review of the current staff and recommended staff changes.	Mosaica Turnaround Partner (MTP)	May 30, 2011	Staff review narrative
Parent Engagement	There is evidence that efforts have been made to engage parents through the PTA and through multiple parent meetings. The principal makes full use of the Global Connect system with parents. However, parent participation remains low. The district will make Parent Engagement a professional development theme for the 2011-12 SY.	Pre-implementation Strategy 2: Four community meetings held between April 2011 and August 2011 to garner community input into the Restart Model.	MTP	August 20, 2011	Minutes of meetings
Staff profile	Thomas Johnson may have staff that have not accepted the renewed focus on a restart strategy. However, the district has minimal capacity to commit to wholesale changes. The district will support priority staffing.	Pre-Implementation Strategy 3: Pre-service orientation for all staff on vision, culture and climate. 10 days of in-service.	MTP	August 20, 2011	Minutes of meetings
Needs Assessment: Student Achievement: Staff survey, staff profile	Most respondents to the survey indicate that Thomas Johnson is a safe school. However, much of the staff has less than 5 years experience.	Pre-implementation strategy 4: fill new positions of behaviorist, two content specialists, a community engagement specialist, a principal coach, and a data coach.	MTP	June 30, 2011	Full staffing report

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
Guidance in development of the individual Professional Development Plans	Develop professional development plans with teachers and administrators	Pre-implementation strategy 5: Develop personal PD plans for staff.	MTP	August 30, 2011	Copies of individual plans
Analysis of student test results	Mosaica will do a comprehensive review of the school test data.	Review of the data	MTP	June 30, 2011	Report on the analysis.
Implementation Year I					
Needs Assessment: Student Achievement: Staff survey Instructional Practice	Large staff turnover and five principals in 8 years. America's Choice strategies are implemented episodically.	Strategy 1: is to create and implement a vision of academic rigor and an intellectual climate. The expectation is that the vision will be pervasive throughout the school.	Principal	August 2011	Agendas, Minutes
Needs Assessment: Student Achievement: Staff survey, staff profile	Most respondents to the survey indicate that Thomas Johnson is a safe school. However, there is an 11% suspension rate and tardies and attendance were noted as issues that need to be addressed.	Strategy 2: Adopt a system of classroom protocols and routines to ensure instructional focus. Procedures and protocols for lesson delivery need to be explicit.	Principal	January 2012	Agendas, minutes, evidence of professional development
School Culture and Climate	The Needs Assessment indicates a need to have a functioning climate committee. In addition, organizational skills are cited as an area of concern. Absenteeism is a continued concern. The district will continue to support these schools with AVID and PBIS.	Strategy 3: Adopt a classroom management system that ensures student respect and engagement. This plan must address student absenteeism.	Principal, Climate Committee	September 2011	Agendas, minutes, evidence of professional development Suspension rates.

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
Assessment	There is some evidence that the discussions result in a change in teaching practice or the creation of common assessments. The needs assessment indicates that weekly data discussions are not the norm. A Data inquiry protocol is utilized. The district will support the school with the use of the Edusoft platform, storing school-developed tests. In addition, the district will pilot rigorous assessments in the school.	Strategy 4: Create a functioning system for the review of student data through collaborative planning. The expectation is that data discussions will result in changes in instructional practice.	Principal	January 2012	Protocols, minutes of collaborative planning meetings.
Assessment, Instructional Practice	There is no evidence that the discussions result in a change in teaching practice. The school is eligible for participation in the district initiative around DataWise through the RTTT funds.	Strategy 5: Create an accountability system that links professional development, collaborative planning, structured walk-throughs and teacher evaluation using Professional Development Goals.	Principal	January 2012	Notes on walk-throughs,
School Profile, Instructional practice, staff profile	The overall inexperience of the teaching staff would suggest minimal exposure to sophisticated instructional delivery models. However, even though student group performance lags behind the total population, reading performance has increased steadily. The ELL and special education populations have grown dramatically in the past year. FARMS continue to be an under-performing student group. There is some evidence to suggest Universal Designs for Learning are incorporated. The school will receive priority staffing as a Restart School.	Strategy 6: Provide professional development on differentiated instructions, specifically for special education, FARMS and ELL populations. The plan should include grouping strategies as well as pedagogical knowledge.	Principal, team leaders	September 2012	Agendas, minutes of professional development.

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 Achievement	Math performance significantly trails reading performance, both in state and formative assessments. Growth has been minimal. The district is developing professional learning communities around middle school math that will support this initiative, funded through RTTT.	Strategy 7: Provide professional development in the delivery and assessment of math. Mathematics instruction must consider broad themes, the application of skills to real world problems and the connection of standards within the content area.	Principal, Math content specialist	November 2012	Minutes from professional development, math scores on formative assessments.
Needs Assessment: 6 assessments, instructional program	Multiple interventions are cited in the Needs Assessment (Study Island, individual tutoring). However, there does not seem to be a continuum of services to support students or a deliberate process for placement. The district has developed an intervention tracking system that will support this initiative.	Strategy 8: Create a coherent model to deliver interventions. Assessment, placement and RtI must be part of the plan. This will involve the SITeam and the use of research-based interventions, including Compass Learning.	Principal	August 2012	Intervention plan. Minutes from SIT meetings.
Assessment	There is no evidence to suggest that the school has moved beyond the assessment limits in the Voluntary State Curriculum. The district is developing rigorous writing prompts to support this effort.	Strategy 9: Create more rigorous assessments beyond the current use of FAS data. The district will provide support, but common assessments must move beyond the assessment limits.	Team Leaders	January 2013	Evidence of rigorous items and tasks. Performance utilizing rubrics.
Instructional Practice	Most of the instructional practices reflect attention to remediation and foundation skills. Only 30% of students are enrolled in advanced classes. The district is developing rigorous assessments linked to the Common Core that will support this effort.	Strategy 10: Adopt an instructional model based on rigor. Consider project-based instruction or Universal Design for Learning as the instructional model for the school. While the district curriculum has rigorous references, the school needs to adopt their own model for rigor and accountability.	Principal, Team leaders	August 2013	Implementation of a rigorous curriculum as evidenced by student schedules, student work, performance on formative assessments.
Instructional	Thomas Johnson has access to the use of	Strategy 11: Integrate technology in the	Principal	August 2012	Technology plan

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
Practice	technology, but it is unclear how technology interfaces with the instructional program. It appears that technology is not leveraged to increase student achievement. As a Restart, the district will support wireless generation.	instructional plan. Technology is evident, but it needs to be an integral part of the instructional program, particularly around engagement and rigor.			
Staff profile	Thomas Johnson may have staff that have not accepted the renewed focus on a restart strategy. However, the district has minimal capacity to commit to wholesale changes. The district will support priority staffing.	Strategy 12: Deliberate staffing: The school will proceed slowly in the displacement of staff. The staff will be assessed as to their commitment to change. Through the use of the evaluation process and some limited involuntary transfers some staff changes will occur.	Principal	August 2011	Fully staffed.
Staff profile	The principal has been at the school less than two years. There is evidence of teacher leadership in language arts. The district, using RTTT funding, is supporting leadership development.	Strategy 13: Develop a plan to promote leadership capacity with administrators and key teachers. Teachers should be able to attain significant leadership roles within the school.	MTP	August 2011	Evidence of professional development and coaching minutes.
Parent Engagement	There is evidence that efforts have been made to engage parents through the PTA and through multiple parent meetings. The principal makes full use of the Global Connect system with parents. However, parent participation remains low. The district will make Parent Engagement a professional development theme for the 2011-12 SY.	Strategy 14: Develop a plan to increase parent engagement in the instructional program at the school. School efforts have been significant, but parent engagement in the day to day activities at the school need to be bolstered.	Principal	August 2011	Agendas, minutes of meetings, logs of parent attendance at functions. Volunteer hours.
School Profile	Needs Assessment indicates that there is inconsistent time allotments for content	Strategy 15: Create a schedule that maximizes learning time. The schedule	Principal	August 2012	Master Schedule Plan

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
	areas.	should reflect the move towards rigor, engagement and student exploration.			
School Profile	The school expanded to include a sixth grade, representing 11 feeder elementary schools. A coherent vision must be shared with the communities of the 11 schools.	Strategy 16: Develop a communication plan for the community in regards to accepting incoming sixth grade students.	Principal and Climate Committee	January 2012	Evidence of the plan to interact with feeder schools.
	The needs assessment indicates that there is little coordination of family support systems in the community. The district will continue to align Student Service supports to the school, including the deployment of a social worker to address family issues.	Strategy 17: Work with external partners to coordinate services for families. This would involve the Departments of Health, Juvenile Services, Mental Health and community agencies.	Principal, Community Engagement Specialist	August 2012	Agendas and minutes of professional development. Referrals to local agencies.
Needs Assessment: 6 assessments, instructional program	Multiple interventions are cited in the Needs Assessment (Study Island, individual tutoring). However, there does not seem to be a continuum of services to support students or a deliberate process for placement. The district has developed an intervention tracking system that will support this initiative.	Strategy 18: Implement Mercury On-line for struggling and advanced learners.	Content Specialists	November 2011	Data charts from Compass Learning
Instructional Practice	Most of the instructional practices reflect attention to remediation and foundation skills. The district is developing rigorous assessments linked to the Common Core that will support this effort.	Strategy 19: Begin the implementation of STEM modules within the curriculum.	Content Specialists	January 2013	Evidence of unit plans
Diagnostic Performance	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer diagnostic reading and math assessments by September 21, 2011	Principal	Sept 21, 2011	Edusoft report

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
First Quarter Benchmark Assessments in Reading	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer first quarter FAS tests in reading in October, 2011	Principal	November 5, 2011	Edusoft report, Data Warehouse Report
First Quarter Benchmark Assessments in Math	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer first quarter FAS tests in math in October 2011	Principal	November 5, 2011	Edusoft report, Data Warehouse Report
Monthly Suspension reports	Establish clear expectations.	Pull Discipline Report and review by School climate Committee	Principal	First week of the month	APEX suspension report in SchoolMax
Monthly Vacancy Report	Address high turnover in staff	List teacher vacancies and report on HR strategies to address vacancies.	Principal	First week of the month	List vacancies
Monthly attendance reports	Establish clear expectations.	Pull Attendance Report and review by School Climate Committee	Principal	First week of the month	APEX attendance report
Monthly discipline Referral report	Establish clear expectations.	Pull Discipline Report and review by School Climate Committee	Principal	First week of the month	APEX referral report in SchoolMax
Second Quarter Benchmark Assessments in Reading	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer second quarter FAS tests in reading in January 2012	Principal	January 31, 2012	Edusoft report, Data Warehouse Report
Second Quarter Benchmark Assessments in Math	Disaggregate by ELL and special ed. Incorporate diagnostics with planning.	Administer second quarter FAS tests in math in January 2012	Principal	January 31, 2012	Edusoft report, Data Warehouse Report
Teacher Evaluation list	Establish clear links between data and practice	List teacher observations and evaluations monthly.	Principal	First week of the month	List of observations, observers and

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
					evaluations.
Collaborative Planning	Establish clear links between data and practice. Include follow-through with walk-throughs.	Binder of minutes of meetings, walk-through notes.	Leadership team	First week of the month	Compilation of minutes of collaborative planning events.
Professional Development on school climate and culture	Articulate vision internally and externally	Trainings and notes on walkthroughs	Principal	First week of the month	Agendas of trainings, walkthrough notes, communications to staff
Professional Development on Teaching and Learning	Establish clear links between data and practice	Trainings and notes on walkthroughs	Principal	First week of the month	Agendas of trainings, walkthrough notes, communications to staff
Parent Engagement	Significantly increase parent communication and engagement.	Hold regular meetings and increase communications through paper, technology and community outreach visits.	Principal	First week of the month	Agendas of meetings, and communications to the communities and external stakeholders
Extended Learning Opportunities	Target ELL and Special Education student groups.	Details of implementation of ELO	Principal	First week of the month	Student participation and achievement data.
<p><u>Describe the LEA's Restart Process</u></p> <p>The LEA will develop and post an RFP for an Educational Management Company to complete the needs assessment of each school including student performance, community views and teacher and administrator efficacy to achieve dramatic results. February 21, 2011.</p> <p>The LEA held a technical assistance session for interested applicants: March 3, 2011</p> <p>The LEA will select a vendor to conduct the needs assessment by April 11, 2011.</p> <p>The EMO will complete the needs assessment by May 30.</p> <p>School staff may apply for voluntary transfer by May 6, 2011.</p> <p>Staff to be replaced determined by May 30, 2011.</p> <p>New staff secured by June 30, 2011.</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
<p>Stakeholder Involvement: Initial stakeholder involvement included a parent survey completed the week of February 21, 2011. The plan is to include additional parent meetings over the months of March and April. The teacher bargaining unit was informed of the plan on February 24, 2011. As the details of the plan are finalized, the bargaining units will be apprised.</p>					
<p>Modification of Practices or Policies to enable the school to implement this model fully: The selection of an Educational Management Company is a significant departure from past practice. In addition, the liaison between the EMO and the district will be through the Turnaround Office. There will be close communication with the Maryland Breakthrough Center.</p>					
<p>Alignment of Other Resources with the 1003(g) SIG: The Turnaround Office and the Title I Office will support the Restart effort with budgetary, compliance and instructional supports. In addition, the Human Resources Office will support the replacement, recruitment, and selection of staff. The Title I Office and the Budget and Business Management Office will support the financial requirements of the grant.</p>					

RESTART MODEL ADDENDUM: PRE-IMPLEMENTATION ACTIVITIES	
<p>Pre-Implementation Activities: The district has developed an RFP to attract an Educational Management Company to align the strategies to the needs assessment. The initial needs assessment was completed by the district. An EMO was selected on April 11, 2011 to provide the structure and implementation of the grant. The EMO will conduct site visits to the schools and help refine the needs assessment, looking for alignment between the new vision and staff attitudes and practices.</p> <p><u>Activity Categories with Sample Activities:</u> Family and Community Engagement: The district conducted a survey of parents to determine their interests and desires in the reform effort (survey data included in the needs assessment). The EMO will hold 4 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;</p> <p>Rigorous Review of External Providers: The district conducted the required rigorous review process to select an EMO and contract with that entity (see C-5) to assist in planning for the implementation of an intervention model.</p>	<p>The district will contract with an EMO to provide the structure and implementation of the grant. Funding will include the cost of the EMO, additional in-house positions to support the reform and two instructional content specialists at the district level to provide support to the schools with district initiatives.</p> <p>Total cost of the pre-implementation plan will be \$189,825 listed under district expenses. This figure covers both schools. Breakdown: Assessment of existing teaching staff and input into staff selection: \$94,500 Guidance in the development of Individual Professional Development plans: \$28,125 Analysis of student test results: \$67,200 Professional development in the summer will be part of year 1 funding</p>

RESTART MODEL ADDENDUM: PRE-IMPLEMENTATION ACTIVITIES

Staffing: The EMO will observe current staff and make recommendations for retaining or replacing the current principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff by June 1, 2011.

Instructional Programs: The EMO will recommend the remediation and enrichment for 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: The EMO will take the responsibility to 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. This includes a personal plan for each staff member.

Preparation for Accountability Measures: The EMO will 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.

and not pre-implementation.

B.4 Timeline for LEA Monitoring of Tier I and II schools.

Complete the following Timeline for each school with a detailed description of how the LEA will monitor each school’s intervention model and how progress monitoring will be assessed throughout the year.

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

Intervention Model Restart School: Thomas Johnson Middle 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.

Year 1: Q1 (SY2011, July-Sept)	Monitoring and oversight: The Executive Oversight Committee will meet in June, July and August with the EMO and building principals to monitor progress on staffing, building preparation.
	How progress will be assessed: Fully staffed building, ready for opening.
Year 1: Q2 (SY2011, Oct-Dec)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations.
Year 1: Q3 (SY2011, Jan-Mar)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate. Assess progress on teacher evaluations and staff that needs assistance.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.
Year 1: Q4 (SY2011, April-June)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.

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

Intervention Model Restart School: Thomas Johnson Middle 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.

Year 2: Q1 (SY2012, July-Sept)	Monitoring and oversight: The Executive Oversight Committee will meet in June, July and August with the EMO and building principals to monitor progress on staffing, building preparation. Review MSA scores and assist in plan revisions.
	How progress will be assessed: Fully staffed building, ready for opening. Analysis of MSA scores.
Year 2: Q2 (SY2012, Oct-Dec)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations.
Year 2: Q3 (SY2012, Jan-Mar)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate. Assess progress on teacher evaluations and staff that needs assistance.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.
Year 2: Q4 (SY2012, April-June)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.

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

Intervention Model Restart School: Thomas Johnson Middle 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.

Year 3: Q1 (SY2013, July-Sept)	Monitoring and oversight: The Executive Oversight Committee will meet in June, July and August with the EMO and building principals to monitor progress on staffing, building preparation. Review MSA scores and assist in plan revisions.
	How progress will be assessed: Fully staffed building, ready for opening. Analysis of MSA scores.
Year 3: Q2 (SY2013, Oct-Dec)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations.
Year 3: Q3 (SY2013, Jan-Mar)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate. Assess progress on teacher evaluations and staff that needs assistance.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.
Year 3: Q4 (SY2013, April-June)	Monitoring and oversight: The Executive Oversight Committee will meet monthly with the EMO and principals to review professional development progress, staff observations, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate.
	How progress will be assessed: Quarterly benchmark scores, discipline data and staff observations and evaluations.

C. Budget: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in Tier I, Tier II, and Tier III schools it commits to serve.

See attached spreadsheet.

Describe how other resources such as Title I, A; Title I 1003 (a); Title II; Title III; etc. will be coordinated with SIG 1003 (g) funds:

The school is not eligible for Title I or ARRA funding for SY11-12. Title II will support professional development through the Department of Curriculum and Instruction. The Executive Steering Committee will provide district oversight and support. The district will use Race to the Top funding to support teacher and principal development. In addition, Title I and the Turnaround Office will devote resources to budget management. Human Resources will support the recruitment and selection of staff.

Reporting Metrics

To inform and evaluate the effectiveness of the interventions selected for Tier I and Tier II schools MSDE will collect data on required reporting metrics for the 1003 (g). Appendix F. Most of this data is already collected through EDFacts. However, MSDE must report some additional new data with respect to the school improvement funds.

Upon approval of the LEA's grant application, the MSDE will inform the LEA how to collect the additional required school-level data for each Tier I and Tier II school it commits to serve.

The data will serve as a baseline for each year thereafter for which MSDE allocates 1003(g) school improvement funds. If school closure is the selected intervention, the LEA only needs to report on the identity of the school and the intervention selected.

This table illustrates the additional Tier I and Tier II school level data that must be collected by the LEA and submitted to MSDE after approval of the LEA application.

Required Reporting Metrics
Number of minutes within the school year
Number and percentage of students completing foreign language and algebra.
Distribution of teachers by performance level on LEA's teacher evaluation system
Teacher attendance rate
Student performance on state assessments
Student suspension rates

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.

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)
Duane Arbogast	Chief Academic Office	District coordination	Tier II	12 hours per month
Ed Ryans	Turnaround Director	Turnaround coordination	Tier II	160 hours per month
Debra Mahone	Executive Director for School Improvement	Title I coordination	Tier II	12 hours per month
Robert Gaskins	Director Human Resources	Human Resources coordination	Tier II	12 hours per month, more in the spring
Janice Briscoe	Director of Student Services	Student Services coordination		12 hours per month
EMO Manager	President	EMO management		32 hours per month
Doug Anthony	Director of Human Capital	Align principal and teacher pipeline and evaluation systems		4 hours per month
Michael Dodson	Chief of Operations	Coordinate building issues		4 hours per month
Robert Glascock	MSDE Breakthrough Center	Coordinate State services		4 hours per month
Stephanie Cochran	Title I Senior Budget Analyst	Coordinate budget expenditures		12 hours per month
James Whattam	Director of Employee Relations	Advise on staff evaluations and negotiated agreements		4 hours per month
How often will the LEA 1003(g) central support team meet? <i>Monthly</i>				
How often will they report on their work and the work on Tier I, II and III schools to the Superintendent? <i>Monthly via Executive cabinet</i>				
How often will they report on their work and the work on Tier I, II and III schools to the Board of Education? <i>Annually</i>				
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? <u> X </u> Yes _____ No <i>If no, briefly describe the plans for the central support team to begin work on the Tier I, II, and III schools?</i>				
What role has or will the LEA 1003(g) central support team play in the creation of annual goals for student				

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)
achievement and annual review/assessment of progress based on these goals described in sections 2 and 3 of this proposal? <i>Significant role in establishing reasonable targets.</i>				
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? <i>Monthly reviews with the Title I budget analyst</i>				

In addition to the Central Support Team, the district will manage the liaison with the Restart school through the Turnaround Office. The Turnaround Office provides direct support to grant and budget compliance and serves as the liaison with the instructional programs for the district and the school. The Turnaround Office consists of a Director, a Budget Analyst, two instructional specialists, a compliance specialist and a student support specialist. These positions are funded through both the SIG I and SIG II grants, as their responsibilities will cover SIG I and SIG II schools. The ratio of attention between SIG I and SIG II schools will be 80% to 20% respectively, except for the compliance specialist, which will be a 50%-50% split.

The Restart schools will be situated in within the Turnaround Office for reporting and evaluation. The Turnaround Office reports directly to the Chief Academic Officer.

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.
<p>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?</p> <p><i>The district has nine months of experience with the SIG grant. The lessons learn include the need to allow for flexibility in the grant as day to day issues arise. The turnaround and restart schools get the following considerations for the district perspective:</i></p> <ul style="list-style-type: none"> <i>k. District turnaround office to coordinate actions across the reform schools,</i> <i>l. Priority attention from operations</i> <i>m. Priority attention from the communications office to highlight and illuminate the reform efforts.</i> <i>n. Priority attention from Human Resources to include additional job fairs, and revisions in the placement of teachers. It is noted that the reform schools still operate under the negotiated agreement with the teachers' and administrators' bargaining units.</i> <i>o. The convening of a high level executive oversight committee.</i> <i>p. Priority support from Curriculum and Instruction in coaching and teacher observations.</i> <i>q. Priority support from Special Education.</i> <i>r. Priority support from the Title I office</i>

LEA Capacity to Implement Grant

- s. *Priority support from the Office of Student Services.*
- t. *The district will support the use of the Teacher Evaluation project which includes teacher compensation for effectiveness.*

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?

The major obstacles to reform are both budgetary and procedural. The budget situation in the district does not allow for significant reallocation of resources to the reform schools. The reform schools must rely on the SIG funds for the following:

- d. *Additional transportation for extended learning opportunities*
- e. *Professional development and coaching*
- f. *Additional staffing*

Procedural issues include

- e. *The district does not have the capacity at the middle school level to replace staff. Targeted staff replacements will be allowed.*
- f. *The district is undergoing a reduction in force of 1100 personnel. The district has limited opportunity to hire external candidates or recruit except in hard to staff positions like content certified special education.*
- g. *The district cannot support additional funding for transportation.*
- h. *The district and the bargaining units have not agreed to a compensation package (incentives) for working in low performing schools, although conversations are moving forward.*

LEA Budget

See attached spreadsheets

Proposed Budget C-1-25 (for the first year only.)

See attached spreadsheets

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.

The plan will fully address the needs of all student groups to ensure equitable participation. There are no anticipated services that will have barriers to participation. The school currently employs some tenets of Universal Design for Learning. Efforts to communicate with parents are enhanced in the strategies.

Stakeholder Involvement

I. Communication to Parent Groups

Title I
School Improvement
Title I 1003(g)

Consultation with Stakeholders Documentation

Prince George's County is submitting an application to the USDOE to receive additional School Improvement Funds for Federal Fiscal Year 2012. I am requesting that you read the Executive Summary and make comments or suggestions. Please note that this is only the initial phase and that a more detailed plan will be developed over the next six weeks. Our timeline is extremely short. We have to submit our first draft this Friday. I apologize for the short time frame.

Please send your comments via email or fax to Duane Arbogast, Chief Academic Officer, duane.arbogast@pgcps.org.

CONSULTATION FEEDBACK FORM FOR PRINCE GEORGE'S 2011 SCHOOL IMPROVEMENT GRANT APPLICATION.

I had the opportunity to read, review and provide feedback for the Executive Summary on the Title I, Part A School Improvement Grant Application, 1003(g) Draft document that was emailed to me on Thursday, March 3, 2011 .

Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft Executive Summary document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft Executive Summary document are written below:

Name (print/type)

County/Organization

Signature

Date

II. Communication to Bargaining Units



Allan Arbogast <allan.arbogast@pgcps.org>

SIG II grant

7 messages

Duane Arbogast <duane.arbogast@pgcps.org>

Fri, Feb 25, 2011 at 9:33 AM

To: ASASP Union <asasp@pgcps.org>, "Robinson, Lewis" <robinsol@pgcea.org>

Cc: Bonita Coleman-Potter <bonita.colemanpotter@pgcps.org>

Doris and Lew,

The new SIG grant is now available. The deadline is March 4, giving us two weeks to write the grant. Given the lessons learned at the turnarounds last year, we have learned several lessons. The first lesson is that we need a partner to help us. The second lesson is we do not have the capacity to do whole sale staff changes. With that in mind, we would like to contract with the partner to do the restart model, which gives us a great deal of flexibility.

We have put forth an RFP for a managing partner, but we will not have one in place for the March 4th deadline. We will submit a draft, knowing that it will be significantly modified.

There is only \$8M in the pool and there are 16 eligible schools, of which five are in Prince George's. The grant is competitive, so we will only be applying for two schools. We took Thomas Claggett off the list because they are a small school and we will be examining the efficacy of small schools over the next year. William Wirt and Nicholas Orem are both Title I schools, so they have a funding source to support reform. That leaves Thomas Johnson and Oxon Hill Middle School.

Again, this is competitive and we will not have a truly complete application on March 4, so it is possible we will not get approved.

I am attaching my first draft of the executive summary. I appreciate your support and input into the process.

--

A. Duane Arbogast, Ed.D.
Chief Academic Officer
Prince George's County Public Schools
301-952-6233



SIG_executive_summary_2-25-11.docx

Robinson, Lewis **Fri, Feb 25, 2011 at 3:03 PM**
<robinsol@pgcea.org>

To: Duane Arbogast <duane.arbogast@pgcps.org>

Thanks, I will respond with comments later.

Lew

From: Duane Arbogast [mailto:duane.arbogast@pgcps.org]
Sent: Friday, February 25, 2011 9:34 AM
To: ASASP Union; Robinson, Lewis
Cc: Bonita Coleman-Potter
Subject: SIG II grant

[Quoted text hidden]



Allan Arbogast <allan.arbogast@pgcps.org>

SIG Grant

3 messages

Duane Arbogast <duane.arbogast@pgcps.org>

Wed, Mar 2, 2011 at 7:41 PM

To: "C. Robinson" <michael2.robinson@pgcps.org>, Sharif Salim <sharif.salim@pgcps.org>, Helen Coley <hcoley@pgcps.org>, Andrew Zuckerman <andrew.zuckerman@pgcps.org>, "Robinson, Lewis" <robinsol@pgcea.org>, ASASP Union <asasp@pgcps.org>

Cc: Bonita Coleman-Potter <bonita.colemanpotter@pgcps.org>, Debra Mahone <dmahone@pgcps.org>

Good evening all,

As you know, we need to submit the first draft of the SIG grant to MSDE on Friday. As you know, we intend on contracting with an outside organization to support the reform efforts. The second and final drafts will have more specifics. The final draft is due April 21. The area offices have completed the needs assessment.

We also need to provide evidence that we have informed our stakeholders. Attached is the Executive Summary that will accompany the grant and a comment page. Please email or deliver these documents to your PTA presidents and faculty representatives and have them email me any comments by the end of the day on thursday, March 3, 2011.

I apologize for the tight turnaround. Lew and Doris, there are only a few changes from the document I sent last week.

--

A. Duane Arbogast, Ed.D.
Chief Academic Officer
Prince George's County Public Schools
301-952-6233

2 attachments



SIG executive summary 3-2-11.docx
16K



Stakeholder Feedback Form.docx
14K

Debra Mahone <dmahone@pgcps.org>

Wed, Mar 2, 2011 at 10:40 PM

To: Duane Arbogast <duane.arbogast@pgcps.org>

Duane,

Schools could also post the stakeholder feedback form on their schools website to solicit additional feedback. Even if it is posted for only a day prior to the first submission, it would show good faith in trying to solicit input. It could remain posted until the final submission.

It wouldn't hurt to ask.....

[Quoted text hidden]

--

Debra A. Mahone
Executive Director

School and Leadership Development

John Carroll

Responsible Way Corridor, Rm. 7
1400 Nalley Terrace
Largo, Maryland 20774
Phone: 301-618-7340

Fax: 301-925-1958

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must depend on how we feel about the fact that we haven’t so far.” ... Ron Edmonds

Duane Arbogast <duane.arbogast@pgcps.org>

Thu, Mar 3, 2011 at 6:41 AM

To: "C. Robinson" <michael2.robinson@pgcps.org>, Sharif Salim <sharif.salim@pgcps.org>, Helen Coley <hcoley@pgcps.org>, Andrew Zuckerman <andrew.zuckerman@pgcps.org>, "Robinson, Lewis" <robinsol@pgcea.org>, ASASP Union <asasp@pgcps.org>

Cc: Debra Mahone <dmahone@pgcps.org>

Good morning all,

In addition to sharing the Stakeholder Involvement form and Executive Summary, can you post both documents on your websites?

Thanks.

Duane Arbogast

On Wed, Mar 2, 2011 at 7:41 PM, Duane Arbogast <duane.arbogast@pgcps.org> wrote:

Robinson, Lewis <robinsol@pgcea.org>

Thu, Mar 3, 2011 at 4:04 PM

To: Duane Arbogast <duane.arbogast@pgcps.org>, "C. Robinson" <michael2.robinson@pgcps.org>, Sharif Salim <sharif.salim@pgcps.org>, Helen Coley <hcoley@pgcps.org>, Andrew Zuckerman <andrew.zuckerman@pgcps.org>, ASASP Union <asasp@pgcps.org>

Cc: Bonita Coleman-Potter <bonita.colemanpotter@pgcps.org>, Debra Mahone <dmahone@pgcps.org>, "Ray, D" <RayD@pgcea.org>, "Donald J. Briscoe" <BriscoeD@pgcea.org>

Duane

First of all, thank you for providing PGCEA with the opportunity to respond to this proposal. However, the turn around time is not sufficient for us as organization to provide you with a comprehensive response. As you well know, PGCEA does value the collaborative relationship that has been developed between the parties but requesting that we provide a realistic response in such a short window does not speak well for collaboration.

Actually, we would have benefited from a presentation by you or someone in the office on what the thinking is behind this move. Without such foundation it is difficult for me to feel comfortable with it. At a time that we are facing unprecedented budget cuts, how do we justify under any condition bringing in an outside organization to manage the project, diverting valuable resources away from our own. I think it also speaks volumes to a lack of faith in our own staff both management and those that deliver instruction that we cannot do it on our own. The resources that we would spend to support a EMO could save the jobs of several of our administrative staff and others who could lead such a project.

If we really wanted to collaborate on this project, we would allow those teachers and administrators currently in our identified schools to sit down and truly develop the plans that are needed to turn around our middle schools. There is so much that is not said in this that I cannot begin to address it.

Lew

III. Additional Communication

1. TJMS has done phone call outs for the parent meeting during the weeks from March 1 through March 18. A parent meeting was scheduled the week of March 1. The move towards a Restart has been a part of the PTSA meeting highlights for the past two meetings. It was also discussed it with parents at the music concert during the week of March 14.
2. The Area Office sent home a letter to parents and held the "2nd cup of coffee" with parents. The Area Office has also made a "robo call" to parents.
3. PGCEA, the current principal and the PTA were invited to participate in the EMO interviews on April 7, 2011.

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 before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
13. 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.
14. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
15. 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.
16. 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.

 William R. Hite, Jr., Ed.D.	March 25, 2011
<i>Superintendent of Schools/Head of Grantee Agency</i>	<i>Date</i>

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.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- 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.

BUDGET SECTION

- ❑ **Required Budget Summary**
- ❑ **Consolidated Budgets**
- ❑ **C-125 Budget Request Forms**



Required Budget Summary

LEA Funding Breakdown

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):	\$1,172,645		\$2,406,052	\$3,578,697
Year 2 (SY12):	\$954,623		\$2,400,316	\$3,354,939
Year 3 (SY13):	\$954,623		\$2,400,316	\$3,354,939
Total budget request:	\$3,081,891		\$7,206,684	\$10,288,575

Required Budget Summary

LEA: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
Name of School and Tier <i>(add more rows if needed)</i>	Pre-implementation	Year 1 - Full Implementation	Full Implementation	Full Implementation	
Turnaround Schools Office	\$189,825	\$982,820	\$954,623	\$954,623	\$3,081,891
Oxon Hill Middle School	\$0	\$1,304,096	\$1,301,228	\$1,301,228	\$3,906,552
Thomas Johnson Middle School	\$0	\$1,101,956	\$1,099,088	\$1,099,088	\$3,300,132
LEA-level Activities					
Total Budget	\$3,578,697		\$3,354,939	\$3,354,939	\$10,288,575



Consolidated Budgets

Title I 1003(g) School Improvement Grant

Consolidated LEA and School Budgets for Tier I and Tier II Schools - LEA: Prince George's County Public Schools School Year: 2011-2012

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	District	Salaries & Wages	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	1 Director x \$141,942 (\$28,388-20% of Base Average Salary)	\$ 28,388
202-16-01	District	Salaries & Wages	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	1 Administrative Specialist x \$76,887 (\$15,377-20% of Base Average Salary)	\$ 15,377
202-16-01	District	Salaries & Wages	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	1 Compliance Specialist x \$74,573 (\$37,287-50% of Base Average Salary)	\$ 37,287
202-16-01	District	Salaries & Wages	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	1 Reading Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	District	Salaries & Wages	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	1 Math Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	District	Salaries & Wages	Student Service Specialist	Created to provide integrated and coordinated services to students.	1 Student Service Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
207-01	Oxon Hill MS	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Oxon Hill MS	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Oxon Hill MS	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774

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
207-01	Oxon Hill MS	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Oxon Hill MS	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Oxon Hill MS	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Oxon Hill MS	Salary & Wages	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	3 Educational Support Personnel Student Advocate x \$48,993 average salary	\$ 146,979
203-205-02-01	Oxon Hill MS	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Oxon Hill MS	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Oxon Hill MS	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Oxon Hill MS	Salary & Wages	Workshop Stipend	Professional Development provided by Mosaica (guidance in development of individual professional development plans and teacher pre-service professional development.	15 Teachers x 1 day x \$175.00	\$ 2,625
203-205-02-01	Oxon Hill MS	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
207-01	Thomas Johnson MS	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Thomas Johnson MS	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Thomas Johnson MS	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Thomas Johnson MS	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573

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
203-205-02-01	Thomas Johnson MS	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Thomas Johnson MS	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Thomas Johnson MS	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Thomas Johnson MS	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Thomas Johnson MS	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Thomas Johnson MS	Salary & Wages	Workshop Stipend	Professional Development provided by Mosaica (guidance in development of individual professional development plans and teacher pre-service professional development.	15 Teachers x 1 day x \$175.00	\$ 2,625
203-205-02-01	Thomas Johnson MS	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
Consolidated Total Salaries/Wages				\$ 1,667,881		
212-04	District	Fixed Charges	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	\$28,388 x 37.53% fringe benefits	\$ 10,654
212-04	District	Fixed Charges	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	\$15,377 x 37.53% fringe benefits	\$ 5,771
212-04	District	Fixed Charges	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	\$37,287 x 37.53% fringe benefits	\$ 13,994
212-04	District	Fixed Charges	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	\$14,915 x 37.53% fringe benefits	\$ 5,598

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
212-04	District	Fixed Charges	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	District	Fixed Charges	Student Service Specialist	Created to provide integrated and coordinated services to students.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	Oxon Hill MS	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Oxon Hill MS	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Oxon Hill MS	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Oxon Hill MS	Fixed Charges	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	\$146,979 x 37.53% fringe benefits	\$ 55,161
212-04	Oxon Hill MS	Fixed Charges	Workshop Stipend	Professional Development provided by Mosaica (guidance in development of individual professional development plans and teacher pre-service professional development.	\$2,625 x 9.27% fringe benefits	\$ 243
212-04	Oxon Hill MS	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Oxon Hill MS	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Oxon Hill MS	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300

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
212-04	Oxon Hill MS	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
212-04	Thomas Johnson MS	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Thomas Johnson MS	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Thomas Johnson MS	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Thomas Johnson MS	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Thomas Johnson MS	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Thomas Johnson MS	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Thomas Johnson MS	Fixed Charges	Workshop Stipend	Professional Development provided by Mosaica (guidance in development of individual professional development plans and teacher pre-service professional development.	\$2,625 x 9.27% fringe benefits	\$ 243
212-04	Thomas Johnson MS	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Thomas Johnson MS	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Thomas Johnson MS	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Thomas Johnson MS	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Consolidated Total Fixed Charges						\$ 528,670

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
203-205-02-02	Oxon Hill MS	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 18,439
209-02	Oxon Hill MS	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
203-205-02-02	Thomas Johnson MS	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000
209-02	Thomas Johnson MS	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Consolidated Total Contracted Services						\$ 238,439
203-205-02-03	Oxon Hill MS	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Oxon Hill MS	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
203-205-02-03	Thomas Johnson MS	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Thomas Johnson MS	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Consolidated Total Supplies and Materials						\$ 20,508

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
203-205-02-04	Oxon Hill MS	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Oxon Hill MS	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
203-205-02-04	Thomas Johnson MS	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Thomas Johnson MS	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Consolidated Total Other Charges						\$ 42,000
Consolidated Total Equipment						\$ -
Total LEA Transfer/Indirect Costs		Business Support/Transfers	Indirect Cost Recovery	Total grant - equipment x rate / 1+ rate	\$3,431,253 - 0 x 4.49% / 1.0449	\$ 147,443
Title I 1003(g) Total Requested						\$ 2,644,942

Title I 1003(g) School Improvement Grant

LEA Budget Narrative for Tier I and Tier II Schools - LEA: Prince George's County Publish Schools School Year: 2011-2012

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	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	1 Director x \$141,942 (\$28,388-20% of Base Average Salary)	\$ 28,388
202-16-01	Salaries & Wages	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	1 Administrative Specialist x \$76,887 (\$15,377-20% of Base Average Salary)	\$ 15,377
202-16-01	Salaries & Wages	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	1 Compliance Specialist x \$74,573 (\$37,287-50% of Base Average Salary)	\$ 37,287
202-16-01	Salaries & Wages	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	1 Reading Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	Salaries & Wages	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	1 Math Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	Salaries & Wages	Student Service Specialist	Created to provide integrated and coordinated services to students.	1 Student Service Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
Total Salaries/Wages					\$ 125,796
212-04	Fixed Charges	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	\$28,388 x 37.53% fringe benefits	\$ 10,654

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	
212-04	Fixed Charges	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	\$15,377 x 37.53% fringe benefits	\$ 5,771	
212-04	Fixed Charges	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	\$37,287 x 37.53% fringe benefits	\$ 13,994	
212-04	Fixed Charges	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	\$14,915 x 37.53% fringe benefits	\$ 5,598	
212-04	Fixed Charges	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	\$14,915 x 37.53% fringe benefits	\$ 5,598	
212-04	Fixed Charges	Student Service Specialist	Created to provide integrated and coordinated services to students.	\$14,915 x 37.53% fringe benefits	\$ 5,598	
Total Fixed Charges					\$ 47,212	
Total Contracted Services						
					\$ -	
					\$81,608.00 x 37.53% fringe benefits	\$ 30,627
Total Supplies and Materials						
					\$ -	
Total Other Charges						
					\$ -	
Total Equipment						
					\$ -	
Total LEA Transfer/Indirect costs	Business Support/Transfers	Indirect Cost Recovery	Total grant - equipment x rate / 1+ rate	\$3,431,253 - 0 x 4.49% / 1.0449	\$ 147,443	
Title I 1003(g) Total Requested					\$ 320,451	

Title I 1003(g) School Improvement Grant

LEA: Prince George's County Public Schools School: Oxon Hill Middle School Tier : II School Year: 2011-2012

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
207-01	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	3 Educational Support Personnel Student Advocate x \$48,993 average salary	\$ 146,979
203-205-02-01	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development provided by Mosaica (guidance in development of individual professional development plans and teacher pre-service professional development.	15 Teachers x 1 day x \$175.00	\$ 2,625
203-205-02-01	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000

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
Total Salaries/Wages					\$ 844,532
212-04	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	\$146,979 x 37.53% fringe benefits	\$ 55,161
212-04	Fixed Charges	Workshop Stipend	Professional Development provided by Mosaica (guidance in development of individual professional development plans and teacher pre-service professional development.	\$2,625 x 9.27% fringe benefits	\$ 243
212-04	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300

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
212-04	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Total Fixed Charges					\$ 268,310
203-205-02-02	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 18,439
209-02	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Total Contracted Services					\$ 78,439
203-205-02-03	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Total Supplies and Materials					\$ 10,254
203-205-02-04	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Total Other Charges					\$ 21,000
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 1,222,535

Title I 1003(g) School Improvement Grant

LEA: Prince George's County Public Schools School: Thomas Johnson Middle School Tier : II School Year: 2011-2012

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
207-01	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development provided by Mosaica (guidance in development of individual professional development plans and teacher pre-service professional development.	15 Teachers x 1 day x \$175.00	\$ 2,625
203-205-02-01	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
Total Salaries/Wages					\$ 697,553

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
212-04	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Workshop Stipend	Professional Development provided by Mosaica (guidance in development of individual professional development plans and teacher pre-service professional development.	\$2,625 x 9.27% fringe benefits	\$ 243
212-04	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Total Fixed Charges					\$ 213,149
203-205-02-02	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000

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
209-02	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Total Contracted Services					\$ 160,000
203-205-02-03	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Total Supplies and Materials					\$ 10,254
203-205-02-04	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Total Other Charges					\$ 21,000
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 1,101,956

Title I 1003(g) School Improvement Grant

Consolidated LEA and School Budgets for Tier I and Tier II Schools - LEA: Prince George's County Public Schools School Year: 2011-2012

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
203-205-02-09	District	Contracted Services	Mosaica (Educational Management Organization)	Educational Management Organization fee as it relates to various services. Assessment of existing teaching staff, guidance in development of individual professional development, analysis of student test results, teacher pre-service and executive coaching.	Cost based on various services	\$ 587,525
203-205-02-09	District	Contracted Services	Mosaica (Educational Management Organization)	Needs assessment and grant production. Contracted to support pre-implementation for needs assessment.	Cost based on various services	\$ 159,825
203-205-02-09	District	Contracted Services	Mosaica (Educational Management Organization)	Contractual services for teacher professional development, student instructional interventions and extended learning opportunities associated with student assessments.	Cost based on various services	\$ 74,844
203-205-02-02	District	Contracted Services	Mid-Atlantic Equity Consortium	Contractual services to support the family, school and community engagement work at the two (2) SIG Turnaround Schools. Mid Atlantic Equity Consortium will share best practices for working with schools in improvement.	Cost based on various services	\$ 30,000
203-205-02-01	District for Oxon Hill MS	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 81,561
Consolidated Total Contracted Services						\$ 933,755
Title I 1003(g) Total Requested						\$ 933,755

Title I 1003(g) School Improvement Grant

LEA Budget Narrative for Tier I and Tier II Schools LEA: Prince George's County Publish Schools School Year: 2011-2012

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
Total Salaries/Wages					\$ -
Total Fixed Charges					\$ -
203-205-02-09	Contracted Services	Mosaica (Educational Management Organization)	Educational Management Organization fee as it relates to various services. Assessment of existing teaching staff, guidance in development of individual professional development, analysis of student test results, teacher pre-service and executive coaching.	Cost based on various services	\$ 587,525
203-205-02-09	Contracted Services	Mosaica (Educational Management Organization)	Needs assessment and grant production. Contracted to support pre-implementation for needs assessment.	Cost based on various services	\$ 159,825
203-205-02-09	Contracted Services	Mosaica (Educational Management Organization)	Contractual services for teacher professional development, student instructional interventions and extended learning opportunities associated with student assessments.	Cost based on various services	\$ 74,844
203-205-02-02	Contracted Services	Mid-Atlantic Equity Consortium	Contractual services to support the family, school and community engagement work at the two (2) SIG Turnaround Schools. Mid Atlantic Equity Consortium will share best practices for working with schools in improvement.	Cost based on various services	\$ 30,000

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
<i>203-205-02-01</i>	<i>Contracted Services</i>	<i>Mercury On-Line Software Licenses (ELO Program)</i>	<i>Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.</i>	<i>\$100,000 (Estimated per school/per year)</i>	<i>\$ 81,561</i>
Total Contracted Services					\$ 933,755
				\$81,608.00 x 37.53% fringe benefits	\$ 30,627
Total Supplies and Materials					\$ -
Total Other Charges					\$ -
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 933,755

Title I 1003(g) School Improvement Grant

LEA Budget Narrative for Tier I and Tier II Schools - LEA: Prince George's County Publish Schools School Year: 2012-2013

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
Total Salaries/Wages					\$ -
Total Fixed Charges					\$ -
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Educational Management Organization fee as it relates to various services. Assessment of existing teaching staff, guidance in development of individual professional development, analysis of student test results, teacher pre-service and executive coaching.	Cost based on various services	\$ 587,525
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Needs assessment and grant production. Contracted to support pre-implementation for needs assessment.	Cost based on various services	\$ 189,825
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Contractual services for teacher professional development, student instructional interventions and extended learning opportunities associated with student assessments.	Cost based on various services	\$ 74,844
Total Contracted Services					\$ 852,194
				\$81,608.00 x 37.53% fringe benefits	\$ 30,627
Total Supplies and Materials					\$ -
Total Other Charges					\$ -
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 852,194

Title I 1003(g) School Improvement Grant

LEA: Prince George's County Public Schools School: Oxon Hill Middle School Tier : II School Year: 2012-2013

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
Total Salaries/Wages					\$ -
Total Fixed Charges					\$ -
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Educational Management Organization fee as it relates to various services. Assessment of existing teaching staff, guidance in development of individual professional development, analysis of student test results, teacher pre-service and executive coaching.	Cost based on various services	\$ 587,525
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Needs assessment and grant production. Contracted to support pre-implementation for needs assessment.	Cost based on various services	\$ 189,825
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Contractual services for teacher professional development, student instructional interventions and extended learning opportunities associated with student assessments.	Cost based on various services	\$ 74,844
Total Contracted Services					\$ 852,194
				\$81,608.00 x 37.53% fringe benefits	\$ 30,627
Total Supplies and Materials					\$ -
Total Other Charges					\$ -
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 852,194

Title I 1003(g) School Improvement Grant

LEA: Prince George's County Public Schools School - Thomas Johnson Middle School Tier: II School Year: 2012-2013

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
Total Salaries/Wages					\$ -
Total Fixed Charges					\$ -
Total Contracted Services					\$ -
Total Supplies and Materials					\$ -
Total Other Charges					\$ -
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ -

Title I 1003(g) School Improvement Grant

Consolidated LEA and School Budgets for Tier I and Tier II Schools - LEA: Prince George's County Public Schools School Year: 2013-2014

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	District	Salaries & Wages	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	1 Director x \$141,942 (\$28,388-20% of Base Average Salary)	\$ 28,388
202-16-01	District	Salaries & Wages	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	1 Administrative Specialist x \$76,887 (\$15,377-20% of Base Average Salary)	\$ 15,377
202-16-01	District	Salaries & Wages	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	1 Compliance Specialist x \$74,573 (\$37,287-50% of Base Average Salary)	\$ 37,287
202-16-01	District	Salaries & Wages	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	1 Reading Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	District	Salaries & Wages	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	1 Math Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	District	Salaries & Wages	Student Service Specialist	Created to provide integrated and coordinated services to students.	1 Student Service Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
207-01	Oxon Hill MS	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Oxon Hill MS	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Oxon Hill MS	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774

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
207-01	Oxon Hill MS	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Oxon Hill MS	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Oxon Hill MS	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Oxon Hill MS	Salary & Wages	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	3 Educational Support Personnel Student Advocate x \$48,993 average salary	\$ 146,979
203-205-02-01	Oxon Hill MS	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Oxon Hill MS	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Oxon Hill MS	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-02-01	Oxon Hill MS	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
207-01	Thomas Johnson MS	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Thomas Johnson MS	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Thomas Johnson MS	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Thomas Johnson MS	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Thomas Johnson MS	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774

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
207-01	Thomas Johnson MS	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Thomas Johnson MS	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Thomas Johnson MS	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Thomas Johnson MS	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-02-01	Thomas Johnson MS	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
Consolidated Total Salaries/Wages						\$ 1,662,631
212-04	District	Fixed Charges	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	\$28,388 x 37.53% fringe benefits	\$ 10,654
212-04	District	Fixed Charges	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	\$15,377 x 37.53% fringe benefits	\$ 5,771
212-04	District	Fixed Charges	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	\$37,287 x 37.53% fringe benefits	\$ 13,994
212-04	District	Fixed Charges	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	District	Fixed Charges	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	District	Fixed Charges	Student Service Specialist	Created to provide integrated and coordinated services to students.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	Oxon Hill MS	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627

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
212-04	Oxon Hill MS	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Oxon Hill MS	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Oxon Hill MS	Fixed Charges	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	\$146,979 x 37.53% fringe benefits	\$ 55,161
212-04	Oxon Hill MS	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Oxon Hill MS	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Oxon Hill MS	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Oxon Hill MS	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
212-04	Thomas Johnson MS	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Thomas Johnson MS	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Thomas Johnson MS	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063

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
212-04	Thomas Johnson MS	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Thomas Johnson MS	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Thomas Johnson MS	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Thomas Johnson MS	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Thomas Johnson MS	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Thomas Johnson MS	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Thomas Johnson MS	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Consolidated Total Fixed Charges						\$ 528,184
203-205-02-02	District	Contracted Services	Mosaica (Educational Management Organization)	Educational Management Organization fee as it relates to various services. Assessment of existing teaching staff, guidance in development of individual professional development, analysis of student test results, teacher pre-service and executive coaching.	Cost based on various services	\$ 399,000
203-205-02-02	District	Contracted Services	Mosaica (Educational Management Organization)	Contractual services for teacher professional development, student instructional interventions and extended learning opportunities associated with student assessments.	Cost based on various services	\$ 243,940
203-205-02-02	Oxon Hill MS	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000
209-02	Oxon Hill MS	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000

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
203-205-02-02	Thomas Johnson MS	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000
209-02	Thomas Johnson MS	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Consolidated Total Contracted Services						\$ 962,940
203-205-02-03	Oxon Hill MS	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Oxon Hill MS	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
203-205-02-03	Thomas Johnson MS	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Thomas Johnson MS	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Consolidated Total Supplies and Materials						\$ 20,508
203-205-02-04	Oxon Hill MS	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Oxon Hill MS	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
203-205-02-04	Thomas Johnson MS	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Thomas Johnson MS	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Condolidated Total Other Charges						\$ 42,000

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
Consolidated Total Equipment						\$ -
Total LEA Transfer/Indirect Costs		Business Support/Transfers	Indirect Cost Recovery	Total grant - equipment x rate / 1+ rate	$\$3,227,216 - 0 \times 4.49\% / 1.0449$	\$ 138,675
Title I 1003(g) Total Requested						\$ 3,354,939

Title I 1003(g) School Improvement Grant

LEA Budget Narrative for Tier I and Tier II Schools - LEA: Prince George's County Publish Schools School Year: 2013-2014

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	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	1 Director x \$141,942 (\$28,388-20% of Base Average Salary)	\$ 28,388
202-16-01	Salaries & Wages	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	1 Administrative Specialist x \$76,887 (\$15,377-20% of Base Average Salary)	\$ 15,377
202-16-01	Salaries & Wages	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	1 Compliance Specialist x \$74,573 (\$37,287-50% of Base Average Salary)	\$ 37,287
202-16-01	Salaries & Wages	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	1 Reading Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	Salaries & Wages	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	1 Math Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	Salaries & Wages	Student Service Specialist	Created to provide integrated and coordinated services to students.	1 Student Service Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
Total Salaries/Wages					\$ 125,796
212-04	Fixed Charges	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	\$28,388 x 37.53% fringe benefits	\$ 10,654
212-04	Fixed Charges	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	\$15,377 x 37.53% fringe benefits	\$ 5,771

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
212-04	Fixed Charges	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	\$37,287 x 37.53% fringe benefits	\$ 13,994
212-04	Fixed Charges	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	Fixed Charges	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	Fixed Charges	Student Service Specialist	Created to provide integrated and coordinated services to students.	\$14,915 x 37.53% fringe benefits	\$ 5,598
Total Fixed Charges					\$ 47,212
 					
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Educational Management Organization fee as it relates to various services. Assessment of existing teaching staff, guidance in development of individual professional development, analysis of student test results, teacher pre-service and executive coaching.	Cost based on various services	\$ 399,000
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Contractual services for teacher professional development, student instructional interventions and extended learning opportunities associated with student assessments.	Cost based on various services	\$ 243,940
Total Contracted Services					\$ 642,940
					\$81,608.00 x 37.53% fringe benefits
					\$30,627.48
 					
Total Supplies and Materials					\$ -
 					
Total Other Charges					\$ -
 					
 					

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
Total Equipment					\$ -
Total LEA Transfer/Indirect costs	Business Support/Transfers	Indirect Cost Recovery	Total grant - equipment x rate / 1+ rate	$\$3,227,216 - 0 \times 4.49\% / 1.0449$	\$ 138,675
Title I 1003(g) Total Requested					\$ 954,623

Title I 1003(g) School Improvement Grant

LEA: Prince George's County Public Schools School: Oxon Hill Middle School Tier : II School Year: 2013-2014

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
207-01	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	3 Educational Support Personnel Student Advocate x \$48,993 average salary	\$ 146,979
203-205-02-01	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-02-01	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
Total Salaries/Wages					\$ 841,907

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
212-04	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	\$146,979 x 37.53% fringe benefits	\$ 55,161
212-04	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Total Fixed Charges					\$ 268,067

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
203-205-02-02	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000
209-02	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Total Contracted Services					\$ 160,000
203-205-02-03	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Total Supplies and Materials					\$ 10,254
203-205-02-04	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Total Other Charges					\$ 21,000
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 1,301,228

Title I 1003(g) School Improvement Grant

LEA: Prince George's County Public Schools School - Thomas Johnson Middle School Tier: II School Year: 2013-2014

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
207-01	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-02-01	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
Total Salaries/Wages					\$ 694,928
212-04	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063

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
212-04	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Total Fixed Charges					\$ 212,906
203-205-02-02	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000
209-02	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Total Contracted Services					\$ 160,000
203-205-02-03	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Total Supplies and Materials					\$ 10,254

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
203-205-02-04	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Total Other Charges					\$ 21,000
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 1,099,088

Title I 1003(g) School Improvement Grant

Consolidated LEA and School Budgets for Tier I and Tier II Schools LEA: Prince George's County Public Schools School Year: 2013-2014

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	District	Salaries & Wages	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	1 Director x \$141,942 (\$28,388-20% of Base Average Salary)	\$ 28,388
202-16-01	District	Salaries & Wages	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	1 Administrative Specialist x \$76,887 (\$15,377-20% of Base Average Salary)	\$ 15,377
202-16-01	District	Salaries & Wages	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	1 Compliance Specialist x \$74,573 (\$37,287-50% of Base Average Salary)	\$ 37,287
202-16-01	District	Salaries & Wages	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	1 Reading Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	District	Salaries & Wages	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	1 Math Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	District	Salaries & Wages	Student Service Specialist	Created to provide integrated and coordinated services to students.	1 Student Service Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
207-01	Oxon Hill MS	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Oxon Hill MS	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Oxon Hill MS	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774

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
207-01	Oxon Hill MS	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Oxon Hill MS	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Oxon Hill MS	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Oxon Hill MS	Salary & Wages	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	3 Educational Support Personnel Student Advocate x \$48,993 average salary	\$ 146,979
203-205-02-01	Oxon Hill MS	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Oxon Hill MS	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Oxon Hill MS	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-02-01	Oxon Hill MS	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
207-01	Thomas Johnson MS	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Thomas Johnson MS	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Thomas Johnson MS	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Thomas Johnson MS	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Thomas Johnson MS	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774

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
207-01	Thomas Johnson MS	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Thomas Johnson MS	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Thomas Johnson MS	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Thomas Johnson MS	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-02-01	Thomas Johnson MS	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
Consolidated Total Salaries/Wages						\$ 1,662,631
212-04	District	Fixed Charges	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	\$28,388 x 37.53% fringe benefits	\$ 10,654
212-04	District	Fixed Charges	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	\$15,377 x 37.53% fringe benefits	\$ 5,771
212-04	District	Fixed Charges	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	\$37,287 x 37.53% fringe benefits	\$ 13,994
212-04	District	Fixed Charges	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	District	Fixed Charges	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	District	Fixed Charges	Student Service Specialist	Created to provide integrated and coordinated services to students.	\$14,915 x 37.53% fringe benefits	\$ 5,598

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
212-04	Oxon Hill MS	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Oxon Hill MS	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Oxon Hill MS	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Oxon Hill MS	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Oxon Hill MS	Fixed Charges	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	\$146,979 x 37.53% fringe benefits	\$ 55,161
212-04	Oxon Hill MS	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Oxon Hill MS	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Oxon Hill MS	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Oxon Hill MS	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
212-04	Thomas Johnson MS	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Thomas Johnson MS	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063

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
212-04	Thomas Johnson MS	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Thomas Johnson MS	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Thomas Johnson MS	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Thomas Johnson MS	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Thomas Johnson MS	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Thomas Johnson MS	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Thomas Johnson MS	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Thomas Johnson MS	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Consolidated Total Fixed Charges						\$ 528,184
203-205-02-02	District	Contracted Services	Mosaica (Educational Management Organization)	Educational Management Organization fee as it relates to various services. Assessment of existing teaching staff, guidance in development of individual professional development, analysis of student test results, teacher pre-service and executive coaching.	Cost based on various services	\$ 399,000
203-205-02-02	District	Contracted Services	Mosaica (Educational Management Organization)	Contractual services for teacher professional development, student instructional interventions and extended learning opportunities associated with student assessments.	Cost based on various services	\$ 243,940
203-205-02-02	Oxon Hill MS	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000

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
209-02	Oxon Hill MS	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
203-205-02-02	Thomas Johnson MS	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000
209-02	Thomas Johnson MS	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Consolidated Total Contracted Services						\$ 962,940
203-205-02-03	Oxon Hill MS	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Oxon Hill MS	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
203-205-02-03	Thomas Johnson MS	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Thomas Johnson MS	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Consolidated Total Supplies and Materials						\$ 20,508
203-205-02-04	Oxon Hill MS	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Oxon Hill MS	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
203-205-02-04	Thomas Johnson MS	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640

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
203-205-02-04	Thomas Johnson MS	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Consolidated Total Other Charges						\$ 42,000
Consolidated Total Equipment						\$ -
Total LEA Transfer/Indirect Costs		Business Support/Transfers	Indirect Cost Recovery	Total grant - equipment x rate / 1+ rate	$\$3,227,216 - 0 \times 4.49\% / 1.0449$	\$ 138,675
Title I 1003(g) Total Requested						\$ 3,354,939

Title I 1003(g) School Improvement Grant

LEA Budget Narrative for Tier I and Tier II Schools LEA: Prince George's County Publish Schools School Year: 2013-2014

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	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	1 Director x \$141,942 (\$28,388-20% of Base Average Salary)	\$ 28,388
202-16-01	Salaries & Wages	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	1 Administrative Specialist x \$76,887 (\$15,377-20% of Base Average Salary)	\$ 15,377
202-16-01	Salaries & Wages	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	1 Compliance Specialist x \$74,573 (\$37,287-50% of Base Average Salary)	\$ 37,287
202-16-01	Salaries & Wages	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	1 Reading Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	Salaries & Wages	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	1 Math Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
202-16-01	Salaries & Wages	Student Service Specialist	Created to provide integrated and coordinated services to students.	1 Student Service Specialist x \$74,573 (\$14,915-20% of Base Average Salary)	\$ 14,915
Total Salaries/Wages					\$ 125,796
212-04	Fixed Charges	Director	Director will support the work of the turnaround schools. The Turnaround Office has been compiled and designed solely and exclusively to support the work of the turnaround schools. The director will report to the Chief Academic Officer.	\$28,388 x 37.53% fringe benefits	\$ 10,654
212-04	Fixed Charges	Administrative Specialist	Administrative Specialist will support the work of the turnaround schools. The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits and attend all state visits.	\$15,377 x 37.53% fringe benefits	\$ 5,771

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
212-04	Fixed Charges	Compliance Specialist	Created to focus on overall school compliance with the various requirements associated with the turnaround model.	\$37,287 x 37.53% fringe benefits	\$ 13,994
212-04	Fixed Charges	Reading Specialist	Created to focus on school instructional support, observation, and evaluation as it relates to Reading.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	Fixed Charges	Math Specialist	Created to focus on school instructional support observation, and evaluation as it relates to Math.	\$14,915 x 37.53% fringe benefits	\$ 5,598
212-04	Fixed Charges	Student Service Specialist	Created to provide integrated and coordinated services to students.	\$14,915 x 37.53% fringe benefits	\$ 5,598
Total Fixed Charges					\$ 47,212
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Educational Management Organization fee as it relates to various services. Assessment of existing teaching staff, guidance in development of individual professional development, analysis of student test results, teacher pre-service and executive coaching.	Cost based on various services	\$ 399,000
203-205-02-02	Contracted Services	Mosaica (Educational Management Organization)	Contractual services for teacher professional development, student instructional interventions and extended learning opportunities associated with student assessments.	Cost based on various services	\$ 243,940
Total Contracted Services					\$ 642,940
					\$81,608.00 x 37.53% fringe benefits
					\$30,627.48
Total Supplies and Materials					
Total Other Charges					\$ -
Total Equipment					\$ -

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
Total LEA Transfer/Indirect costs	Business Support/Transfers	Indirect Cost Recovery	Total grant - equipment x rate / 1+ rate	$\$3,227,216 - 0 \times 4.49\% / 1.0449$	\$ 138,675
Title I 1003(g) Total Requested					\$ 954,623

Title I 1003(g) School Improvement Grant

LEA: Prince George's County Public Schools School: Oxon Hill Middle School Tier : II School Year: 2013-2014

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
207-01	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	3 Educational Support Personnel Student Advocate x \$48,993 average salary	\$ 146,979
203-205-02-01	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-02-01	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
Total Salaries/Wages					\$ 841,907

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
212-04	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627
212-04	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Educational Support Personnel Student Advocate	Created to focus on climate control at each turnaround school. These positions will allow each school to establish and maintain a climate for students and teachers that is safe, supportive, healthy, drug-free and secure environment.	\$146,979 x 37.53% fringe benefits	\$ 55,161
212-04	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300

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
212-04	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Total Fixed Charges					\$ 268,067
203-205-02-02	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000
209-02	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Total Contracted Services					\$ 160,000
203-205-02-03	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000
203-205-02-03	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Total Supplies and Materials					\$ 10,254
203-205-02-04	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Total Other Charges					\$ 21,000
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 1,301,228

Title I 1003(g) School Improvement Grant

LEA: Prince George's County Public Schools School: Thomas Johnson Middle School Tier : II School Year: 2013-2014

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
207-01	Salary & Wages	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	1 social worker x \$81,608.00 average salary	\$ 81,608
203-205-02-01	Salary & Wages	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	1 Math Coach x \$74,774 average salary	\$ 74,774
203-205-02-01	Salary & Wages	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	1 Reading Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	1 Behavioral Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	1 Data Coach x \$74,774 average salary	\$ 74,774
207-01	Salary & Wages	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	1 Parent Engagement Specialist x \$74,573 average salary	\$ 74,573
203-205-02-01	Salary & Wages	AVID Teacher	Restart Schools will provide an AVID program.	1 AVID x \$70,352.00 average salary	\$ 70,352
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on school climate and culture	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-09-01	Salary & Wages	Workshop Stipend	Professional Development on Teaching and Learning	45 Teachers x 10 weeks x \$175.00	\$ 78,750
203-205-02-01	Salary & Wages	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	10 Teachers x 24 weeks x \$50.00/hour	\$ 12,000
Total Salaries/Wages					\$ 694,928
212-04	Fixed Charges	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students.	\$81,608.00 x 37.53% fringe benefits	\$ 30,627

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
212-04	Fixed Charges	Math Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to mathematics.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Reading Coach (Teacher Trainer)	Created to focus on school instructional support, observation and evaluation as it relates to reading.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Behavioral Specialist (Instructional Specialist)	Created to focus on the overall effective delivery of services to foster positive psycho-social development and achievement for all students.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	Data Coach (Teacher Trainer)	Created to focus on the analysis of student achievement data.	\$74,774 x 37.53% fringe benefits	\$ 28,063
212-04	Fixed Charges	Parent Engagement Specialist	Created to focus on parent engagement in all activities and support parental understanding of and involvement in all curriculum areas.	\$74,573 x 37.53% fringe benefits	\$ 27,987
212-04	Fixed Charges	AVID Teacher	Restart Schools will provide an AVID program.	\$70,352.00 x 37.53% fringe benefits	\$ 26,403
212-04	Fixed Charges	Workshop Stipend	Professional Development on school climate and culture	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Workshop Stipend	Professional Development on Teaching and Learning	\$78,750.00 x 9.27% fringe benefits	\$ 7,300
212-04	Fixed Charges	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	\$12,000.00 x 9.27% fringe benefits	\$ 1,112
Total Fixed Charges					\$ 212,906
203-205-02-02	Contracted Services	Mercury On-Line Software Licenses (ELO Program)	Software license will be purchased to use with the ELO Program. Mercury On-line software is designed to assist students working extremely below grade level and/or extremely high above grade level.	\$100,000 (Estimated per school/per year)	\$ 100,000
209-02	Contracted Services	Extended Learning Opportunity (ELO) - Activity Buses	Activity buses to transport students associated with the ELO Program.	\$500/per bus/per day x 120 days (24 weeks)	\$ 60,000
Total Contracted Services					\$ 160,000
203-205-02-03	Supplies and Materials	Extended Learning Opportunity (ELO)	Target ELL and Special Education student groups.	Estimated Cost \$500.00/student for paper, folders, pencils, and workbooks for approximately 100 students.	\$ 5,000

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
203-205-02-03	Supplies and Materials	AVID Program	AVID to prepare middle school students to be college ready.	1 Curriculum Library @ \$5,254.00	\$ 5,254
Total Supplies and Materials					\$ 10,254
203-205-02-04	Other Charges	Travel for AVID summer institute	AVID to prepare middle school students to be college ready.	8 team members x \$1,955.00 each	\$ 15,640
203-205-02-04	Other Charges	Registration fee for the AVID summer institute.	AVID to prepare middle school students to be college ready.	8 team members x \$670.00 each	\$ 5,360
Total Other Charges					\$ 21,000
Total Equipment					\$ -
Title I 1003(g) Total Requested					\$ 1,099,088



C-125 Budget Request Forms

C-125: Year 1

ORIGINAL GRANT BUDGET	\$2,644,942	AMENDED BUDGET #		REQUEST DATE	07/19/11
GRANT NAME	Title I 1003g School Improvement Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	2/17/2011	6/30/2012	
			FROM	TO	

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						147,443.00	147,443.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	125,797.00						125,797.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	760,327.00	118,439.00	20,508.00	42,000.00			941,274.00
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.	320,249.00						320,249.00
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.	461,508.00						461,508.00
208 Student Health Services							0.00
209 Student Transportation		120,000.00					120,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				528,670.00			528,670.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,667,881.00	238,439.00	20,508.00	570,670.00	0.00	147,443.00	2,644,942.00

Finance Official Approval	<u>Matthew E. Stanski, Chief Financial Officer</u>	<u>7/19/11</u>	<u>301-952-6099</u>
	Name	Signature	Date Telephone #
Supt./Agency Head Approval	<u>William R. Hite Jr., Superintendent of Schools</u>	<u>7/19/11</u>	<u>301-952-6008</u>
	Name	Signature	Date Telephone #
MSDE Grant Manager Approval	<u>Maria E. Lamb, Director, PIFS</u>		<u>410-767-0286</u>
	Name	Signature	Date Telephone #

C-125: Year 1

ORIGINAL GRANT BUDGET	\$933,755	AMENDED BUDGET #		REQUEST DATE	07/19/11
GRANT NAME	Title I 1003g School Improvement Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	6/30/2012	

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							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		933,755.00					933,755.00
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							
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							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	933,755.00	0.00	0.00	0.00	0.00	933,755.00

Finance Official Approval	<u>Matthew E. Stanski, Chief Financial Officer</u>	<u>7/19/11</u>	<u>301-952-6099</u>
	Name	Signature	Telephone #
Supt./Agency Head Approval	<u>William R. Hite Jr., Superintendent of Schools</u>	<u>7/19/11</u>	<u>301-952-6008</u>
	Name	Signature	Telephone #
MSDE Grant Manager Approval	<u>Maria E. Lamb, Director, PIFS</u>		<u>410-767-0286</u>
	Name	Signature	Telephone #

C-125: Year 2

ORIGINAL GRANT BUDGET	\$3,354,939	AMENDED BUDGET #		REQUEST DATE	05/20/11
GRANT NAME	Title I 1003g School Improvement Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2012	9/30/2013	

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						138,675.00	138,675.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	125,797.00						125,797.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	760,326.00	842,940.00	20,508.00	42,000.00			1,665,774.00
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.	315,000.00						315,000.00
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.	461,508.00						461,508.00
208 Student Health Services							0.00
209 Student Transportation		120,000.00					120,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				528,184.00			528,184.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,662,631.00	962,940.00	20,508.00	570,184.00	0.00	138,675.00	3,354,939.00

Finance Official Approval	<u>Matthew E. Stanski, Chief Financial Officer</u>	<u>5/20/11</u>	<u>301-952-6099</u>
	Name	Signature	Telephone #
Supt./Agency Head Approval	<u>William R. Hite Jr., Superintendent of Schools</u>	<u>5/20/11</u>	<u>301-952-6008</u>
	Name	Signature	Telephone #
MSDE Grant Manager Approval	<u>Maria E. Lamb, Director, PIFS</u>	<u>4/10/2011</u>	<u>410-767-0286</u>
	Name	Signature	Telephone #

C-125: Year 3

ORIGINAL GRANT BUDGET	\$3,354,939	AMENDED BUDGET #		REQUEST DATE	05/20/11
GRANT NAME	Title I 1003g School Improvement Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2013	9/30/2014	

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						138,675.00	138,675.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	125,797.00						125,797.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	760,326.00	842,940.00	20,508.00	42,000.00			1,665,774.00
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.	315,000.00						315,000.00
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.	461,508.00						461,508.00
208 Student Health Services							0.00
209 Student Transportation		120,000.00					120,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				528,184.00			528,184.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,662,631.00	962,940.00	20,508.00	570,184.00	0.00	138,675.00	3,354,939.00

Finance Official Approval	<u>Matthew E. Stanski, Chief Financial Officer</u>	<u>5/20/11</u>	<u>301-952-6099</u>
	Name	Signature	Telephone #
Supt./Agency Head Approval	<u>William R. Hite Jr., Superintendent of Schools</u>	<u>5/20/11</u>	<u>301-952-6008</u>
	Name	Signature	Telephone #
MSDE Grant Manager Approval	<u>Maria E. Lamb, Director, PIFS</u>		<u>410-767-0286</u>
	Name	Signature	Telephone #



TECHNICAL PRESENTATION TO VENDORS



Prince George's County
Public Schools Restart
Technical Assistance

March 4, 2011



Turnaround Vision: PGCPS

To produce high levels of achievement for all of our students by a) creating professional learning communities within and across PGCPS turnaround schools that support and deepen professional expertise and efficacy;



Turnaround Vision: PGCPS

To produce high levels of achievement for all of our students by b) providing targeted, sharply focused supports that build and sustain high-level capacity in instructional leadership, teaching, and learning; and



Turnaround Vision: PGCPS

To produce high levels of achievement for all of our students by c) identifying and facilitating opportunities for schools to learn from each other's challenges and successes in enabling high-quality student learning.



School Turnaround

The research on turning around persistently low-performing high poverty schools increasingly indicates that **dramatic transformational action** – not school improvement planning – is required to turn a school to a high-performing, high-poverty school in an urgent time frame.

Source: Mass Insight's The Turnaround Challenge

5



School turnaround is about developing systemic processes, school leaders and teachers to sustain progress over time.

School Turnaround Framework for Excellence



- Readiness to Learn
- Readiness to Teach
- Readiness to Act

Source: Mass Insight's *The Turnaround Challenge*



Framework for Excellence

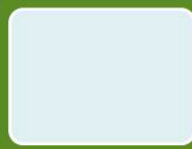
Source: Mass Insight's *The Turnaround Challenge*

	Safety, Discipline and Engagement <ul style="list-style-type: none">• Students feel secure and inspired to learn
	Action Against Adversity <ul style="list-style-type: none">• Schools directly address their students deficits
	Close Student Adult Relationships <ul style="list-style-type: none">• Students have positive and enduring mentor/teacher relationships• Adults interact regularly to advise and encourage students



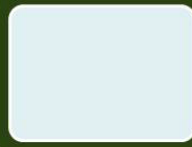
Framework for Excellence

Source: Mass Insight's The Turnaround Challenge



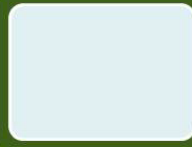
Shared Responsibility for Achievement

- Community effort and structure in place to increase student achievement



Personalization of Instruction

- Recognizing that academic and social skills are learned and necessary for high academic achievement



Professional Teaching Culture

- Continuous improvement through collaboration and job embedded learning



Framework for Excellence

Source: Mass Insight's The Turnaround Challenge



Resource Authority

- School leaders have the autonomy and flexibility to make school level decisions in the best interest of children



Resource Ingenuity

- Using the existing funds to realign according to the unique needs of the school



Agility in the Face of Turbulence

- Ability to diagnose problems/concerns at the school level and work collaboratively with turnaround schools' leadership, turnaround director, and district leadership



Management

- Build-in planning time for community engagement and creating a new school culture.
- Prepare to meet student needs that are severe and pervasive.
- Turnaround teachers need strong classroom management and teamwork skills.



Curriculum and Instruction

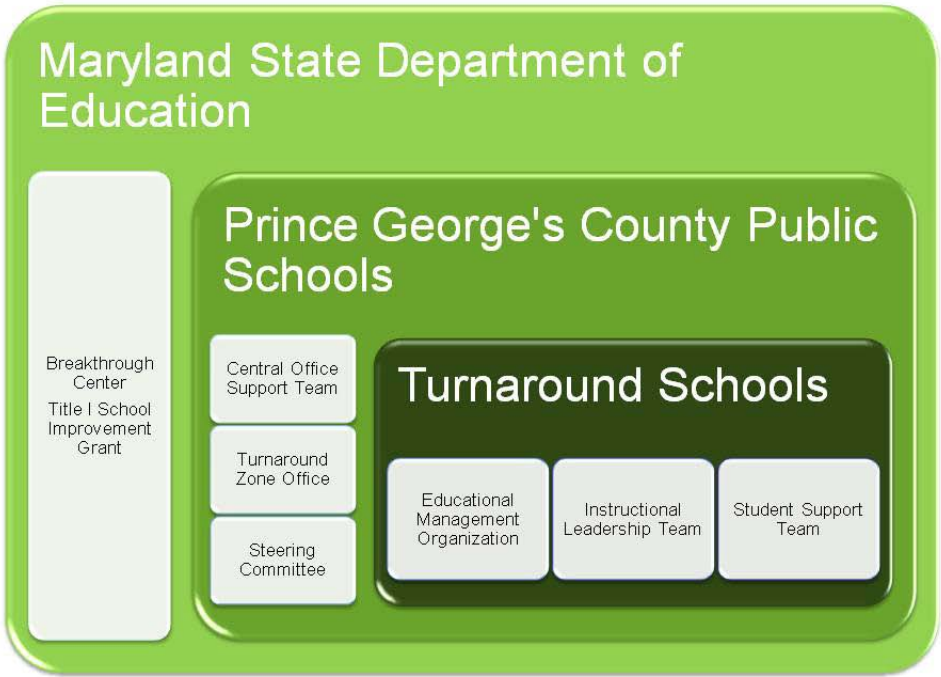
- Build-in support for teachers to improve their ability to meet the needs of the students in their classroom.
- Ensure staff have a deep understanding of, and adhere to, county and state curriculum.
- Provide professional development for teachers, that is embedded in their day, and increases their skills in the classroom.



Motivation

- Build-in support for teachers to improve their understanding of the needs of the students in their classroom.
- Ensure students have a caring adult who knows curriculum, understands goal setting, monitors progress, and meets regularly to advise and encourage.
- Provide professional development for teachers, that is embedded in their day, and increases their skills in meeting the needs of the students in the classroom.





SIG II Timeline

- First Draft due March 4
- Final Draft due April 21



SIG II State Grant

- \$8M total state award for year 1
- Three year grant
- 16 eligible Tier I and II schools
- Competitive Grant
- Two Middle Schools



SIG II

- Needs Assessment started but needs completion
- School staff
- Final Grant submission
- Money set aside for preliminary work



SIG RFP Timeline

Questions due: March 8

Addendum: March 11

Proposals: March 24



SIG II Suggestions

- AVID
- Two Foreign Language Teachers
- Social Worker
- Dean of Students



SIG II Governance

- Chief Academic Officer
- Turnaround Office
- Instructional Support
- MSDE Breakthrough Center
- Title I Office

***Educating for the
Possibilities***

—Markus and Nurius 1986



MEMORANDUM OF UNDERSTANDING (MOU)

FINAL

CONTRACT SCHOOL AGREEMENT
RESTART MODEL SCHOOL

Between

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
And
Mosaica Turnaround Partners

SY: 2011-2012

School: Thomas Johnson Middle School and Oxon Hill Middle School

WHEREAS, pursuant to the federal School Improvement Grants ("SIG") program as authorized by §1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (2001 Reauthorization of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1), the Prince George's County Public Schools ("PGCPS") has established the implementation of Restart Model Schools within the district;

WHEREAS, in accordance with the Code of Federal Regulations (34 CFR Subtitle B, Chapter IC), a Restart Model School is one in which a local educational agency converts a school or closes and reopens a school under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process;

WHEREAS, PGCPS issued a Request for Proposals ("RFP #067-11") in order to seek interested organizations to operate Restart Model Schools;

WHEREAS, Mosaica Turnaround Partners submitted a proposal in response to RFP #067-11, attached hereto as Attachment 1, and was selected by the PGCPS to become a restart model School Operator; and

WHEREAS, the School Operator understands that performance under this contract is conditioned upon compliance and accountability requirements set forth in this Agreement and in accordance with both federal, State and PGCPS requirements.

NOW THEREFORE, in consideration of the premises and agreements, provisions and covenants herein contained, the PGCPS and School Operator enter into this Contract School Agreement ("Agreement") as follows:

1. Term:

This Agreement shall be effective beginning SY 2011 for a period of three (3) school years, upon complete execution by the PGCPS and the School Operator, subject to earlier termination or renewal in accordance with this Agreement.

2. Renewal:

This Agreement may be renewed for up to two (2) years based on meeting the performance criteria and following the process set by the PGCPS, and subject to appropriations and funds availability. There are no appeal rights in instances of non-renewal. See Attachment B for performance criteria.

2.1 Renewal Procedure:

The School Operator will be eligible for contract renewal during the final school year of the existing contract period.

The School Operator may apply to the PGCPS for a two (2) year renewal of this Agreement, provided such application is sent at least one-hundred-twenty (120) days prior to the end of the term of this Agreement. The parties recognize that the interests of the students are best served by maintaining a stable learning environment and, therefore, the PGCPS and the School Operator shall apply their best efforts toward such a renewal and shall conduct the renewal process in good faith. The PGCPS will consider such renewal requests based on, but not necessarily limited to, the school's academic performance, achievement of goals in the School Improvement Plan (if applicable) and/or Accountability Plan, student enrollment, parent and community engagement, and compliance with applicable local, state, and federal laws and regulations and the terms of this Agreement. The PGCPS will make a decision on the application and communicate it to the School Operator at least sixty (60) days prior to the end of the term of this Agreement.

3. Facility:

PGCPS agrees to provide the School Operator sufficient space to implement its approved model, Space provided will meet all appropriate inspections. The PGCPS will ensure that the School is located in a facility that can house the approved number of students for each year of growth and that appropriate science labs and internet connectivity will be provided.

PGCPS is responsible for maintaining, and ensuring all aspects of the facility are in good operating condition (i.e. HVAC, plumbing).

To the extent the PGCPS has ancillary property in the form of desks, tables, or chairs it will make that available for the efficient provision of educational services.

4. Operating Funding:

PGCPS, through its partnership with the State, local foundations, and benefactors shall provide the Restart school with start-up funding for the first year in an amount up to \$777,350, the second year \$399,000 and third year \$399,000 in addition to the normal general fund expenditures allotted to each school in the district.

The School Operator will maintain proper inventory and accounting of all materials purchased with startup funding and other PGCPS' funding. Inventory will include identifying the property as "PGCPS Property" and maintaining a control system showing purchase price and location in building. The School Operator must comply with all EDGAR regulations regarding equipment as stipulated in 34CFR Part 74 and school specific policies and procedures.

The School Operator agrees to the projected budget for each fiscal year in order to receive additional funding from the SIG program. SIG funding is contingent upon appropriations issued by MSDE.

The Restart Model Schools will be eligible for the same centrally supported services as other PGCPs.

The fiscal year for operating funds will be July 1st through June 30th. Each school will participate in the PGCPs internal auditing and State auditing processes.

5. Staffing

The School Operator may recommend its principal to the Superintendent. However, replacement of the principal or any staff must be a joint agreement between the School Operator and PGCPs. For all other staff the School Operator desires to employ, including instructional, administrative, and non-instructional staff, the School Operator has the autonomy to recruit and make recommendation to the Office of Human Resources. The School Operator will comply with the policies and procedures set forth by the Office of Human Resources. The School Operator will use the PGCPs principal and staff evaluation protocols. The School Operator may design and implement orientation around school specific policies and procedures.

The PGCPs requires the following standards of PGCPs employees assigned to each of the School Operator schools:

- a. The Superintendent retains the authority to assign and transfer educators and administrators as the needs of the system require. No assignments or transfers will be made without mutual consent of the parties. Both the Superintendent and the School Operator will operate in good faith.
- b. All members of the professional staff assigned to Thomas Johnson and Oxon Hill Middle Schools shall hold the appropriate Maryland certification.
- c. Employees at Thomas Johnson and Oxon Hill Middle Schools are public school employees of the PGCPs, as defined in §§ 6-401(d) and 6-501(f) of the Education Article, *Annotated Code of Maryland* and shall have all rights contained therein.
- d. Employees are in the bargaining unit(s) with other public school employees in similar job classifications and are entitled to the salaries, benefits and working conditions in the existing negotiated agreement for their job classification, and are entitled to the rights and responsibilities of the appropriate collective bargaining agreement
- e. Existing employee organizations and the School Operator may mutually agree to negotiate amendments to an existing agreement to address the needs of the particular school. Agreements are subject to PGCPs approval.
- f. PGCPs employees assigned to the Restart School will be compensated according to the PGCPs compensation policies and existing collective bargaining agreements. Any deviation from the existing collective bargaining agreements shall be negotiated between the School Operator and the appropriate collective bargaining unit through a Memorandum of Understanding, which is incorporated by reference and attached hereto. The compensation, including salaries, stipends, fringe benefits and any other payments due to the PGCPs employees working at the Restart School shall be taken from the SIG allocation.

6. Autonomy:

The School Operator will have the autonomy to:

- a. Implement its proposed school model consistent with the application submitted to the PGCPs;
- b. Determine the staffing necessary for the implementation of its model;
- c. Manage its budget according to the needs of the school;
- d. Determine its own schedule for teacher professional development so long as schedules are consistent with current collective bargaining agreements or mutually agreed amendment to the existing agreements.

7. PGCPs Responsibilities

PGCPs will provide opportunities for resolution about questions and concerns regarding compliance and appropriateness through the PGCPs Chief Academic Office in consultation with the Office of the Superintendent.

PGCPs will provide the software and training necessary to School Operator staff and School Operator use of the School System's student data systems, including the Student Management System (SchoolMax), the Human Resources Management Systems (Oracle), and any assessment management system employed by the district (Performance Matters, Edusoft). Furthermore, PGCPs shall provide electrical upgrades and installation or upgrade of computer networking infrastructure to meet new school requirements.

PGCPs will provide health services, food services, information technology services, security, mail delivery and transportation services to the School Operator in the same manner and level as provided to other schools in PGCPs.

PGCPs agrees to provide human resource services to the School Operator and the School System employees assigned to the school, including payroll processing; direct deposit arrangements; leave processing; certification processing; benefits processing; employee requests for information and assistance; and retirement services consistent with PGCPs procedures and policies.

8. Compliance Requirements:

The School Operator agrees to comply with all PGCPs Administrative Procedures and Board Policies and PGCPs guidance and memoranda, including, but not limited to the PGCPs's Promotion Policy and Code of Student Conduct, unless waived (The PGCPs has authority to waive policies and procedures and the Superintendent has authority to waive guidance and memoranda.). In the event the School System or the PGCPs considers or adopts a new policy, procedure, and/or circular during the term of this agreement, the PGCPs or the Superintendent shall provide notice of it to the School Operator.

The School Operator agrees to participate in compliance monitoring and program evaluation requirements as determined by the PGCPs including data collection on staff, students, academic strategies/interventions, recovery/remediation, partnership and service contracts and internal audits conducted by PGCPs.

The School Operator will abide by all provisions of collective bargaining agreements (as they may be modified from time to time) and other existing contracts, copies of which the PGCPS agrees to furnish or make available to the School Operator.

The School Operator will follow the established procurement procedures of the PGCPS for the procurement of all supplies, equipment and other materials purchased through the PGCPS.

The School Operator will maintain compliance with all federal and state laws and regulations and will not discriminate on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital or disability. This applies to all educational programs and extra-curricular activities.

9. Student Records:

PGCPS, its officers, and agents reserve the right to review at any and all times the records of any or all students enrolled in each School Operator school. Student records must be cumulative and continuous. A Transfer Form must accompany a student record at the time of transfer from one school to another. The entire cumulative record must be sent to the receiving school.

The School Operator shall obtain any necessary approvals and consents required in order for personnel employed by the School Operator (as distinguished from PGCPS employees who work at the School) to have access to personnel, student, and other records confidential by law, as necessary for the performance of this Agreement. PGCPS agrees to cooperate and assist the School Operator in obtaining such approvals and consents.

The School Operator will maintain and secure all student records relevant to PGCPS procedures and consistent with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g, State requirements as set forth in applicable statutes and regulations, and MSDE requirements as set forth in the Maryland Student Records Manual. The School Operator, its officers, and employees shall comply with the FERPA and State laws and regulations at all times, including when responding to subpoenas for student records. School Operator will comply with all MSDE yearly timelines for accountability as set forth in the Supplemental Accountability Data Manual and in the Maryland Public School Data Collection Manual. School Operator will comply with School System directed timelines for electronic data reporting. School Operator must use the student identification number assigned to the student for all record-keeping purpose. The School Operator shall maintain and keep up-to-date all student information data in a timely manner and in a format required by PGCPS, as well as the physical student records. The School Operator must use the School System's data for all special education reporting requirements, including Court Orders.

Should the School Operator enter into any contracts in which a 3rd party, not a party to this Agreement, may view, disseminate, review, or otherwise becomes privy to data protected from public disclosure under applicable federal and State laws and regulations, the School Operator and subcontractor must enter into a non-disclosure or confidentiality agreement protecting the rights of the parties with respect to such data. (See Sample Non-Disclosure/Confidentiality Agreement attached hereto as Attachment 3).

The School Operator will collect and maintain accurate and up-to-date data as requested by federal or state educational agencies or as directed by the School System, including, but not limited to, the following information: Annual Enrollment for Funding; Student Data Attendance; Student Data Discipline; Data Truancy; Length of School Year; Length of School Day; Special Education Student Count; Free and Reduced Meals Eligibility; Title I Information; English as a Second Language (ESL); 504 Eligibility; and Office of Civil Rights System Report. The School Operator will report this specific data for each school to the School System and by the deadlines reasonably set by the PGCPS. The data must be submitted in the same electronic format as required by MSDE and/or other reporting agencies.

The School Operator will report the attendance data for all enrolled students daily to PGCPS using the software provided by the School System.

10. Educational Program:

The School Operator commits to implementing the educational program as described in the application attached to this Agreement in Attachment 1.

PGCPS shall be notified of any substantive changes to the curriculum in the application or proposal as needed through a letter to the ONI.

11. Student with Disabilities:

- A. Students with disabilities who are enrolled in each School shall be provided with programs implemented in accordance with federal and state laws and local policies and procedures, specifically, 20 U.S.C. §§ 1400 et seq., the Individuals with Disabilities Education Act ("IDEA"); Section 504 of the Rehabilitation Act of 1973; and Title 8, Subtitle 4 of the Education Article of the Maryland Annotated Code.
- B. PGCPS will provide certain special education services to students with disabilities who require them as indicated on their individualized education program ("IEP"). These services include IEP services such as related services and staff in support of related services, extended school year (ESY) services, assistive technology, and related support, non-public placement, and temporary support assistants. IEP mandated transportation services will also be provided to the students requiring such services on their IEP.

11.1 Free Appropriate Public Education. The School Operator will provide a "free appropriate public education" (as defined in Section 8-401 of the Education Article of the Maryland Annotated Code) to each student with disabilities enrolled in the School.

11.2 Individualized Education Programs. The School Operator will utilize all of the PGCPS's forms and procedures related to pre-referral activities, referral, special education eligibility, IEP, development, and placement. The School Operator, in coordination with PGCPS, will develop an IEP and conduct an IEP meeting with the student's family for each eligible special education student enrolled in the School.

11.3 **Least Restrictive Environment**. Students with disabilities enrolled in the School will be educated in the least restrictive environment appropriate to their needs as indicated in their IEP, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily. Students whose needs cannot be adequately addressed at the School and require a regional, Public Separate Day Programs, or Non-public placements, as determined by the IEP Team in consultation with the PGCPS, will be appropriately referred; and the School's staff will work together with the PGCPS's personnel to meet the needs of these students.

11.4 **Records**. The School Operator shall maintain all records on enrolled students with disabilities and shall provide parents with copies of such records as requested and in accordance with the Special Education Compliance Manual. PGCPS has the right, at any time pursuant to Section 11.2 hereof, to review any documentation maintained by the School Operator pertaining to children with disabilities. PGCPS will provide to the School Operator all records pertaining to School's students with disabilities who have transferred from other School System schools to the School. Likewise, the School Operator will provide to PGCPS all records pertaining to School's students with disabilities who have transferred from the School to another School System school.

11.5 **Cooperation**. The School Operator will work closely with PGCPS's staff to discuss the needed services (including all related services and programs) of the School's students with disabilities. The School Operator will cooperate with the PGCPS in any legal or quasi-judicial activity regarding the educational program or placement afforded special education students attending or admitted to the School, including but not limited to a due process hearing request or a formal complaint.

11.6 **Procedural Safeguards**. Parents of students with disabilities will be afforded notice of procedural safeguards by the School Operator in their native language, which safeguards will include the areas of notice and consent, due process hearings, and discipline procedures. Materials describing procedural safeguards will be provided by the School System to the School Operator for School students with IEPs and their families.

11.7 **Third Party Billing**. PGCPS shall be primarily responsible for recovery of Part B and Part C Medicaid costs, for Medicaid-eligible students receiving IEP/Interagency Family Service Plan services, as per guidance published by the School System's Office of Third Party Billing. The School Operator shall ensure that all necessary on-site documentation is completed and provided to the PGCPS in a timely fashion. This includes documenting and submitting direct service encounter data for all special education students enrolled in the School (or Infants and Toddlers serviced in the School) regardless of Medicaid eligibility; providing a case manager, identified by name and title on all special education records, for each special education student; documenting and submitting monthly service coordination claims by the case manager to Third Party Billing; submitting copies of all IEP meeting minutes to Third Party Billing; ensuring that all service providers and case managers are appropriately licensed or certified as required by State of Maryland Medicaid regulations; ensuring that all professional notes and attendance records are maintained for seven (7) years; having appropriate staff attend regular Third Party Billing training activities; and responding to all requests to comply with self-monitoring, review,

and audit activities. All federal reimbursements in the Third Party Billing program are made to PGCPs, and will be used by the School System to defray the cost of providing this service.

12. **Homeless Students:**

The school Operator will provide support for the academic success and personal development of homeless students enrolled in Restart school. The School Operator will comply with Title X, McKinney-Veto Homeless Assistance Act to ensure school stability and equal access to FAPE, as well as comply with PGCPs Administrative Procedure 5010 regarding educational services for homeless students.

13. **Student Safety**

The School Operator will comply with all PGCPs safety rules and regulations.

14. **Review Process/Evaluation:**

The schools will be expected to meet accountability standards set forth by the school system and defined by the ESEA, as amended by the No Child Left Behind Act of 2001 ("NCLB") and such standards shall be revised in accordance with any changes resulting from the reauthorization of NCLB.

The School Operator's and the School's performance shall be evaluated in accordance with the performance standards set forth in its Application, approved Accountability Plan, and its state mandated School Improvement Plan, if applicable.

The School Operator will participate in state and local site reviews to evaluate the school's progress and develop priorities for the remainder of the fiscal year.

15. **Assessment:**

The schools will be expected to meet accountability standards set forth by the school system and those defined by NCLB. Performance targets are set forth in Attachment B.

The School Operator will comply with all assessment requirements of Maryland State Department of Education (MSDE) and PGCPs. The School Operator will comply with all test administration and test security procedures, including appropriate documentation mandated by MSDE. The School Operator will administer MSDE assessments in accordance with MSDE requirements and the school calendar developed by PGCPs. The calendar for these assessments is subject to change at any time, with prior notification, at the sole discretion of PGCPs.

16. **Insurance:**

The School Operator shall, at its sole expense, procure and maintain during the life of this Agreement the following required insurance coverage:

- A. Business Automobile Liability at limits of not less than One Million Dollars (\$1,000,000) per occurrence for all claims arising out of bodily injuries or death and property damages. The insurance shall apply to any owned, non-owned, leased, or hired automobiles used in the performance of this Agreement.
- B. Workers' Compensation coverage as required by the State of Maryland, as well as any similar coverage required for this work by applicable Federal or "Other States' State Law.
- C. Professional Liability, Errors and Omissions Insurance at a limit of not less than One Million Dollars (\$1,000,000.00) in the event the service delivered pursuant to this Agreement, either directly or indirectly, involves or requires professional services. "Professional Services" for the purpose of this Agreement shall mean any services provided by a licensed professional.
- D. PGCPs, and their respective elected/appointed officials, employees, departments, agencies, agents and volunteers shall be covered, by endorsement, as additional insureds as respect to liability arising out of activities performed or to be performed by or on behalf of the School Operator in connection with this Agreement.
- E. The School Operator's insurance shall apply separately to each insured against whom a claim is made and/or lawsuit brought.
- F. The School Operator's insurance coverage shall be primary. Any insurance and/or self-insured program maintained by PGCPs and their respective elected/appointed, officials, employees, departments, agencies, agents and volunteers, shall not contribute with the School Operator 's insurance or benefit the School Operator in any way.
- G. Coverage shall not be suspended, voided, canceled, reduced in coverage or in limits, except by the reduction of the applicable aggregate limits by claims paid, until after forty-five (45) days prior written notice has been given to PGCPs. There will be an exception for non-payment of premium, which is ten (10) days notice of cancellation.
- H. Insurance is to be placed with insurers with a Best's rating of no less than A:VII, or, if not rated with Best's with minimum surpluses the equivalent of Bests' surplus size VII and must be licensed/approved to do business in the State of Maryland.
- I. The School Operator shall furnish the PGCPs's Director of Procurement, a "Certificate of Insurance" with a copy of the additional insured endorsement as verification that coverage is in force. PGCPs reserves the right to require complete copies of insurance policies at any time.
- J. Failure to obtain insurance coverage as required or failure to furnish Certificate(s) of Insurance as required may render this Agreement null and void; provided, however, that no act or omission of PGCPs shall in any way limit, modify or affect the obligations of School Operator under any provision of this Agreement.

17. **Indemnification:**

The School Operator shall defend, indemnify and hold harmless PGCPs, their departments and their elected/appointed officials, officers, employees and agents against and from any and all claims, actions, damages, injuries, losses, expenses, and costs of every nature and description, including reasonable attorney's fees, litigation expenses, including the fees of expert witnesses, and court costs, to which PGCPs, their departments and their elected/appointed officials,

officers, employees or agents may be subjected as a result of, arising from, or in connection with non-intentional tortuous conduct of the School Operator or its consultants, employees, agents, servants (who are not also employees of or volunteers to PGCPS) which conduct results in personal injury or property damage to a third-party.

18. **Financial Review/Audit:**

The School Operator will be responsible for conducting an annual audit and providing that to PGCPS on a timetable required by PGCPS.

Upon thirty (30) days written notice, the School Operator, shall be responsible for providing a financial report of all expenditures to date, including but not limited to finances received from PGCPS and other revenue sources related to the operation of the schools, in a format acceptable to PGCPS.

19. **Amendment:**

This Agreement may be amended in writing and signed by the parties.

20. **Termination:**

PGCPS may terminate this agreement upon forty-five (45) days written notification for any of the following reasons:

- A. The School Operator has not fulfilled a condition imposed in writing by PGCPS in connection with this Agreement or the School Operator fails to comply with this agreement or provisions of federal, state, or local law.
- B. The fiscal condition of the school is deficient in accordance with PGCPS policy and procedures.
- C. The academic condition of the school is deficient as defined by PGCPS policies and procedures or the school fails to meet AYP as defined by the Federal "No Child Left Behind Act" for two (2) consecutive years.
- D. The continuation of the operation of the school is not in the best interests of the public, or of the students of the School System,
- E. Failure of the School Operator to grant access to the School or to records as requested by the Superintendent's designees.

20.1 **PGCPS Termination for Convenience:**

The performance of work under this Agreement may be terminated by PGCPS or its designee in accordance with this clause, in whole or in part, at any time, whenever PGCPS shall determine that such termination is in the best interest of PGCPS, upon no less than forty five (45) days prior written notice.

Should PGCPS terminate this Agreement in accordance with this provision, the School Operator shall have no other right to compensation or payment except for actual services rendered with

actual expenses paid prior to the date of termination that has been approved by PGCPs and reasonable costs associated with the termination of the contract. However, the School Operator shall not be reimbursed for any anticipatory profits that have not been earned up to the date of termination. Upon receipt of the notice and unless otherwise directed by PGCPs, the School Operator shall immediately terminate the performance of services under this Agreement on the date and to the extent specified in the notice but shall complete performance of any services not terminated by the notice and shall take any other action directed in the notice or by PGCPs.

20.2. **School Operator Termination for Convenience:**

The School Operator may terminate this Agreement by notifying the School System by March 1 of a given school year of its intent to cease operations the following school year.

20.3. **Termination Procedure:**

- A. Should the Superintendent initiate termination pursuant to one or more of the causes listed above PGCPs shall first provide written notice to the School Operator of the basis for termination including:
 - (1) a full description of the basis for termination,
 - (2) instructions for correcting the deficiency or failure that is the basis for termination, which may include a request for a corrective action plan, and
 - (3) a specified, reasonable period of time during which the School Operator may remedy the problem. If the school fails to remedy the problem within the specified time, the Superintendent may recommend in writing to PGCPs that it terminate the School Operator's Agreement. The Superintendent shall provide a copy of this written recommendation to the School Operator. The School Operator shall then have ten (10) business days upon receipt in which to file objections with the Superintendent and PGCPs' Contract Monitor. If any objections are filed, PGCPs must hold a hearing on the recommendation and objection(s) thereto, or it may refer the matter to a designated impartial hearing officer for adjudication. PGCPs is authorized to accept, reject, or to modify the designated hearing officer's decision.
- B. The Superintendent shall provide a copy of this written recommendation to the School Operator and efforts will be made to make the termination effective at the end of an academic school year.
- C. If, however, the basis for revocation involves an immediate threat to the health, safety, or welfare of students at the school, PGCPs may immediately suspend operation of the school and revoke the agreement. The School Operator shall be granted the opportunity for a hearing before PGCPs or an impartial designated hearing officer. PGCPs is authorized to accept, reject, or modify the designated hearing officer's decision.

21. **Invalidity of provisions of this Agreement:**

The invalidity of any particular provision of this Agreement shall not affect any other provision hereof and this Agreement shall be construed as if such invalid provision were omitted.

22. **Drafting of provisions:**

The Agreement shall not be construed or interpreted for or against any party hereto because the party drafted or caused that party's legal representative to draft any of its provisions.

23. **No Waiver:**

No waiver of any breach of any provision of this Agreement shall operate as a waiver of such provision of this Agreement or as a waiver of subsequent or other breaches of the same or any other provision of this Agreement, nor shall any action or non-action by either party be construed as a waiver of any provisions of this Agreement or of any breach thereof unless the same has been expressly declared or recognized as a waiver by such party in writing.

24. **Entire Agreement:**

This Agreement supersedes all prior oral and written proposals and communications between School Operator and PGCPS related to School Operator's services to be performed and unless validly executed Amendments are herein incorporated by reference to this Agreement.

IN WITNESS WHEREOF, the parties have signed and sealed this Memorandum of Agreement as of the day first written above.

John Q. Porter, President
Mosaica Turnaround Partners

Date

William R. Hite, Superintendent
Prince George's County Public Schools

Date

Keith Miles, Director of Procurement
Prince George's County Public Schools

Date

MEMORANDUM OF UNDERSTANDING (MOU)

Attachment A

Mosaica RFP

Note: This is a comprehensive response to the RFP. It does not represent the final agreement. Please refer to the MOU and Attachment B to the MOU for the final structure and agreement.

Attachment A



Mosaica Turnaround Partners

Response to:

Turnaround Schools: RFP #067-11

Option #1 - 2011

Submitted to:

Keith Miles, Director

Prince George's County Public Schools

Purchasing Department

13300 Old Marlboro Pike, Room 20

Upper Marlboro, MD 20772

Submitted by:

Mosaica Turnaround Partners

A Division of Mosaica Education, Inc.

3400 Peachtree Road NE

Atlanta, GA 30326

Contact Information:

Contact: John Q. Porter, Chief Operating Officer

Phone: (404) 841-2305 x1070

E-mail: partner@educationturnarounds.com

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Submitted by: Mosaica Turnaround Partners

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EXECUTIVE SUMMARY AND SCHOOL PORTFOLIO

1 Executive Summary (2 pages)

In a brief summary, please respond to the following questions:

- What does it take to be successful in a Turnaround environment?
- Why is your organization well positioned to do this work?

Founded in 1997, **Mosaica Education, Inc.** has over **14 years of experience** in consulting and strategic planning for schools, school districts and school systems; operating schools; and training school leaders and teachers. One of the nation's leading operators of K-12 public schools, **Mosaica Education** currently manages 90 programs in 50 schools in eight states and the United Arab Emirates, supporting the attainment of excellent educational outcomes for over 18,000 students.

Mosaica Turnaround Partners (MTP) has been involved in **over 40 school transformations, turnarounds and restarts** in the last ten years in the United States and overseas. Currently MTP provides coaching services to principals of 31 low-performing schools in Michigan and Ohio serving over 20,000 students. MTP offers comprehensive services designed to improve academic achievement in low-performing schools. Our research-based programs are aligned with the readiness model developed by the Mass Insight Education and Research Institute – all programming is designed to **improve teacher and principal effectiveness** and to develop each school's **capacity for continuous improvement**. The majority of our schools serve inner-city populations where many of the students are "at risk". Our model is validated by research and can be adapted to meet the needs of districts and schools of varying sizes and all grade levels.

MTP believes strongly that the dual goals of accelerated academic achievement and sustainable school reform are best addressed by simultaneously changing all elements of a school's operating environment to bring each element into alignment with a central, guiding vision (Keltner, 1998). The foundation of our school reform program is the **exceptional professional development** we provide for both school leaders and teachers, with **research-based coursework** tailored to school/staff needs as well as **mentoring by seasoned education professionals**. Each school improvement effort we undertake is customized based on a thorough needs assessment of the school(s) to be served. However, through our work, we have developed an in-depth understanding of the factors necessary for a successful school reform effort. Our experience has shown that the successful transformation of a troubled school will likely include each of the following key components:

- Developing a Personalized Student Achievement Plan for each student.
- Teaching to Multiple Intelligences.
- Emphasizing the fundamentals of reading, literacy and numeracy.
- Emphasizing STEM and the arts to strengthen students' problem-solving and critical-thinking skills.
- Using technology to facilitate learning and monitor individual progress.
- Creating a positive environment that rewards students for “doing good.”
- Ensuring more time on task – including the possibility of an extended school day and/or school year.
- Instilling and applying a clear vision for school-wide data use, a data-driven culture and use of data as part of an ongoing cycle of instructional improvement.
- Assessing staff skills and differentiating professional development to meet needs/goals.
- Developing Individual Professional Development Plans (IPDPs) for teachers and administrators.

As noted above, hands-on, intensive professional development for school leadership and teachers is integral to our approach and designed to ensure the sustainability of the improvements we introduce. ***Mosaica is a leader in providing professional development customized to meet the needs of teachers and school leaders embarking on a school restart, turnaround or transformation,*** and we will apply this expertise to develop effective professional development programs for the staff of Thomas Johnson and Oxon Hills.

Mosaica and MTP have achieved an outstanding track record of school performance, recently capped by high commendations from AdvancED, the world's largest independent accreditation commission, which commended Mosaica Education on its “passionate leadership, skill and expertise” and “successful development of a scalable, sustainable model, with the organizational capacity for continuous improvement.” We believe our model will achieve lasting results in both Thomas Johnson and Oxon Hill Middle Schools.

Submitted by: Mosaica Turnaround Partners

2 School Portfolio (2 pages + Attachments)

A. Describe your current portfolio of schools. List the names, locations, and grade structure for each of the schools that your organization operates, including any subcontractor relationships with other CMOs/EMOs. Provide evidence regarding how your current portfolio has either provided experience in Turnaround management, or has prepared you to implement critical Turnaround school components, including the following:

- Proven ability to manage all levers for school improvement, including staff and teachers, educational program, and student and community engagement within an integrated system;
- Proven ability to cultivate a leadership team that is aligned with the school and organizational mission;
- Awareness of challenges around the institution of new school culture and proven success in this endeavor;
- Exceptional development of data management skills and strategic planning processes;
- Partnerships with social service providers to support student population likely to be found in a Turnaround school; and
- Partnerships to secure added funding resources to cover expected gaps in the planning year and first three years of operation.

B. Data on Past Performance

2-A Current Portfolio of Schools – Evidence of Turnaround Experience

Mosaica has an outstanding track record for enabling challenged urban, suburban, and rural schools to achieve/exceed AYP in both new-school and turnaround/transformation/restart situations. We currently manage 90 programs in 50 schools, both in the U/S/ and overseas – and the majority of those schools serve inner-city, minority student populations. Mosaica has been cited as an “Education Innovator” by the U.S. Department of Education; and, over the last decade has been recognized four times by *Inc.* magazine and ***The Initiative for a Competitive Inner City*** as one of the fastest growing companies serving urban communities. At the same time, MTP also has substantial experience – and has achieved meaningful results – serving schools in suburban and rural environments. In *Attachment A*, we are pleased to provide specific examples of our success restarting, turning around and transforming struggling schools in a variety of localities and facing a variety of socio-economic challenges.

As evidenced by the examples in Attachment A, Mosaica Turnaround Partners has a ***history of success in significantly improving student achievement in historically low-performing schools***, including those whose students face difficult socio-economic challenges. Our research-based school transformation model specifically addresses the needs of these students – and has been proven successful in more than 40 school turnaround, transformation, and restart efforts. We have specific expertise in all key areas of school turnaround, including the following:

Managing All Levers for School Improvement: The MTP has expertise in all areas of school improvement. 1) Our staff is seasoned in hiring and developing effective school leaders and teachers for turnaround schools. 2) Our instructional program is based on the work of Robert Marzano, and is constantly being updated to reflect new learning. 3) Our community engagement model has proven effective in enlisting the support of the broader community for our schools. 4) Our model provides a personalized approach to each student, ensuring that each and every student is both engaged and challenged at an appropriate level.

Cultivating an Effective Leadership Team: Fully engaged school leaders and teachers are key to

the success of any school turnaround program. MTP will collaborate closely with the leadership and staff of Thomas Johnson and Oxon Hill Middle Schools through all phases of the school improvement process, from the initial Needs Assessment to setting strategic priorities to monitoring results, ensuring that the school team is fully aligned with the goals of the turnaround program and has the tools they need to succeed.

Instituting a New School Culture of Achievement: MTP programming is designed to foster a love of learning, creating an environment where students are recognized for “doing good”, strong teacher/student relations are forged and flourish, and students are at the center of all that is done. All of these contribute to good records of student attendance, timeliness and good behavior. Each student’s Personalized Student Achievement Plan includes improvement goals in every content area. With quarterly progress monitoring, we are able to keep students on track and ensure that each child is progressing toward mastery and success.

Providing Exceptional Data Management and Strategic Planning: The MTP model is data-driven, drawing on a host of inputs ranging from formal assessments; to mentoring and monitoring; to feedback gathered from students, parents, teachers, school and district personnel; to dashboard data gathered and presented through state, district and/or school systems. Our data experts will guide school staff in making effective use of data to assess student progress and drive instruction. In addition, we will work closely with school personnel, school-specific data to inform our strategic planning process.

Developing Partnerships with Social Service Providers: In most schools we serve, we have forged relationships with local social service agencies to meet a variety of student needs. We will work closely with school and district administration in Prince George’s County to identify the need for outside providers and will work to establish productive partnerships with these groups to meet students’ basic needs, allowing the schools to focus on education.

Securing Outside Funding: Mosaica has full-time development personnel on staff who are responsible for researching, coordinating, writing, and program development for entitlement, foundation, and competitive grants. They have raised more than \$30MM in grant revenue for

schools we support. We would work with the Prince Georges County School District to identify and solicit potential funding sources for Thomas Johnson and Oxon Hill Middle Schools.

2-B. Data on Past Performance: Please see *Attachment B*.

3. Five Year Business Plan to Support Stated Growth Plan (5 pages + Attachment)

- A. 5 Year Growth Plan: Broadly discuss your organization’s long-term expansion and school development plans for both new start and Turnaround schools in PGCPs.
- B. Evidence of Need: Provide evidence that the organization and/or existing schools have met the needs of and served the community well (i.e. parent survey results, applicants per available seat, performance growth data, etc). Describe the educational need, community demand, and other reasons that your organization is seeking replication/expansion of the school model.
- C. Evidence of Capacity: Discuss your organization’s capacity to successfully operate multiple schools and/or campuses and provide details on successful past strategies (i.e. finances, staff, leadership). Include information regarding planning and activities to support effective centralized organizational support and shared resources among your school network. Provide results of past replication efforts and lessons learned by the Board of Directors and leadership team. Describe administrative staff and processes in place to support both school programs and operations. Provide annual or renewal reports from any authorizer for the last three years. Comment on the trends evident in these reports.
- D. Network-wide Resource Sharing: Discuss how resources and programs are shared across your network. Describe any programs, meetings, seminars, etc., that serve as an interface for different schools or campuses within your network, and how they serve to benefit the individual schools/campuses. If seeking to operate multiple Turnaround schools or clusters over time, describe your vision for these schools’ relationships to one another, and the other schools in your network.
- E. Organization Chart: Provide two organizational charts (current and projected for the next 2 years) with a list of all positions at the organizational level. Provide a brief

summary of the current organizational structure and your strategy for the projected growth in human capital over time (2–5 years). Describe how the new Turnaround schools will be supported by the current staff structure, and whether additional staff or positions will be added. If additions are planned, discuss the proposed capacity and timeline.

- F. Staffing Strategy: Complete and attach the staffing chart found in Appendix F for the central office staff of the organization by functional area. The staffing chart contains a sample staffing template with potential organizational functional areas. Adjust the areas to accurately reflect the structure of your organization. Provide the number of full-time employees (FTE) in each area for 2007–2008 through 2010–2011. Also provide the expected number of FTEs for 2011–2012 to accommodate the expected growth of the organization.

3-A Five Year Growth Plan

With more than 40 successful school turnaround programs to our credit and coaching experience guiding 31 principals of low-performing schools, MTP has extensive experience in collaborating with local district and school improvement teams to develop short-term and long-term Strategic Plans. Every school improvement process we undertake begins with a comprehensive needs assessment and a detailed audit of all aspects of the school's operations, including but not limited to as assessment of school structure, instructional practices, leadership and staff, and behavioral and academic policies. Conducted in partnership with district and school personnel, these needs assessments serve as the basis for the development of a five-year growth plan. For Thomas Johnson and Oxon Hill, our Strategic Planning process will take into account learning from the needs assessment already conducted as part of the SIG grant process, as well as our own needs assessment phase (Learning from the MTP needs assessment can be incorporated into the SIG grant process as needed).

The planning process for each school will encompass the following six key steps:

- A comprehensive Needs Assessment, conducted by MTP in tandem with district and school personnel helps to provide a fresh, objective perspective on school needs.
- A Collaborative Review to ensure that all parties – district, school leaders, teachers, parents, students and the MTP team - are “on the same page” when it comes to evaluating and prioritizing needs.
- A Definition of Objectives phase, considering and balancing both:
 - The specific situation/needs facing each school, and
 - The need to ensure both accelerated improvements and project sustainability
- A Strategic Planning Process to set “SMART” goals for Year 1 of the School Improvement process (Specific, Measureable, Achievable, Relevant, Time-bound), focused on those areas where each school is poised to reap the greatest initial benefit.

- An Implementation Phase, including specific, measurable steps to achieve the goals outlined in the Strategic Plan.
- Ongoing Review and Refinement of the program, leading to the continual improvement of the program and the delivery of measureable and sustainable improvement in student achievement.

School Improvement is an ongoing, iterative process. As outlined throughout this response, a host of inputs, ranging from formal assessments; to mentoring and monitoring; to feedback gathered from students, parents, and teachers, will be continually synthesized to identify areas of strength and areas for improvement.

From completing the needs assessment to developing appropriate action plans to evaluating and refining those plans based upon their success, MTP will work side by side with team members from the Prince Georges County school district and team members from each school. Our goal is to ensure that the short-term and long-term School Improvement Plans developed for Thomas Johnson and Oxon Hill Middle Schools are targeted to address local needs.

A sample growth plan is attached for your reference as Attachment C – this will serve as the framework from which specific plans will be tailored to the needs of each school.

3-B Evidence of Need

The needs of students attending Thomas Hill and Oxon Hill Middle Schools are similar to the needs of students in many other communities MTP has served. We have succeeded in bringing a new culture of achievement to the schools we serve.

Schools under our management have earned awards and recognition at local, state and national levels. They have included Schools of Excellence, Charter Schools of the Year, Schools of Character, and schools showing the highest levels of year-over-year improvement across their regions. (See **Attachment B**, Performance Data, including Recent Awards earned)

In 2010, averaged across all schools served, independent parent surveys found that overall satisfaction was 8.63 out of a possible 10; satisfaction with the educational program was 8.62; and teacher satisfaction was 9.05.

3-C Evidence of Capacity

Mosaica Education and MTP currently operate 90 programs in 50 schools in eight states (Arizona, California, Colorado, Georgia, Illinois, Michigan, Ohio, & Pennsylvania), the District of Columbia, and the United Arab Emirates. We serve more than 18,000 students today in schools which we operate, and are coaching 31 principals in schools serving an additional 20,000 students. Virtually every school that Mosaica serves represents a school improvement project. We manage turnarounds, transformations, restarts and startups in communities looking for better educational alternatives.

We utilize a hub-and-spoke approach to managing the schools we serve, clustering schools by geography and/or type as appropriate. This enables us to provide outstanding, cost-effective support for each school. We also have extensive national/international resources that we utilize for planning, professional development and educational and operational support as needed. The combination of focused local resources and extensive national support allows us to provide outstanding programming while making efficient and effective use of resources. ***Using this management structure, Mosaica and MTP have been able to successfully replicate our school turnaround model in more than 40 schools, helping them to achieve significant achievements in student achievement.***

Mosaica provides a variety of turnaround and professional development services to schools districts and other clients in the U.S. The diversity of its geographic reach and well as its multiple lines of business gives the Company great financial stability. The Company has been profitable for six years in a row. *A copy of our most recent audited financial statement is available upon request.*

As requested, we are attaching three consecutive years of compliance reports for schools with one of our authorizers, the Richfield Board of Education, as **Attachment D**.

3-D Network and Resource Sharing

Mosaica Education and MTP have more than 2,000 full- and part-time professional staff under our employ across the U.S. and overseas. We have a strong, stable executive management team that plays a hands-on role in the strategic planning, oversight and professional development at all the schools we serve. (Please see **Attachment E** for biographies of our executive management team.) This team provides oversight and strategic input to each of the schools we serve, and will help to direct the turnaround program at Thomas Johnson and Oxon Hill Middle Schools.

MTP proposes to use McGraw-Hill, as appropriate, to support both Thomas Johnson and Oxon Hill Middle Schools. The type and scope, if any, of McGraw-Hill services/solutions used will depend on specific school needs – these are optional services to be applied where they fit and meet with the approval of the Prince Georges County School District and each individual school.

3-E Organizational Charts

Our School Turnaround teams for Thomas Johnson and Oxon Hill would be under the direct oversight of John Q. Porter, the Chief Executive Officer of Mosaica Turnaround Partners. Mr. Porter brings tremendous experience in school management and school improvement to this assignment. Previously, Mr. Porter managed a 40,000-student school district with 6,000 employees and a budget of \$250 million. His experience includes management of a majority-minority district (78% minority with 88% eligible for free and reduced lunch); As Deputy Superintendent of one of the nation’s largest districts, Mr. Porter managed organizational development, technology, and accountability departments; \$115 million budget and 500 staff members. In this role he also developed the district’s strategic plan, aligned and established strategic goals, reform initiatives, and milestones for evaluating and monitoring district-wide

achievement, built strong relationships with union leadership, and facilitated broad-based input into the decision making process. Mr. Porter is a Broad fellow and holds a certificate from the Public Education Leadership Project, Harvard Business School and Harvard Graduate School of Education, and a Juris Doctorate from Ohio State University.

Mr. Porter will be supported by strong teams of seasoned professionals who will be placed on site in Thomas Johnson and Oxon Hill Middle Schools. Once the schools are assigned, we will review the schools' needs in detail and screen candidates, both internal and external, to identify "best fit" selections for each position. Staffing recommended for each school may include any or all of the following - and depending on school need, may also include more than one person assigned to the same type of position:

- Principal
- Vice Principal
- Principal Leadership Coach
- Curriculum Implementation Specialists (may include SPED, ELA, Math/Science – mix and number depend on school size and needs)
- Behaviorist
- Data Coach
- Community/Parent Engagement Specialist

These teams will have access to/benefit from the full range MTP National and International Resources as needed to address the specific concerns of each school.

Biographies of key Mosaica executives and an Organizational Chart are included as **Attachments E and F.**

3-F Staffing Strategy

As requested, a chart outlining our staffing strategy chart is included as **Attachment G.**

4. School Culture and Student Buy-in (2 pages)

- A. Demonstrate your past success with establishing a prescribed school culture based on: high expectations for all stakeholders, social and emotional development strategies, student engagement, inculcation of school mission and vision, development of systems for mentor, advisor and teacher relationships, development of personalized learning environments and strategies, creation of school-based rituals, and maintenance of behavioral norms. If currently operating a Turnaround school(s), detail specific lessons learned in promoting and implementing an effective new school culture within the former school climate.
- B. Describe the culture and climate (academic and non-academic) envisioned for the Turnaround school(s). Within this context, discuss plans to build a culture of academic achievement, student motivation to succeed, safety, discipline and engagement, as well as methods for addressing students' poverty-driven deficits. Describe how your team will use your planning period to begin implementing the school vision and achieving stakeholder buy-in. Briefly describe what you foresee as the most significant barriers to the achievement of your Turnaround school's culture/climate, and specify your approach to reducing these barriers. Speak directly to how your organization will listen to the community concerns regarding the Turnaround decision and help build understanding of the need for change and for a new vision.

4-A Past Success in Establishing Positive Climate

Virtually every school turnaround assignment we undertake requires the establishment of a substantially different school culture – and we have repeatedly succeeded in making these positive changes. At Frazier Prep in Chicago, Mosaica succeeded in restarting a school in a community sharing many of the issues facing Thomas Johnson and Oxon Hill schools – Frazier has gone on to receive numerous awards. Internationally, our team in the United Arab Emirates (UAE) faced a situation where attendance problems were the norm, morale among students and staff was low, and students had a general lack of interest in education – our intervention efforts there have been highly successful, and a number of schools we have supported are now sustaining a positive, achievement-oriented culture on their own.

The MTP model employs a number of means to create a more positive school climate, including Personal Student Achievement Plans (PSAPs) to set high but achievable expectations for each student, the development of strong and lasting relationships between teachers and students, and the establishment of a Positive Behavior Intervention System (PBIS) to set standards for acceptable behavior throughout the school. Below, we provide details regarding PSAP's and student-teacher relationships. In our response to Question 5 below, we provide further information on our Positive Behavior Intervention System.

Personal Student Achievement Plans: The Personal Student Achievement Plan, developed for each student by his/her teacher and reviewed and signed by the parent, includes academic goals and, when needed, social and behavioral goals which the teacher and parent track with the student. These PSAPs are regularly revisited by the teacher and parent so both are aware of student progress in both academic and social/emotional goals. In some cases, these goals will be addressed through the large scale plan or school-wide Positive Behavior Support Plan. In others, small groups, re-teaching opportunities or alternate experiences (sometimes very specific and individual interventions) may need to be developed in collaboration between family, Principal and Behavior Intervention Specialist to address the needs of that student. The

PSAP forms the basis for individualized instruction through which all students are challenged and all students have opportunity to achieve successes.

Building Strong Student-Teacher Relationships: The long-term relationships that school staff builds with students and families help to identify and nurture students who might otherwise slip through the cracks in a more traditional school environment. *Assigning mentors for each student* provides that type of long-term relationship, and we recommend this approach for the students of Thomas Johnson and Oxon Hill Middle Schools. Using highly interactive approaches to curriculum delivery encourages dialogue and discussion that enables teachers and students to learn together and to know each other better.

4-B Culture Envisioned for Thomas Johnson and Oxon Hill Middle Schools

The school culture of Thomas Johnson and Oxon Hill will align with each school's mission: attention and celebration of individual students with common goals of academic and personal achievement. Students and parents will encounter a welcoming environment. Teachers and school leaders will be visible in the community – making home visits, scheduling question and answers sessions and hosting school open houses. All school policies will be available to parents upon enrollment and notices to monthly board meetings will be available to parents with a welcoming invitation for participation. Within the school and its classrooms, each school will create a positive environment that:

- Makes every classroom fun, attractive, motivating, and functional
- Fosters respect and kindness between teachers and students
- Emphasizes organization and responsibility
- Establishes realistic and age-appropriate rules and procedures

Teachers will be expected and encouraged to take ownership of the school's success. They will be afforded a great deal of autonomy in class design with ample time for faculty collaboration and daily support from school leadership and technology staff.

Our intent is to foster a strong sense of community within the school and a strong sense of the school's place within the community. Parents and community members will be encouraged to come in and volunteer. We will work to develop partnerships with local businesses and organizations, giving students real-world opportunities to see how learning can be applied in different types of careers. Students will also take part in community-service efforts such as neighborhood clean-ups and other outreach efforts.

5. Discipline and Safety (2 pages)

Discuss safety and disciplinary issues that you expect to encounter at the Turnaround school(s) that may or may not be similar to schools within your existing portfolio. Describe programmatic measures that you have adopted at other schools to ensure safety, and discuss how safety issues will be addressed and how unsafe activities will be prevented in your Turnaround school(s) from day one.

The majority of Mosaica schools across the U.S. are in urban communities where public safety and security concerns are paramount. Working in these environments, we have developed a number of effective tools for maintaining the safety of students through effective discipline and student engagement. We will place one or more Behavior Intervention Specialists on-site at each school we serve to help implement the Code of Conduct and other behavior management programs outlined below, and to provide ongoing mentoring to teachers and principals in the effective use of these techniques. We will also reach out to community groups to promote their presence in the schools, and will work to involve parents and alumni in school activities throughout the day to provide positive role models and behavior reinforcement. If needed, we will employ security guards to ensure student safety.

Prior to the start of the 2011-2012 school year, MTP will, in collaboration with the Prince George's County School District, ensure that a comprehensive public safety and security plan for each school has been established and approved. As staffing and enrollment are completed, other stakeholders – school leadership, staff, parents and students – will also be involved as we conduct periodic reviews and make revisions as necessary to ensure that these plans fully address school needs and support a positive learning environment.

Positive Behavioral Intervention System: MTP employs a Positive Behavior Intervention System (PBIS) in all of the schools we manage. The goal of this system is to ensure that students receive more attention for doing good than for acting out, promoting appropriate behavior. We will work in concert with Prince George's County Public Schools to develop and implement PBIS in both Thomas Johnson and Oxon Hill Middle Schools. As part of this effort, we will conduct annual universal screening and data collection to help identify students who may require specific behavioral interventions. However, the PBIS system itself will be universal, with a Code of Conduct to be signed by all students, and a system of positive reinforcement to be put into place on a school-wide basis. This Code of Conduct (*a copy of our template is available upon request*), outlines expectations for student behavior, attendance, participation, and more. It also provides expectations for parent/caretaker participation in supporting the students and

the school as parent and community involvement. The Code will require students' commitment to the school and his/her studies. (Note that it does **not**, however, require that students meet a standard of academic performance to enroll).

Action Against Adversity: Research shows that successful programs for at-risk students provide supportive services, and emphasize flexibility by tailoring the curriculum to the learning needs of the individual students. Successful programs are often innovative, providing alternatives to traditional promotion policies, and structuring curriculum in nontraditional ways. For example, Mosaica offers the option of in-school suspension where students can continue to receive instruction either from a traditional teacher or via the Mosaica's optional Mercury Online eLearning programs, thus helping students avoid missing school/class time.

Establishing a Character Education Program in Every School: We believe that it is important to put preventive behavior processes in place in every school. At Thomas Johnson and Oxon Hill, we will set up a research-based character education program that is holistic in nature and that touches all levels of the school community, i.e., principal, staff, students and parents. The purpose of this program is to foster a culture of pride in learning and reduce discipline infractions and absenteeism. We will accomplish this by:

- Establishing peer mediation training for students;
- Offering positive behavioral support and social skills;
- Implementing intervention practices and strategies that are evidence-based;
- Establishing data system that can help to identify whether our strategies and interventions are working and enable us to modify those that are not;
- Incorporating emotional sensitivity and behavior modification training in our leadership institutes for both teachers and principals; and
- Keeping parents engaged in this process through the PSAP and via direct communication throughout the year regarding activities and meetings mentioned above.

6. **Social and Emotional Supports** (2 pages)

Demonstrate your current successes in the creation, implementation, evaluation and modification of social and emotional development strategies for students. Specifically, discuss how these strategies support the underserved populations that you serve, and how they work to increase student achievement, and the ability and willingness to learn among all students.

The student population of the majority of struggling schools is “at risk,” facing a number of social and emotional challenges that must be addressed in order to ensure each student’s academic success. Many students come from single parent homes where the absence of a father is commonplace. Many have very young mothers with little or no preparation for parenthood. A large number live with guardians rather than parents, are homeless, or experience transient lifestyles. Violence and substance abuse is commonplace in these communities and students at very young ages become too familiar with the fear of violence and subsequent losses associated with it. In this environment, students may also have undetected disabilities that have gone unaddressed.

Mosaic/MTP has faced many of these challenges before. Our experiences have taught us that to overcome the many issues facing students at high-needs schools, the schools must be staffed and organized to provide needed social and emotional supports using multiple resources and strategies.

In the MTP model, a Behavior Intervention Specialist (BIS) works with the principal and teachers to identify students’ at risk behaviors and develop individualized student plans for needed supports. The school’s student study team meets regularly to review the academic, social and emotional needs of students identified as at risk for failure. When needed, the school helps to connect the student and his/her family to needed social services. Within the school, special student support groups are conducted routinely by the Behavior Intervention Specialist (BIS). These student support groups may involve the classroom teacher, relevant instructional assistants, SPED personnel when appropriate, the school’s security guard as well as the Principal, and BIS.

- After-school tutoring for academic support is provided for these schools.
- Also, student clubs like “The Divas” and “Boys to Men” allow students gender specific, safe groups in which to process issues and questions that arise.

All of the efforts provided (school-wide, classroom based, small group or individual supports) are designed to help students feel safe at school and to promote a school environment that is truly an emotionally and physically safe space where students are able to let down their defenses. Once they “let down their guard,” we see students engage in exploring questions and ideas that are important to them, being willing to consider new ideas, experiencing success and growing into developing their full potential.

For Thomas Johnson and Oxon Hill Middle Schools, support for behavioral and social support programs will be provided by John Jaquith, Director of Behavior and Special Education for Mosaica Education. Mr. Jaquith has specific training in applied behavioral analysis, systematic instruction, data-based instruction, and direct instruction, and has been instrumental in creating positive school learning communities in the schools he has served. He will be directly involved in assessing the social and emotional issues being faced by Thomas Johnson and Oxon Hill students, and will work closely with the Behavior Intervention Specialists at each school to develop an age-appropriate social and emotional development plan for each school.

7. **Education Plan (2 pages)**

Describe the educational philosophy of your organization and the curriculum model and methodologies used in your schools will support the advancement of the PGCPs's Board of Education's Theory of Action. Describe the mission of your organization and how it is supported and achieved through the instructional methods used in your schools. Describe how you will vary or enhance your educational philosophy and methods in a Turnaround setting.

Theory of Action: Mosaica and MTP utilize a Managed Performance/Empowerment approach to improving student achievement. A Managed Performance approach implements a research-based curriculum, professional development centralized on the curriculum, and detailed data assessment which allows teachers to individualize instruction and track performance. Managed Performance/ Empowerment retains the strength of a Managed Instruction approach, but goes a step further by building a performance culture.

In keeping with this Theory of Action, our school improvement programs feature exceptional support and implementation of standards-aligned curriculum, and high-quality formative and summative assessments designed to ensure high standards for college and career readiness. We introduce effective research-based, data-focused instructional improvement systems designed to actively support student, family and community engagement and student achievement. We also include intensive professional development, mentoring, and coaching designed to ensure leadership excellence and ultimate program sustainability; and, we customize our offerings to meet the specific needs of each school we serve. Our programs are rigorous and challenging; yet are designed to provide ample opportunity for individual success. Each school's unique program is built on a core platform of instructional and school management techniques that are both research-based and school proven.

Instructional Approach: We introduce effective research-based, data-focused instructional improvement systems designed to actively support student, family and community engagement and student achievement. We also include intensive professional development, mentoring, and coaching designed to ensure leadership excellence and ultimate program sustainability at each school we serve.

Our model is based on research-based methods and techniques a teacher can use to deliver lessons that help his or her students succeed. We are continuously updating teaching strategies through school-based instructional reflections and by maintaining a finger on the pulse of new research. These teaching strategies insure that students are given every opportunity to

succeed, and that the Professional Development program remains fresh and useful. Key attributes of our educational approach include:

- Teaching to Multiple Intelligences
- Utilizing Constructivist Teaching Practices
- Reciprocal Teaching
- Differentiated Instruction
- Effective Classroom Management (based on the theories of Robert J. Marzano)

A summary of the research underlying each of these techniques is provided in ***Attachment H. Assessing Needs/Diagnosing Gaps***: Our Professional Development for turnaround schools will educate teachers in making best use of a range of qualitative and quantitative assessments not simply to gauge progress, but rather to review, refine and generally improve upon the learning process day-to-day. Roll-ups of key aspects of these ongoing assessments will provide the foundation for regular, ongoing formative reporting on academic and program effectiveness. We advocate use of a range of assessments, each providing its own set of insights into student learning. Types of assessments include:

- Performance-based assessments
- Criterion-referenced tests in core subjects
- Authentic assessments using portfolios—print and multimedia
- Documentary assessments, compiled by the teacher over the course of the year
- Writing exercises, both in-class and take-home
- Group project presentations:
- Computer-adaptive assessments

8. **Proposed Curriculum** (2 pages + Attachment)

A. Attach a curriculum map specific to the Turnaround school(s). Explain your rationale for the innovative curriculum choices used to support the underperforming student populations you seek to serve, including course scope and sequence. Focus on your intervention and remediation strategies as they pertain to academics, bringing students up to grade level, and literally ‘turning around’ a school with a low-performing, high poverty student population.

In describing what will be different at the Turnaround school(s), applicants are free to reference general education plans and methodologies currently used by the organization.

B. Articulate how the educational program of the Turnaround school(s) will use differentiated instructional strategies to promote the incremental academic growth of all enrolled students, whether at, above, or below grade level.

8A. Curriculum Map

We have included a sample curriculum map (Compass Learning's Odyssey program) as Attachment I. This is among curricula we often introduce. The most effective curricula and intervention tools meet three requirements; they are aligned to standards, e engaging, and adaptive to meet individual needs. Using Compass Learning's Odyssey program, our skilled teachers are given the tools to make learning accessible and relevant for our digital native students. The lessons are easily delivered in whole group, small group and individual instructional settings using flash and real world applications to grab and hold student attention. Because the tool is customizable based on individual needs, students have the capability to work at a pace and level appropriate on their own. Teachers monitor progress and are able to make informed instructional decisions. This tool serves a variety of purposes from whole group lesson delivery to differentiated challenge and intervention assignments.

Typically, we work with and supplement the current curricula. For school turnarounds and restarts, our experience has shown that ***initial*** focus on professional development (PD) to build instructional capacity, rather than on a wholesale change of curriculum, is most productive:

- As teachers become more adept at curriculum delivery (courtesy of PD, coaching and mentoring), it becomes easier to discern where there are true gaps in the curriculum.
- Changing the curriculum concurrently with changing the methods of curriculum delivery is a huge undertaking. Teachers and school leaders often find it overwhelming to process so much at once. Academic improvements are therefore slower; and, there is less momentum driving the sense of local ownership and enthusiasm for change.

At the same time, we often find it valuable to ***augment*** what the schools have to offer.

- ***Paragon***[®] is a proprietary, multi-disciplinary, research-based social studies/humanities curriculum developed by Mosaica specifically for schools undergoing reform. Paragon[®] integrates learning in all subjects and increases parent/community participation.

- **Mercury Online** provides online learning. In the turnaround context, it offers the advantages of more flexible learning hours and coursework, particularly for students working either significantly above or below grade level (see Question 9 below).

8B. Differentiation of Instruction to serve All Students

High-need students, those attending high-minority schools and identified as being in danger of failing to complete their education, are especially in need of differentiated instruction to help them overcome the odds and achieve academic success. The MTP program is specifically designed to meet the individual needs of each learner, whether accelerated or delayed, without negatively impacting other students or the class as a whole. This is accomplished through:

- Personal Student Achievement Plans (PSAP's): Teachers, parents, and students review and agree to specific PSAP objectives each quarter to ensure that each student has challenging but achievable goals. Students receive supplemental instruction as needed, either within class, online, or in separate, after-class meetings with the teacher.
- Teaching to Multiple Intelligences: MTP employs an instructional approach that teaches to Multiple Intelligences, providing ample opportunity for teacher/student and student/student interaction and challenges students academically in a variety of ways. It also enables more students to experience success in an academic setting, increasing student confidence and encouraging positive attitudes towards school.

PD Support for Differentiation: Our professional development programs are designed to help teachers learn to take a more individualized approach to education by emphasizing differentiated instruction and the benefits and techniques of teaching to Multiple Intelligences, promoting innovative and diverse best practices in instruction, and discouraging the practice of tracking students at a young age. This approach cuts across the notion of sub-groups, and provides better learning opportunities for all students – gifted, challenged, ELL, at risk, etc.

We will work with school and district leaders to assess student needs and implement an

effective approach to instruction that is differentiated to meet the needs of all students. Our on-site personnel will work one-on-one with each teacher to improve his/her capability to **accurately assess student needs** and design an **appropriate, differentiated instructional program** for each learner, including those requiring a focused Response to Intervention approach. Our extensive PD and job-embedded coaching and mentoring will help teachers to put this new knowledge to immediate use, promoting rapid gains in student achievement.

9 Remediation and Accelerated Learning (2 pages)

- A. Describe how the Turnaround school will identify and assess below grade level students at the start of the first school year and ongoing. Describe the specific services and supports that will be provided to meet the needs of students who are performing below grade level. Briefly outline how strategies to support your underperforming general education population will differ from those in place to support your special education students. Beyond remediation, discuss the different mediums and pathways for accelerating students' progress at the rate of growth necessary to prepare them for promotion and graduation.

- B. Discuss how the Turnaround school leadership and faculty will identify and assess accelerated students upon enrollment and ongoing. Describe the specific programs, supports and opportunities provided to meet the needs of accelerated students.

Our experience has shown that every student benefits from an individualized learning plan and from a classroom that utilizes a variety of teaching techniques and tools to reach students with different learning styles and a range of competencies.

As described above, the MTP instructional model is specifically designed to meet the individual needs of each learner, whether accelerated or delayed, without negatively impacting other students or the class as a whole. This allows us to tailor instruction to meet the needs of students at either end of the learning spectrum.

Below we provide details of specific interventions that may be used with students who are either accelerated or delayed.

9A. Educational Plan – Students Performing Below Grade Level

As discussed above, MTP utilizes Personalized Student Achievement Plans (PSAPs) to set high but achievable goals for each student, while individualized assessment data is used to track student progress on an ongoing basis, allowing interventions to be made in a timely manner. This is particularly important in setting appropriate, motivating goals for students performing significantly below grade level. Teachers, parents, and students all review student achievement data and agree to specific PSAP objectives each quarter to ensure that each student has challenging but achievable goals. This helps to encourage greater parental involvement in supporting students' academic goals, often leading to increased motivation to succeed. Students then receive supplemental instruction on an as-needed basis, either within class, online, or in separate, after-class meetings with the teacher.

Additional Options - McGraw-Hill: Through a partnership with McGraw-Hill, we are able to offer several additional options to help students two or more years below grade level to master skills in reading, language arts, and mathematics. Solutions and materials will be recommended based on specific student need and could include any of the following:

- Reading Triumphs (grades K-8)
- Reading Mastery Signature Edition (K-2) and Corrective Reading (3-12)
- Corrective Reading
- Jamestown Reading Navigator
- Number Worlds
- Math Triumphs

Please see Attachment J for a detailed discussion of these options available through the MTP/McGraw-Hill partnership.

9B. Educational Plan – Accelerated Students

The opportunity to customize instruction through the use of Personalized Student Achievement Plans also offers the opportunity to customize the curriculum by offering accelerated learning opportunities to students performing significantly above grade level. Our Curriculum Implementation Specialists will provide mentoring for teachers at Thomas Johnson and Oxon Hill on appropriate ways to supplement the instruction of gifted students, with the goal of ensuring that these students remain engaged and motivated throughout their middle school career.

Mosaica's Mercury Online is an online instructional option that cost-effectively enables schools to increase access, hours and available courses for their students. Mercury is effective for a full range of students, struggling to gifted. It provides flexibility that can help students with outside responsibilities to keep up with coursework on their schedules. It also provides a productive tool for making better use of time during small-group in-class workshops: through Mercury, students can work independently at their own levels online, enabling their teachers to focus more effectively on each small-group instructive session.

10. Assessments and Performance Goals (2 pages)

Provide a five-year data-driven performance assessment plan that builds in ongoing assessment, systematized feedback, and flexibility to make changes based on results. Describe annual performance systems that will directly monitor value-added growth and overall school performance targets over time. Discuss plans in terms of two phases: 1) realistic 2-year Turnaround goals based on increasing incremental student achievement growth, and 2) long term goals (five years or more) to produce steady, incremental growth annually and over time, with a strategy to transition into a high performing school.

As noted above, MTP begins each school turnaround assignment with a comprehensive needs assessment. Working in close collaboration with school and district staff, we then use the results of the needs assessment to set specific performance targets for each school we serve. The initial needs assessment of each school, conducted in collaboration with school stakeholders, will help to establish baselines and set the foundation for comprehensive strategic and action plans for school improvement. Integral to this process is the establishment of project objectives, and the tasks, timelines, metrics and milestones that will help to ensure that these objectives are met. First and foremost among all objectives is rapid, positive and sustainable academic improvement. Goals are typically set for Year 1 and/or 2 and for specific, longer time periods, as determined by the district.

In all of our school improvement programming, we work to achieve a balance between short term and long term goals, making changes that will have an immediate, observable impact, while at the same time laying the groundwork for long term, sustainable improvement in student outcomes.

Assessment Plan – Two Year Turnaround Goals

The use of data to assess the effectiveness of schools, teachers, and students is central to our approach to school improvement: in fact, the MTP system is built on data and accountability, beginning at the student level through the use of Personalized Student Achievement Plans (PSAPs) and continuing through the teacher and school levels. We make a practice of continuously monitoring different data to stay abreast of shifts and trends in student and school interests and performance – and, through job-embedded professional development, we help school leaders and teacher to do so as well.

The SMART goals we set as part of our planning process (Specific, Measureable, Achievable, Relevant, Time-bound) will serve as the basis for our strategic objectives for Year 1

and Year 2. Specific metrics will be determined in collaboration with the district, but typical metrics include the following:

Students	Leadership/Staff	Parents/Community
<ul style="list-style-type: none"> • Academic Progress • Attendance • Dropout Rates • Promotions • Discipline • Engagement • Graduation Rates 	<ul style="list-style-type: none"> • Progress Against Professional Development Goals • Formation of Learning Communities • Attendance • Retention • Lesson Delivery • Stakeholder Satisfaction • Pedagogical Knowledge • School Safety, Climate & Culture 	<ul style="list-style-type: none"> • Establishment of Partnerships • Parent Participation • Collaborative School/Community Programming

Assessment Plan – Five Year Goals

Long-term accountability is essential; and, in order to generate substantial, sustainable academic improvements, often many aspects of schools’ operations have to change.

The definition of realistic and attainable outcomes to be achieved at the end of a five-year period as the result of an intervention will be a function of where each school starts in the improvement process, the priorities set, and local constraints, if any, that could impact the

Submitted by: Mosaica Turnaround Partners

overall intervention. Specific targets will be set in collaboration with the district staff, and will typically include, at a minimum, the metrics outlined above.

School improvement is most rapid and most sustainable when the process is ultimately owned by local staff. MTP personnel are seasoned in the art of ***coaching for sustainability***. We will provide the staff of Thomas Johnson and Oxon Hill with the tools, input and guidance to ensure local commitment – and outstanding improvements for the long term.

11. Serving Specialized Populations (2 pages)

- A. Specialized Instruction: Articulate how the educational program of the proposed Turnaround school will reinforce a commitment to differentiated methods of instruction that serve the needs of all enrolled students, including students with disabilities, English Language Learner (ELL) students and homeless students.
- i. Explain how the proposed school will assess, review, revise and implement IEPs.
 - ii. Describe how the proposed school will provide students with disabilities a free, appropriate public education in the least restrictive environment.
 - iii. Describe how the proposed school will accommodate students with disabilities who require extended school year services.
 - iv. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.
 - v. Explain how the proposed school will identify and meet the needs of ELL students, including curriculum and instructional program/practices to accommodate this group.
- B. Homelessness: Provide support for the academic success and personal development of homeless students enrolled in the proposed Turnaround school by addressing questions 1–6 below.
- I. How will the proposed school ensure immediate enrollment as well as sensitive, inclusive treatment of homeless students? What steps will the school take to retain this population?
 - II. How will homeless students be included in all proposed school programs and activities, and receive additional support services?
 - III. How will the proposed school’s administration annually prepare and train staff regarding the needs and rights of homeless students?
 - IV. How will parents of students who are homeless be included in any governing or advisory bodies as well as other school activities which are available to all families in the proposed school?
 - V. How will the proposed school provide transportation to a student and, if appropriate, the student’s parents, if it is the “school of origin” for the homeless student?
 - VI. How will the proposed school coordinate with other entities to comprehensively serve the needs of students without housing?

11-A. Specialized Instruction

i. IEP Implementation: All services will be provided to students with disabilities based on need as outlined in their Individualized Education Plans (IEPs). Each student's IEP will be reviewed minimally once a year (prior to the anniversary date). All reviews and revisions will be done with advanced parental notification and support. The Lead Special Education Teacher will oversee the implementation of each student's IEP, working in collaboration with other staff members. The Special Education teachers will also work in conjunction with related service personnel (such as Physical and/or Occupational Therapists, Speech/Language Pathologist, Social Worker) as indicated on the student's IEP.

ii. Least Restrictive Environment: We are committed to educating students with disabilities in the Least Restrictive Environment to the fullest extent possible. We incorporate group learning activities that enable students to work together and help each other. We also actively work to create a learning environment that embraces and celebrates individual differences. For example, as part of every ELA, math and science lesson, students are broken out groups for workshop periods after whole-group instruction. During this workshop time, we pursue a "push-in" strategy, having special education personnel come into the classroom to assist students in need rather than pulling students out and working with them separately.

iii. Provisions for Extended School Year: An Extended School Year (ESY) may be necessary for some students with disabilities. A student's need for ESY will be determined based on the provisions in his/her IEP. If the need is outlined in the IEP this service will be provided at no cost.

iv. Provisions for At-Risk Students: The use of Personalized Student Achievement Plans will help at-risk students improve self-esteem issues while providing a supportive system in which they can achieve positive learning experiences. In addition, by engaging the multiple intelligences, our integrated humanities program will help at-risk students to find their unique learning paths.

v. Provisions for ELL Students: We offer non-native English-speaking students a focused "Portal Program" that builds English vocabulary and cultivates an understanding of U.S. customs and culture. This program utilizes total immersion to help students speak in the target language

through meaningful communications rather than relegating them to a group of non-native speakers in an alternative program. The "Portal Program" consists of ELL instruction, core content instruction in English supported by ELL methodologies, and English language immersion. During the Language Arts session, Portal Program students are pulled out to receive intensive ELL instruction with an introduction to core content in Math and Science through an ELL approach. Portal Program students further build their language arts and math skills during two sessions each week with a software tutorial. The software, individualized to meet the needs of each student, also provides tools for ongoing evaluation.

11-B. Homelessness

i. Enrollment: An open enrollment policy (recommended) will ensure that no child shall be denied enrollment due to lack of stated address. We will also develop positive working relationships with shelters, encourage enrollment of younger siblings and youth not enrolled in school, and develop positive working relationships with community agencies and faith-based organizations. The inclusive policies outlined below will help to retain these students.

ii. Inclusion of Students in All Programs: Homeless students will be included in all activities. We will seek grants and private donations to cover costs of participation in field trips, special events, etc. After-school tutoring and extracurricular programs will assure that homeless students have a safe and dependable environment conducive to their academic pursuits.

iii. Staff Training: Each school's Community Engagement Specialist will conduct an in-school, all-staff training once each year concerning the rights of homeless students. This training will include an explanation and distribution of district policy for educating homeless youth.

iv. Inclusion of Parents in All Programs: The Community Engagement Specialist will reach out to homeless families through visits to the shelters and participation in community events. Parents will be welcome in volunteer efforts at the school. All notices for meetings and

activities will not only be sent to the student address of record, but will also be posted at the school. Parents will be encouraged to visit the school and stay informed of events.

v. Transportation: The school will plan transportation details with parent and child at the initial meeting to inform parents of their options should they require transportation assistance.

vi. Other Social Services MTP will reach out to neighboring agencies and housing assistance entities. We will also encourage parents to apply for emergency housing assistance.

12. **Leadership** (2 pages + Attachment)

A. Describe the responsibilities, qualifications, and level of experience required for principal candidates within your current school portfolio. Describe the specific qualities your organization seeks in the proposed Turnaround principal candidates, and explain how these skill sets differ from or build upon those required of traditional new school leaders. Discuss how you will ensure that your candidates possess the characteristics necessary for effective Turnaround school management, such as ability to secure additional resources, engage with underperforming students, demonstrate an entrepreneurial spirit, and leverage important partnerships.

B. Discuss existing programs or pipelines that your organization has developed to train and produce high quality leaders for new schools within your portfolio.

12-A. Qualifications of Principal Candidates

The principal can and should have a strong impact on school performance. MTP has extensive experience in recruiting highly qualified principal candidates and providing them with the knowledge and skills they need to succeed in a school turnaround environment.

We will advertise the position internally, locally and nationally. Applicants will be initially screened by our HR department, and will then undergo a series of interviews with senior company executives, both administrative and academic, and take an industrial psychology exam to determine whether there is a good fit between the candidate and the position. Leading principal candidates will also meet with the community and parents.

The goal of all interviews and psychological assessments is to provide an understanding of each individual's strengths and areas for growth, and his/her suitability for managing in a turnaround environment, allowing the selection of the best possible candidate to lead each school.

A principal job description is included as **Attachment K**.

12-B. Pipeline & Training for Principal Candidates

Pipeline: Mosaica/MTP has an established recruiting network and process that enable us to rapidly identify and attract highly-qualified, credentialed candidates for leadership and instructional openings at the schools we serve. Mosaica/MTP has a team of recruiters on staff and more than 1200 highly qualified full-time personnel –including scores of regional and school leaders – under our employ today. We have the ability to move leaders who excel in turnaround situations into new challenges and an ongoing process for identifying and recruiting excellent personnel. This ensures an effective, established pipeline from which to recruit and place high-quality personnel as needed for Illinois's school turnaround initiative.

We also have a comprehensive recruitment policy designed to reflect the specific needs of turnaround and restart schools, and incorporate insights and best practices from Mosaica's

recruiting practices worldwide. In addition to ensuring that we hire personnel who are “highly qualified” and credentialed in accordance with state standards, we clearly articulate special requirements – such as openness to new, progressive, research-driven approaches, and participation in extensive professional development.

Professional Development: The principals of Thomas Johnson and Oxon Hill Middle Schools will be enrolled in the Turnaround Leadership Institute (TLI), a unique PD program designed specifically to meet the needs of school leaders managing a school turnaround, transformation, or restart situation. TLI draws on proven turnaround techniques from both educational and business environments. The program includes coursework designed to prepare principals to lead their schools in developing communities of learners, both among students and among teachers, and in achieving both academic and operational success.

On-the-job mentoring is also a key component of the TLI program. Leadership coaching focuses on guiding these principals through data-driven decision making and school management. Mentoring is provided by experienced leaders skilled in turnarounds’ specific challenges (e.g., establishing positive momentum in a new school assignment, executing successful turnaround initiatives, etc.), and in the challenges of working in low-income, urban environment (e.g., addressing a wide range of learners, inspiring at-risk students, managing behavioral challenges, etc.) The dynamic of the mentoring relationship shifts over the course of the program: at the onset, TLI personnel provide extensive guidance; as the program progresses, more and more responsibility transfers to the principals, ensuring that the principals are prepared to sustain positive reforms well beyond the end of the mentoring relationship. By participating in TLI, the principals of Thomas Johnson and Oxon Hill Middle Schools will be well prepared to face the challenges of turning around their respective schools.

13. **Staffing and Recruitment** (2 pages + Attachments)

- A. Provide a description of the staffing model for your proposed school, including all academic and non-academic personnel, and the number and type of positions. Describe how this model differs from your traditional staffing model, as well as which positions have been added or amended to support and manage specific Turnaround school needs.

- B. Attach a comprehensive, school-level organizational chart showing lines of authority, responsibility, and accountability among school staff at one of your current schools/campuses. Discuss how this model organizational chart may be altered to add additional or modified positions to best support a Turnaround school.

13-A. Recommended School Staffing Model

Our staffing models have been developed and refined over time to maximize the impact of the program on student learning. Staffing recommendations will be finalized at the completion of the Needs Assessment process. However, typically, for turnaround, transformation and/or restart efforts we incorporate personnel with the following responsibilities as appropriate to school needs:

- The Executive Coach will provide seasoned guidance to the school principal and leadership as the school embarks on the turnaround initiative, strengthening and supporting school improvement efforts.
- The Curriculum Implementation Specialist(s) (experts in math, ELA, or another subject area) will guide curriculum design and alignment, and will provide on-site mentoring and coaching for teaching staff as they adopt new instructional techniques.
- The Data Coach will help the school to transition to a data-driven culture, producing timely tracking reports and training the staff on the effective use of data to guide instruction and operational improvements.
- The Behavioral Implementation Specialist will help guide school staff in becoming effective role models and implementing positive behavior-change programs.
- The Community Engagement Specialist will strengthen ties with the local community, helping to develop new and synergistic opportunities to enhance the effectiveness of the school.

We would expect to recommend these positions for both Thomas Johnson and Oxon Hill Middle Schools.

Note: In larger school environments Mosaica utilizes a “school within a school” model. We would support the implementation of these “school learning communities” of no more than 100 students per grade at both Thomas Johnson and Oxon Hill. Each Learning Community

functions as an independent smaller school within the context of the larger school environment. This approach allows us to focus on providing individual instruction and attention to students, while increasing student and parent engagement in the learning process.

13-B. Sample School Organizational Chart

As requested, we are attaching a sample school organizational chart as **Attachment F** (this chart also shows Mosaica’s organizational structure). Each school will have its own staffing model designed to meet school needs, as established during the needs assessment process. Staffing for each school will be determined in close collaboration with the school and district staff, and with input from other stakeholders. Staffing will be tailored to address the specific needs of Thomas Johnson and Oxon Hill.

14. **Professional Culture, Staff Buy-in, and Teacher Retention** (2 pages)

Discuss how your organization will work with school leadership to develop shared accountability and responsibility for achievement across teachers and staff in the Turnaround environment.

Professional Culture: At Thomas Johnson and Oxon Hill Middle Schools, our goal is to have the professional culture mirror that of the school itself: our teachers, like our students, should feel welcome, encouraged, supported and challenged. We want them to feel a part of the school and local community. We will welcome their input and recognize their successes.

From the initial Needs Assessment to the setting of objectives to the monitoring of results, MTP will collaborate closely with the leadership, teachers, and staff of Thomas Johnson and Oxon Hill throughout the school process, encouraging them to both provide input and take ownership of the school turnaround process from start to finish. The teaching staff will be provided the tools necessary to succeed, including:

- extensive professional development and mentoring (detailed in our response to Question 15)
- the freedom to focus on helping children learn;
- access to state-of-the-art educational resources

We will provide significant professional development and mentoring for both new and returning teachers, preparing them to implement the school turnaround model effectively to achieve significant increases in student achievement. Because student learning will be interpreted as a direct reflection on how well they are taught, teachers and administrators will be personally and professionally invested in children's success and singularly focused on accelerating achievement.

Teacher collaboration will be encouraged and supported starting right with the pre-service training and carrying on throughout the year. Teachers will also be mentored in peer mentoring – at Mosaica schools, teachers are active in helping each other succeed.

Shared Accountability: The MTP system is built on data and accountability, beginning at the student level through the use of Personalized Student Achievement Plans (PSAPs) and continuing through the teacher and school levels. We make a practice of continuously monitoring different data to stay abreast of shifts and trends in student and school interests and performance – and, through job-embedded professional development, we help school

leaders and teacher to do so as well. We have extensive experience in data collection and analysis, and we will work closely with teachers to help them to understand how to use ongoing assessments to track student performance at the individual level and plan timely and appropriate interventions. On a more global level, we will use this data to work with school and district administrators to make more timely and accurate assessments of the performance of the schools we serve in meeting their goals – and will apply these assessments to further improvements in school programming.

Individual Professional Development Plans: As detailed in our discussion of Professional Development below, both teachers and school leaders will be asked to make a commitment to their own professional development through the use of the Individualized Professional Development Plan, which outlines specific PD priorities based on a teacher’s individual strengths and needs, as well as the needs of the students he/she serves. Use of these plans will ensure that all PD is targeted to help maximize the impact on student achievement. Each teacher will also receive a detailed rubric outlining teacher expectations. Teachers will have access to PD through Mercury Online so that they can focus on their specific developmental needs – and do so on their own schedules.

Mentoring from On-site Specialists: MTP will place Curriculum Implementation Specialists and Data Specialists in Thomas Johnson and Oxon Hill Middle Schools. Curriculum Implementation Specialists are expert in their subject area (e.g., math or language arts). They will provide ongoing mentoring to teachers to help them implement targeted changes to their teaching plans and techniques. Data Specialists will provide ongoing coaching and assistance to teachers in interpreting class results and identifying opportunities to tailor instruction to meet student needs. Together, the Curriculum and Data Specialists will help teachers to maintain a strong focus on student achievement, leading to stronger results.

15. **Professional Development** (2 pages + Attachment)

- A. Describe the ongoing professional development programs for leaders, teachers and staff at the proposed school(s), and explain how the program specifically addresses the unique vision, goals and challenges of a Turnaround model, including but not limited to collaborative leadership, social and emotional student supports, underperforming student populations, etc. Include details regarding the Turnaround school's induction plan. Explain how the professional development program will be adaptive to concerns identified through interim assessment or other means throughout the year. Development program will accommodate and encourage both general and special education teachers to effectively support students with disabilities and other special needs.
- B. Provide a plan for formal and informal teacher/staff evaluations linked to performance goals and student achievement, and include whether these will be driven at the Turnaround school or the organization/network level. Discuss palpable intervention strategies for teachers performing below expectations.
- C. Explain how professional development resources, best practices, and pedagogical area expertise will be shared across the organization/network. List any specific events or workshops that are provided for all schools within the network and whether Turnaround schools will have targeted services.

15-A. Professional Development Program

Sustained, intensive professional development for teachers and school leaders is highly correlated to gains in student achievement (*Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009*). Professional Development is the cornerstone of our schools-improvement model. MTP is a leader in providing quality professional development– we have trained literally thousands of school leaders and educators; honing our programs over our 14 years of operation. Key aspects of our Professional Development model include the following:

- Individual Professional Development Plans that focus each member of staff and school leadership on those skills where improvement can have the greatest impact
- Distinct PD programs for current school leadership, leadership talent development, and for teachers – tailored to the needs of each
- Comprehensive induction program for new teachers, including pre-service training and ongoing mentoring from more experienced teachers
- Hand-on format – practical, interactive and engaging
- Job-embedded mentoring and coaching
- Creation of learning communities to help in ensuring the sustainability of improvements
- Cross-curricular programming
- Clearly defined performance expectations , communicated through detailed rubrics
- Online workshops for anytime, anywhere access to PD specific to individual needs

We recommend a dual approach to professional development for the staff of Thomas Johnson and Oxon Hill Middle Schools. Teachers will be enrolled in intensive pre-service and in-service professional development coursework, while the principal and other key school leader(s) (identified in collaboration with the school and district) will be enrolled in the Turnaround Leadership Institute, a unique PD program designed specifically to meet the needs of school leaders managing a school turnaround, transformation, or restart situation.

Both teachers and school leaders will be asked to make a commitment to their own professional development through the use of the Individualized Professional Development Plan or IPDP, which outlines specific PD priorities based on a teacher’s individual strengths and needs, as well as the needs of the students he/she serves. Use of these plans will ensure that all PD is targeted to help maximize the impact on student achievement.

15-B. Staff Evaluation Plan

MTP advocates a comprehensive evaluation model that incorporates a range of different performance measures, including, but are not limited to:

- Student academic improvement as indicated by standardized testing
- Student attendance/truancy
- Teacher attendance
- Student dropout rate
- Parent and student feedback via surveys
- Classroom and peers’ observations

Just as important as the criteria we use in our assessments is the approach we take to ensuring that school leaders and teachers have a clear understanding of expectations and a roadmap for personal improvement. 1) As outlined above, we develop an IPDP for each staff member, providing a personal roadmap for improvement as a leader, learner and educator. 2) As part of pre-service professional development, we present personnel with a detailed rubric outlining the key performance indicators for their positions. The same rubric is later used to provide a written evaluation of their performance – by providing it upfront, we make sure that there is a clear understanding of roles, responsibilities and performance expectations.

15-C. Resource Sharing Across MTP Schools

Throughout our PD programming we provide opportunities for teachers and principals to build a ***community of adult learners***. Teachers are able and encouraged to share ideas

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throughout the PD process, through ideation groups, informal idea-sharing sessions, collaborative planning meetings, Wikispaces and more. Similarly, principals and school leaders participating in the Turnaround Leadership Institute have an opportunity to discuss common issues and share ideas with other leaders of turnaround schools. In addition, throughout the PD process, MTP experts on various subject areas will be on hand to provide expert counsel on financial, legal, behavioral, curricular, and other issues.

16. **Promotion and Graduation Policies** (1 page)

Explain how you will incorporate added supports to ensure that students meet the requirements for Board policies regarding promotion and graduation. Describe how you will assist and support students who are not promoted on schedule, including acceleration plans and intervention strategies

The MTP school turnaround model is designed to meet the needs of each individual learner, tailoring learning through the use of Personalized Student Achievement Plans and providing necessary interventions including customized instruction and after-school tutoring. Our goal is to help as many students as possible make sufficient yearly progress to be promoted on schedule. However, we adhere to a policy of “no social promotion”, and in selected cases may recommend holding students back to ensure that they have develop a strong understanding of basic skills before being promoted to the next grade level.

In these cases and in other situations where additional intervention is required, we have the opportunity to collaborate with our partner, CTB/McGraw-Hill, to provide targeted assessment and intervention. CTB/McGraw-Hill is a leading provider of high-quality assessment products and services that help learners of all ages meet their potential.. Through our partnership with CTB/McGraw-Hill, we have access to assessments that track student achievement and allow solid decisions about the deployment of interventions and resources to be made. Tools which may be used to support students not promoted on schedule include:

1. **Acuity:** a formative assessment system including predictive benchmark tests, that when fully implemented, reliably forecast a student’s end-of-year performance and provide diagnostic information to enable instructional adjustments to improve that performance.
2. **Yearly ProgressPro:** an online diagnostic assessment, instruction and reporting system providing Curriculum Based Measurement while monitoring students’ academic progress and retention of skills.
3. **Data-Driven Classroom Coaching Model (D2C2):** a flexible and highly customizable professional development process that centers on the full and effective use of student data. Data coaches work directly with Prince George’s County administrators and teachers to improve teaching and learning.

***Please see Attachment L for a full description
of these CTB/McGraw-Hill tools.***

17. **School Day and School Calendar** (2 pages + Attachment)

Describe how additional hours, days or programs will be leveraged differently in Turnaround schools as compared to your “new start” schools to address remediation, social and emotional supports, and co- and extracurricular activities.

We advocate a longer school day and school year for high-needs schools where possible and acceptable to the local constituents. As part of the Needs Assessment process, we will partner closely with the staff, parents, and other stakeholders of Thomas Johnson and Oxon Hill Middle Schools to assess the need for and potential community acceptance of this option.

Daily Schedule: The schedule for Thomas Johnson and Oxon Hill Schools will be developed and agreed upon by MTP, district, and school personnel. However, we are pleased to provide the following sample schedule currently in use in a number of MTP-managed middle schools:

Time	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
7:45	ELA	ELA	ELA	Science	Math	Social Studies
8:00						
8:15						
8:30						
8:45						
9:00	Specials 9:30-10:30	Math	Social Studies	Science		
9:15						
9:30						
9:45						
10:00						
10:15	Science	Math	Social Studies	ELA	ELA	ELA
10:30						
10:45						
11:00						
11:15						
11:30						
11:45						

12:00	Lunch	Lunch	Lunch			
12:15		12:00-12:30				
12:30	Math	Social	Science	Lunch	Lunch	Lunch
12:45		Studies		12:30-1:00		
1:00				Specials		
1:15				9:30-10:30		
1:30						
1:45						
2:00	Social	Science	Math	Math	Social	Science
2:15	Studies				Studies	
2:30						
2:45						
3:00						
3:15						
3:30	Dismissal			Dismissal		

Note that in the chart above, groups 1-6 refer to instructional groupings as opposed to age levels. Instructional groupings will be created based on student needs, and will be revised as needed over the course of the school year.

Yearly Calendar: As noted above, we advocate a slightly longer school year for schools embarking on turnaround programs. It has been our experience that an extended school year can be highly beneficial in helping struggling students and schools to achieve AYP. We are including as Attachment L a sample calendar currently which we would recommend adapting for use in Thomas Johnson and Oxon Hill. All decisions on school calendar will be

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made in close consultation with school and district staff, parents, and other key stakeholders.

Effective Use of Time: In addition to the scheduling recommended above, we will work with the staff of both schools to make more effective use of time in school – by, for example, increasing time-on-task and the quality of instruction. We devote significant, concentrated time each and every day to the fundamentals of literacy and numeracy. Our on-site Curriculum Implementation Specialists for literacy and math will also help teachers to make more efficient and effective use of available time.

18. **Community Strategy and Involvement** (3 pages)

- A. Describe how existing connections to community members and resources have contributed to the mission and success of your schools and your organization. Provide concrete examples of community engagement practices currently implemented, and describe how these relationships support a sense of community and culture instilled within existing schools/campuses. Provide evidence of community buy-in and support from community providers of all types, including but not limited to parents, community and faith-based organizations, social service providers, etc., at existing campuses.
- B. Discuss your plans to garner support and interest within the community once available Turnaround buildings are announced and you are participating in community forums, public hearings, and school implementation. Describe what steps will be taken to incorporate community stakeholders into your Turnaround school development process.
- C. Describe opportunities for parents and families to engage in and help support the proposed Turnaround school(s). How will you seek parent, guardian and family buy-in in your effort to cultivate a fresh school climate among existing students and families?

18-A. Current Community Engagement Programs

The MTP School Improvement model is based on the proven philosophy that the dual goals of accelerated academic achievement and sustainable school reform are best addressed by simultaneously changing all elements of a school's operating environment to bring each element into alignment with a central, guiding vision (Keltner, 1998). Developing solid partnerships with the parents of turnaround school students and with members of the community is therefore a top priority in all of our schools - simply put, MTP believes that the best schools are an integral part of the surrounding community, and we do everything we can to achieve that objective.

As discussed throughout this proposal, our academic and community engagement programs have produced many successful schools: In fact, schools under our management have earned many awards and significant recognition at local, state and national levels. They have included Schools of Excellence, Charter Schools of the Year, Schools of Character, and schools showing the highest levels of year-over-year improvement across their regions. One outstanding example is *Fell Charter School in Pennsylvania*. *Fell is now a six-time recipient of the Pennsylvania Department of Education Keystone Achievement Award, recognizing achievement of AYP for seven consecutive years. Fell is also a two-time Pennsylvania State School of Character Award winner.*

18-B. Plans for Community Engagement – Thomas Johnson and Oxon Hill Middle Schools

In developing and implementing both our community engagement and our parent involvement programs for Thomas Johnson and Oxon Hill Middle Schools, we will partner with Dr. Karen L. Mapp, Lecturer on Education at the Harvard Graduate School of Education and former Deputy Superintendent for Family and Community Engagement for the Boston Public Schools. Mapp is also the former president of the Institute for Responsive Education (IRE), and worked with the Milwaukee Public Schools in the nineties to develop the Responsive Schools Project, an

initiative that focused in the inclusion of families in the development of whole reform strategies for schools and the district. She is the co-author of “Beyond the Bake Sale: The Essential Guide to Family-School Partnerships.” Through this partnership with Dr. Mapp, Mosaica will work MTP and the staff at Thomas Johnson and Oxon Hill to:

- Build the capacity of school staff (administrators, teachers, and other key support staff) to develop and sustain partnerships with families and community organizations that support student learning and achievement.
- Build the capacity of families to be effective agents of change in support of their children’s academic success (see details below in our response to Question 18-C)
- Work with schools to identify strategic partnerships with community members and organizations that support the reform agenda at the school.

Most new and veteran school staff members have received little to no formal training on how to build trusting and respectful relationships with families and community members. Developing effective family and community engagement initiatives at the middle and high school level is particularly challenging for most practitioners. We will work with school and district staff to develop *high impact community engagement strategies* that are linked to learning and achievement. These strategies will be an integral part of the overall turnaround plan for both Thomas Johnson and Oxon Hill.

Developing solid partnerships with the communities surrounding Thomas Johnson and Oxon Hill will be a top priority in initiating the school turnaround programs at these schools – and maintaining these relationships will remain a top priority as the school turnaround efforts accelerate and achieve results in the months and years ahead. Often times, schools (and districts) engage in partnerships with external stakeholders that have no direct connection with the school learning goals or reform strategies. Mosaica will build the capacity of practitioners to identify strategic partners that support the specific school improvement strategies and goals of the school.

18-C. Plans for Parent Engagement – Thomas Johnson and Oxon Hill Middle Schools

The MTP model involves parents directly in their child’s education through the use of Codes of Conduct and Personalized Student Achievement Plans (both discussed above). These documents, reviewed and signed by parents, students, and teachers, help to lay the foundation for a successful partnership between school and family in support of student achievement.

As noted above in our response to Question 18-B, MTP will partner with Dr. Karen Mapp in developing and implementing effective community and parental engagement programs for Thomas Johnson and Oxon Hill. Research shows that all families have high hopes and dreams for their children and want them to succeed academically, but many families are unsure of the ways to best support their children’s learning and development, especially at the high school level. Working with a core group of families and school staff, Mosaica will enable the schools to design programming that will enhance the capacity of the families to support the academic achievement of children and work in partnership with school staff.

We will help the staff at Thomas Johnson and Oxon Hill to reach out to parents and other key stakeholders through written and online communications as well as face-to-face, through “town-hall” meetings at the onset of every school turnaround initiative, and throughout the turnaround process. We will also encourage and provide numerous volunteer opportunities for parents and other community members. Parents and school staff serve as ambassadors to the broader community, seeking out partnerships with key stakeholders and other community-based organizations that can contribute to a school’s success. Our goal is to develop a collaborative relationship with parents, teachers, administrators and the community to improve school conditions and build local capacity to achieve and sustain improvements in student performance.

19. School Oversight (3 pages + Attachment)

Board Structure and Membership: Describe the structure and primary role of the Board of Directors of the organization that will enter into contract with PGCPs. Describe the composition of the Board of Directors, including key skills and constituencies that are represented. Discuss how the Board of Directors will support the proposed school's Turnaround mission, how often it meets, and how it will interact with the Turnaround school.

We offer a response to this question in two parts:

1. A brief discussion of Mosaica’s Executive Management Team and Board
2. A discussion of the anticipated Boards for the schools in Prince George’s County

Mosaica Education’s Executive Management Team is very involved in the day-to-day operations of our turnaround schools. Two members of this team, Michael Connelly and Dawn Eidelman, serve on the Mosaica Board of Directors; and, they ensure alignment between the Board’s vision and the activities at each of the schools we serve. It is standard practice for these individuals– and all members of the Mosaica Executive Management Team – to visit schools, to participate in delivery of professional development programs, and to be involved in solving specific issues where their expertise is needed. Mosaica Executive Management Team members would visit Thomas Johnson and Oxon Hill Middle Schools as needed and would provide any and all required support. A listing of team biographies is provided as Attachment E.

We anticipate that the *Thomas Johnson* and *Oxon Hill Middle Schools* will each have its own non-profit Board. This Board will set policy and be responsible for compliance with all applicable procedures and laws. The Board will employ and oversee the Mosaica/MTP team to ensure compliance and achievement in areas including:

- Educating students
- Ensuring the safety and welfare of the students on campus
- Acquiring and disposing of school property
- Approving matters relating to school employees and contractors
- Controlling the expenditure and receipt of school funds
- Guiding and promoting the ongoing vitality of the school, its staff and its students.

Additionally, the Board will ensure compliance with laws regarding employers and assist staff in policy development, oversee Mosaica's employee hiring procedures, approve personnel policies, approve employment contracts, and oversee Mosaica's management of employee matters and functions.

The Board will participate extensively in community outreach and student recruiting.

The Board will work with MTP to ensure the performance expectations for the schools and their principals will be met/exceeded each year. They will review student achievement scores, teacher performance in the classroom, parent-satisfaction survey results, and by speak with the Principal directly about the direction and leadership provided. This information will be shared with Mosaica and decisions will be made regarding Mosaica's performance; overall school improvement plans; and the Principals' compensation, training, and future employment.

Our Project Manager for Prince George's County will work with the Board and its committees to ensure that campus' programs meets local needs and requirements. We expect that board responsibilities will include:

- Working with school administrators to develop educational and financial plans for the short, medium and long term; establish strategies for accomplishing the school's goals; and adopt methods for assessing the effectiveness of actions taken.
- Acting in an advisory/oversight capacity on issues such as school calendar, uniforms, parent communication, and the appropriateness of local cultural content in the Curriculum.
- Ensuring that the schools' finances are managed in accordance with prescribed standards.

We have developed and currently provide training for existing and new Boards and Board members in understanding and managing their Board roles and responsibilities. Many of the members of our Executive Management Team (including Mr. Connelly and Dr. Eidelman) have extensive Board experience themselves that they can bring to this training.

Submitted by: Mosaica Turnaround Partners

20. Finances (1 page + Attachment)

- A. Financial Forms: Provide electronic (Excel via CD) and paper submissions of a complete set of Financial Forms for the proposed school. Financial Forms will be made available at the Pre-Proposal Conference. Applicants must submit all templates, which are found on five separate tabs of the same excel spreadsheet. Be sure to follow instructions on each template as well as in the RFP Introduction.

Financial Form 1: Five-Year Operating Budget Assumptions

Financial Form 2: Grants

Financial Form 3: Start-up Budget

Financial Form 4: Cash Flow Budget

Financial Form 5: Five-Year Operating Budget

- B. Include a brief narrative that identifies how the additional Turnaround per pupil funding will be used.
- C. Discuss how the core Turnaround programs and supports are incorporated and supported by the proposed Turnaround school budget. Include how you propose to utilize the additional planning funds, as well the additional professional development funds. Distinguish between your planning period, the first year of operation, and the subsequent years.

20-A Financial Forms

The required financial forms are provided as Attachment N which, per the RFP instructions, is enclosed in a separate envelope with this response.

20-B Use of Additional Turnaround Funding Per Pupil

The additional Turnaround per pupil funding will be used to provide:

- Professional Development for Teachers and Leadership Team members with the focus on Effective Teaching Practices and Using On-Going Student Achievement Data to customize lesson plans and small group instruction
- Technology integrated into the classroom including one netbook for each middle school student and a SMART Board in each classroom. Included will be professional development to insure that these tools are used for individualized instruction
- Recruiting of top-tier teachers and additional implementation specialists
- The development of a Media Center/Library within the school
- Additional curricular materials including supplemental materials for the implementation of Mosaica's integrated Humanities program, Paragon

20-C Use of Funds to Support Turnaround Programming

As described in B above, the Turnaround programs will focus on Professional Development, recruiting key teaching and leadership team members as well as enhancing the curriculum including using technology to support individualized instruction. In the planning period, funds will be used for our Professional Development workshops and for the necessary outreach and

Submitted by: Mosaica Turnaround Partners

screening for staff recruiting. In addition, planning period funds will enable us to reach out to the community and hire key leadership team members ideally no later than May 1. During year one of operation the lion's share of the grant funds will focus on continuing Professional Development, Technology purchases and integration of technology and initial curriculum materials. In year two, the focus will be on other curriculum materials and the media center/library.

AFFIDAVIT

This document must be completed, signed by an authorized company official & submitted with your bid response. The signature must be an original (signed in ink) or your bid will be ruled non-responsive.

Contractor **Mosaica Education, Inc.** Bid No. **067-11**

Address **3400 Peachtree Road, Suite 550**

City, State and Zip **Atlanta, GA 30326**

Telephone **404-841-2305 x1070** Fax **404-841-3988** Email **partner@educationturnarounds.com**

FOR MINORITY USE ONLY

LOCALLY BASED MINORITY BUSINESS: PGC MBE ___ PGC MWE ___ MD MBE ___ MD MWE ___

INDICATE IF YOU ARE A MINORITY BUSINESS CERTIFIED BY:

P.G. COUNTY GOVERNMENT: Certification No.: _____

MD. STATE DEPT. OF TRANSPORATION: Certification No.:

AFFIDAVIT I

The Contractor, his agent, servants and/or employees, have not in any way colluded with anyone for and on behalf of the contractor or themselves, to obtain information that would give the Contractor an unfair advantage over others, not have thy colluded with anyone for and on behalf to the contractor, or themselves, to gain any favoritism in the award of the contract herein.

AFFIDAVIT II

No officer or employee of the Board of Education Prince George's County Public Schools, whether elected or appointed, has in any manner whatsoever, any interest in or has received prior hereto or will received subsequent hereto any benefit, monetary or material, or consideration from the profits or emoluments of this contract, job, work or service for the Board, and that no officer or employee has accepted or received or will receive in the future a service or thing of value, directly or indirectly, upon more favorable terms than those granted to the public generally, nor has any such officer or employee of the Board received or will receive, directly or indirectly, any part of any fee, commission or other

compensation paid or payable to the Board in connection with this contract, job, work, or service for the Board, excepting, however, the receipt of dividends on corporation stock.

AFFIDAVIT III

Neither I, nor the Contractor, nor any officer, director, or partners, or any of its employees who are directly involved in obtaining contracts with the Board have been convicted of bribery, attempted bribery, or conspiracy to bribe under the laws of any state, or of the federal government for acts of omissions committed.

AFFIDAVIT IV

Neither I, nor the Contractor, nor any of our agents, partners, or employees who are directly involved in obtaining contracts with the Board have been convicted within the past 12 months of discrimination against any employee or applicant for employment, nor have we engaged in unlawful employment practices as set forth in Section 16 of Article 49B of the Annotated Code of Maryland or, of Sections 703 and 704 of Title VII of the Civil Rights Act of 1964.

AFFIDAVIT V

I further affirm that neither I nor the above firm shall knowingly enter into a contract with the Board under which a person or business debarred or suspended from contracting with a public body under Title 16 of the State Finance and Procurement Article of the Annotated Code of Maryland, will provide, directly or indirectly, supplies, services, architectural services, construction related services, leases of real property, or construction. I acknowledge that this Affidavit is to be furnished to the Board. I acknowledge that I am executing this Affidavit in compliance with the provisions of Title 16 of the State Finance and Procurement Article of the Annotated Code of Maryland which provides that persons who have engaged in certain prohibited activity may be disqualified, either by operation in law or after a hearing, from entering into contracts with the Board. I further acknowledge that if the representations set forth in this Affidavit are not true and correct, the Board may terminate any contract awarded, and take any other appropriate action.

I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing affidavit are true and correct to the best of my knowledge, information and belief.

Signature _____ Date **March 23, 2011**

Printed Name **Gene Eidelman** Title- Authorized Official **President, Mosaica Education**

If a corporation, it was organized under the laws of the state of **Delaware**, in the year **1997**.

ADDENDUM FOR RFP 067-11

Issued By: PURCHASING OFFICE BOARD OF EDUCATION OF PRINCE GEORGE'S COUNTY UPPER MARLBORO,	ADDENDUM No. 1	Date of this ADDENDUM	Number of Pages 3
	RFP NO. 067-11	Date RFP Issued February 22, 2011	Date & Hour of Return of IFB March 24, 2011 @ 2:00 PM
	TITLE: Proposal For Elementary & Middle Turnaround Schools		

The above IFB is amended as follows. **ALL OTHER TERMS AND CONDITIONS REMAIN THE SAME.**

The purpose of this **ADDENDUM** is answer questions submitted for the above mentioned RFP.

Q: Is there potential for more than one award?

A: Yes.

Q: If there are multiple awards, will the vendors be allowed to select school?

A: The vendors will be allowed to discuss their preferred school.

Q: The RFP referenced financial forms. Are those available?

A: The forms have not been finalized.

Q: The RFP mentioned FY12 and FY13 school years. Is this RFP for both?

A: Yes. Oxon Hill and Thomas Johnson Middle Schools will be available July 1, 2011.

Q: Are these schools involved with any initiatives such as AVID?

A: No; creative ideas are welcomed. Some middle schools have AVID, but AVID is not supported through general funds for these two schools.

Q: What is AVID?

A: Advancement via Individual Development.

Q: What are the initiatives for the current four turnaround schools?

A: FIRST Program provides financial incentives. All four turnaround schools have 100% FIRST involvement. These two schools are not required to be FIRST schools.

Q: Are potential bidders required to be Turnaround Companies?

A: No.

Q: What percentages of students are classified as special needs at these two schools?

A: Thomas Johnson: 26.6% special education, 52.4% FARMS Oxon Hill: 20.8% special education, 69.3% FARMS

Q: Is the staff at these schools receptive to Turnaround?

A: Yes.

Q: Will the principals stay at the schools?

A: Neither of these schools had leadership on a consistent bases. The awarded vendor and PGCPS leadership would discuss possibilities of changing principals.

Q: If allowed to change principals, will the vendor be involved in the selection process?

A: Yes.

Q: Is it possible to do assessments before FY12?

A: Assessments are a required component of the RFP.

Q: What is meant by project based learning?

A: Expeditionary learning.

Q: Based on budgetary issues, how many teachers will be affected by the RIF?

A: Three or four teachers per school. However, if enrollment continues to drop, expect a few more.

Q: Will potential bidders be allowed to visit schools?

A: No. MSA testing begins March 8. This is not the best time for school visits. The needs assessment tool is very helpful. If there is anything additional needed, please ask.

Q: How many students are currently enrolled in these schools?

A: Thomas Johnson: 952 Oxon Hill: 592

Q: If I submit a response under Option Timeline #1 (fall 2011 school launch) and am not successful, will I automatically be considered for 2012 Option Timeline #2 or are two responses required, one for Option Timeline #1 and one for Option Timeline #2?

A: At this point, we do not know which schools would be available for the 2012 school year. However, we will keep your proposal active. We do not wish to submit another RFP.

Q: Is \$1.7 the potential amount for 1 year or 2 or more years?

A: We believe that amount will be available each year for three years.

Q: Clarification on the 5 year plan- is it the vendor's 5 year plan for themselves or a 5 year plan for how we would PGCPs?

A: The SIG grant is for 3 years.

Q: How many copies of the proposal are required?

A: One (1) original, four (4) duplicates and one (1) CD

Q: In Section V. Readiness to Act, number 20 titled Finances, A. Financial Forms (pg.27). Will Prince George's County Public Schools provide a copy of the Financial Forms on the district website?

A: Please see attached.

Bidders must complete, sign, and return two copies of this ADDENDUM on or before bid opening date. Failure to do so MAY be cause for your offer to be ruled non-responsive and not considered for award.

If your Bid has already been submitted and, because of this ADDENDUM, you desire to modify your offer, you may do so by letter or telegram provided such notice makes reference to this ADDENDUM and is received prior to the time specified for return of Bid.

K e i t h M i l e s

Buyer's Signature

March 15, 2011

DATE

Company Name of Bidder Mosaica Turnaround Partners, a Division of Mosaica Education, Inc.	Signature of Person Authorized to Sign
Address 3400 Peachtree Road, Suite 550 Atlanta, GA 30326	Type or Print Name and Title Gene Eidelman, President Mosaica Education, Inc.

Attachment A

Experience with School Turnarounds

Example #1: Frazier Preparatory Academy (urban): One outstanding example of our success is the results we have achieved at ***Frazier Preparatory Academy*** in Chicago. In 2007, the Chicago Public Schools partnered with Mosaica to **restart** Frazier Preparatory Academy, a public contract school. Essentially 100% of Frazier’s students are African-American, close to 90% are low-income, and fewer than half entered the school with the ability to score “meet/exceed” on the Illinois Scholastic Achievement Test (ISAT). Mosaica introduced its assessments, planning, PD and program implementation processes starting in 2007. In 2008-2009, Frazier recorded a **10.5% increase** in students meeting/exceeding proficiency standards on state ISAT testing – and this placed the school among the top three contracts and charter schools in the City of Chicago in terms of academic improvement. In 2009-2010, according to achievement data, 70.2% of Frazier students met or excelled in the ISAT as compared to 56.4% in 2009. This is **a 13.8% increase**, and the second largest percentage increase, or gain, among the all charter and contract elementary schools in Chicago.

Example #2: Michigan Public Schools (suburban/rural): A number of Mosaica-managed schools have achieved impressive results in the state of Michigan. For example, ***Bingham Public School Academy*** in Alpena, MI had 88.6% of its students achieve proficiency with 71% of its student body on the free or reduced lunch program, and ***Bay County Public School Academy*** in Bay City, MI achieved 74% proficiency with 78% free or reduced lunch eligibility. Both schools were **recognized for “Beating the odds” with at-risk students** by the Michigan Association of Public School Academies – and Bingham was recognized as **a Michigan School of Excellence** and **the best charter school in Michigan in 2009-2010 from among more than 250 charter schools.**

Example #3: Cornerstone Academy (urban): In 2005, Mosaica was brought in by the authorizer and school board of the ***Cornerstone Academy*** in Ohio to resurrect this failed charter school. We closed the school and re-started it a year later in a new location. We conducted a national search to recruit a strong school leadership team, introduced our professional development and schools programs, managed the construction of new permanent facility for the school, and overall set the school back on track, ensuring that it **achieved AYP** and generated strong academic performance. Cornerstone was subsequently **rated as “Excellent”** by the Ohio Department of Education.

Example #4: Abu Dhabi (urban/rural): In 2006, Mosaica was selected by the ***Abu Dhabi Education Council*** in the United Arab Emirates to participate in a Public Private Partnership (PPP) to **transform** its public schools. Mosaica now works with 13 schools, including elementary, middle and high schools. Curriculum has been aligned to international quality standards, and the language for math and science instruction is being changed from Arabic to English. In addition to providing an extensive professional development program, Mosaica has piloted eLearning in professional development, to assist in the reallocation of resources and extensive ELL program for staff and students. Mosaica continues today to turnaround schools at all grade levels in the region – **meeting or exceeding standards** for all the schools we serve.

Example #5: Riverbend Prep (urban): In 2008, Mosaica was selected to **turn around** Riverbend Academy, a charter school in Phoenix which was in danger of closing. Mosaica hired a new Principal-Chief Administrative Officer (CAO) and brought in an experienced Curriculum Implementation Specialist (CIS) from another Mosaica school. Our regional vice president, curriculum specialist, IT consultant and controller then reviewed every aspect of operations and revised systems and policies, using the Mosaica Operations Manual as their guide. Existing teachers were interviewed and either offered the opportunity to return or were replaced by new teachers, depending on our assessment of both their competency and willingness to utilize Mosaica’s teaching practices and curriculum. New curriculum materials were purchased, and the building was refurbished. In less than two months, enrollment had increased from 80 to 250, a full staff had been recruited and a three-week professional development “crash course” had been

implemented specifically for that school. In 2009-2010, *Riverbend Prep* was recognized as a **Performing Plus school** by the Arizona Department of Education.

Example #6: Fell Charter School (rural): Fell Charter School is an outstanding example of the success of the Mosaica program in a rural environment. Opened as a new school in Simpson PA (south of Carbondale in northeast Pennsylvania), Fell draws students from the surrounding seven districts. In 2010, 82% of Fell students qualified for free/reduced lunch. *Fell Charter School* is now a **seven-time recipient of the Pennsylvania Department of Education Keystone Achievement Award**, recognizing achievement of AYP for seven consecutive years. Fell is also a **two-time Pennsylvania State School of Character Award winner**.

Attachment B

Performance Data on Mosaica/MTP Schools

Academic Performance Data																									
School Name:	Columbus Preparatory Academy			Cleveland Arts & Soc.			Acad. Arts & Sciences			Lorain Prep Academy			Foundation Academy			Cornerstone Acad.			Bingham Arts Acad.						
School Location (City, State):	Columbus, OH			Cleveland, OH			Lorain, OH			Lorain, OH			Mansfield, OH			Westerville, OH			Alpena, MI						
Year Mosaica Began Mgmt.	2004			2005			2005			2005*			2007			2007			2004						
Current Grades Served:	K-8			K-8			K-3			3-8			K-8			K-8			PK-7						
Enrollment:	640			400			143			166			289			281			225						
School Year	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10				
% Economically Disadvantaged	75%	73%	81%	84%	97%	93%	NA	NA	98%	72%	92%	94%	62%	84%	89%	25%	42%	51%	75%	63%	75%				
State Criterion-Referenced Assessments																									
AYP: Y or N	N	Y	Y	N	N	Y	N	N	Y	NA	N	N	NA	N	N	Y	Y	N	Y	Y	Y				
State Designation (See Key Below)	AE	CI	EX	NR	AE	EF	CI	CI	NR	NR	AW	CI	NR	AE	CI	NR	EX	CI	Y	Y	Y				
State Assessment (Reading, Math):																									
School	% All Students Scoring "Proficient" or above – Reading			36%	56%	80%	38%	37%	68%	51%	NA	NA	51%	42%	57%	NA	29%	59%	NA	69%	73%	78%	86%	91%	
	% All Students Scoring Proficient or Above Math			28%	47%	75%	31%	46%	58%	63%	NA	NA	63%	26%	57%	NA	12%	46%	NA	69%	64%	64%	88%	94%	
	% Students Scoring Proficient or Above Reading/Math																								
	Grade 3			54.2/45.8	61.4/71.1	78.5/74.7	NC	28.0/50.0	67.9/39.3	51/63	NA	NA		5.0	46.4/50	31.8/22.7	6.4	2.0			6.7	0.0			88/95.8
	Grade 4			51.0/32.7	65.1/55.8	75.3/74.1	NC	50.0/62.5	74.1/59.3					42.9/21.4	2.3	50.0/53.1	50.0/11.1	2.2	5.6		3.3	9.6			91.7/91.7
	Grade 5			19.5/9.8	72.5/40	57.1/51.0	17/0	20.0/20.0	61.5/84.6					8.3/0.0	7.9	30.4/21.7	20.0/0.0	0.0	6.0		NC	0.0			85.7/92.9
	Grade 6			62.2/56.8	70.6/76.5	88.9/91.1	NC	63.6/45.5	68.8/68.8					40.0/35.0	5.0	71.4/76.2	NC	2.2	5.0			NC			100/100
	Grade 7			66.7/30.0%	76.7/63.3	93.1/79.3	NC	NC	68.4/36.8					43.8/47.1	2.1	73.7/63.2	NC	NC	1.7				6.7		
Grade 8			46.4/39.3	63.0/40.7	84.6/76.9	NC		NC							71.4/78.6	NC	NC	3.3			NC			na/na	
Iowa Test of Basic Skills Spring to Spring NCE Gains																									
NCE Gain – Reading:			-2.90	5.72	3.10	-1.70	-0.49	2.40	3.70	0.45	-6.50	1.82	4.75	-1.20	2.92	2.30	1.60			9.24	4.61	0.10	1.50	0.90	-0.90
NCE Gain – Math:			-6.90	7.99	3.50	-1.00	-3.49	1.20	2.60	-0.58	-2.00	4.42	6.51	-2.50	5.96	-0.49	2.40			10.02	-0.57	1.40	-1.50	-6.75	-0.80
Overall Parent Satisfaction Rating on 1-10 Scale																									
			8.52	8.74	8.82	9.38	8.89	8.66	9.00	NA	NA	8.10	8.57	8.14	8.00	8.88	8.37			8.56	9.01	8.99	9.09	9.30	9.21
Awards and Recognition																									
Key	<p>NA - Data not accessible NC - Not counted - sample size less than 10 students ND - Data not available/not reported by state PP-Performing Plus UP-Underperforming AE-Academic Emergency AW-Academic Watch CI-Continuous Improvement EF-Effective EX-Excellent</p>																								
	School of Excellence 2010, Ohio Dept of Education			Effective School, Ohio Department of Education			2007-2008, Certificate of Commendation from the State Board of Education, (exceptional efforts and success in advancing to the designation of Continuous Improvement);			Continuous Improvement School 2010, Ohio Department of Education			School Improvement Award, Ohio Council of Community Schools			School of Excellence 2009, Ohio Department of Education EPIC Grant Award, New Leaders for New Schools, School Improvement Award, Ohio Alliance of Public Charter Schools			2010 Charter School of the Year, MPSA School of Excellence, Michigan Department of Education Golden Apple Recipient, State of Michigan, "Beating the Odds" award from the Michigan Department of Education						

Academic Performance Data																				
School Name:			Bay County PSA			Richfield PSA			Grand Blanc Acad.			Arts & Tech - Pontiac			Discovery Arts & Tech			Ahwatukee Foothills		
School Location (City, State):			Bay City, MI			Flint, MI			Grand Blanc, MI			Pontiac, MI			Inkster, MI			Phoenix, AZ		
Year Mosaica Began Mgmt.			2000			2003			1999			2001			2005			2004		
Current Grades Served:			PK-6			PK-8			K-8			PK-8			PK-8			K-8		
Enrollment:			294			647			489			400			229			535		
School Year			FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10
% Economically Disadvantaged			75%	78%	77%	46%	84%	76%	62%	60%	68%	87%	88%	89%	80%	93%	91%	31%	40%	44%
State Criterion-Referenced Assessments																				
AYP: Y or N			Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y
State Designation (See Key Below)																		PP	PP	PP
State Assessment (Reading, Math):																				
School	% All Students Scoring "Proficient" or above – Reading		71%	75%	90%	57%	82%	94%	65%	83%	89%	53%	71%	84%	46%	71%	85%	73%	68%	66%
	% All Students Scoring Proficient or Above Math		56%	76%	97%	49%	89%	96%	59%	87%	94%	43%	71%	90%	46%	81%	89%	67%	80%	67%
	% Students Scoring Proficient or Above Reading/Math																			
	Grade 3				00			NA			00			100/100			86.7/100	64/77	81/70	79/67
	Grade 4				00			NA			7.6			85.4/97.8			89.7/96.6	64/71	68/63	82/82
	Grade 5				7.8			NA			6.4			78/87.8			78.6/64.8	87/73	75/75	77/62
	Grade 6				7.1			NA			0.5			85.1/91.5			80/80	NC	46/54	81/57
	Grade 7				na/na			NA			4.9			65.6/81.8			84.6/84	NC	NC	71/29
Grade 8				na/na			NA			93.8/93.8			82.5/75			80/80	NC	NC	71/14	
Iowa Test of Basic Skills Spring to Spring NCE Gains																				
NCE Gain – Reading:			7.30	-2.59		0.00	3.72	0.10	ND	2.28	2.20	0.20	1.12	5.00	-11.30	8.04	-5.60	-1.90	2.77	ND
NCE Gain – Math:			2.60	3.35		-1.90	3.43	-4.40	ND	0.89	0.90	-4.00	4.16	2.90	-7.50	6.54	-7.60	-8.10	0.40	ND
Overall Parent Satisfaction Rating on 1-10 Scale			8.55	9.19	9.39	9.05	8.90	8.97	8.76	8.86	8.79	8.42	8.71	8.86	8.60	8.75	8.11	9.06	8.37	8.75
Awards and Recognition																				
Key			NA - Data not accessible			School of Excellence, Michigan Department of Education, "Beating the Odds" award from the Michigan Department of Education			School of Excellence, Michigan Department of Education, "Beating the Odds" award from the Michigan Department of Education											
			NC - Not counted - sample size less than 10 students																	
			ND - Data not available/not reported by state																	
			PP-Performing Plus																	
			UP-Underperforming																	
			AE-Academic Emergency																	
			AW-Academic Watch																	
			CI-Continuous Improvement																	
			EF-Effective																	
			EX-Excellent																	

Academic Performance Data																														
School Name:		Riverbend Preparatory Academy			Banning Lewis Ranch			T.R. Paul Academy			Frazier Preparatory Acad.			Fell Charter School		Atlanta Preparatory Acad.														
School Location (City, State):		Phoenix, AZ			Colorado Springs, CO			Ft. Collins, CO			Chicago, IL			Simpson, PA		Atlanta, GA														
Year Mosaica Began Mgmt.		2008			2006			2006			2007			2001		2009														
Current Grades Served:		K-8			K-8			PK-8			K-8			K-8		K-6														
Enrollment:		304			697			366			486					245														
School Year		FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10	FY10													
% Economically Disadvantaged			65%	72%	0%	5%	0%	19%	22%	25%	91%	93%	95%	54%	78%	82%	75%													
State Criterion-Referenced Assessments																														
AYP: Y or N			Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y													
State Designation (See Key Below)			UP	PP																										
State Assessment (Reading, Math):												ISAT		CRCT																
School	% All Students Scoring "Proficient" or above - Reading		56%	48%	76%	74%	76%	73%	61%	66%	42%	49%	60%	49%	49%	52%	63%													
	% All Students Scoring Proficient or Above Math		69%	61%	57%	58%	64%	72%	50%	44%	57%	67%	78%	56%	46%	61%	83%													
	% Students Scoring Proficient or Above Reading/Math																													
	Grade 3		41/41	64/62	68%	74%	80%	60%	66%	87%	50/62	47/68	55/70	50/64	50/54	57/73	74/51													
	Grade 4		58/51	54/56	81%	70%	68%	50%	50%	75%	38/39	47/75	60/75	48/68	48/52	60/76	84/65													
	Grade 5		57/48	70/56	63%	61%	63%	70%	48%	52%	30/72	35/51	60/80	50/60	35/35	65/50	89/77													
	Grade 6		67/67	88/68	74%	66%	83%	65%	78%	25%	NC	65/76	50/65	63/42	40/60	29/38	NC													
	Grade 7				65%	64%	62%	36%	27%	37%	NC	NC	75/80	55/27	59/41	78/56	NC													
Grade 8				54%	58%	71%	NC	20%	37%	NC	NC	NC	21/14	60/20	83/73	NC														
Iowa Test of Basic Skills Spring to Spring NCE Gains																														
NCE Gain - Reading:		ND	5.60	0.20	0.82	1.70	1.74	0.59	2.10	1.56	2.44	2.50	3.90	-0.14	4.60	NA														
NCE Gain - Math:		ND	6.10	-2.50	0.76	2.70	0.61	0.62	3.50	10.94	2.67	6.10	1.50	-2.19	1.90	NA														
Overall Parent Satisfaction Rating on 1-10 Scale			8.80	8.72	8.43	8.80	8.72	8.38	8.89	8.62	9.30	9.08	8.68	9.13	9.17	9.29	8.63													
Awards and Recognition																														
Key	NA - Data not accessible			NC - Not counted - sample size less than 10 students			ND - Data not available/not reported by state			PP-Performing Plus			UP-Underperforming			AE-Academic Emergency			AW-Academic Watch			CI-Continuous Improvement			EF-Effective			EX-Excellent		
				School of Distinction									Illinois Honor Roll,			PA State Character			100% 1st Grade Reading											
				award from Falcon									Illinois State Board of			Achievement Awards			Proficiency, 2009											
				District 49									Education;			2009-2010, 2010-2011			(only charter school in											
													Exemplary Academic			the state to received			it two years in a row).											
													Improvement, Chicago			Pulic Schools														
													95th Value-added			Percentile, Chicago			Keystone State											
													Public Schools			Achievement Award			for meeting AYP, each											
													CAO of the Year, 2008,			Mosaica Education			year that the school											
																has been in			operation.											

Submitted by: Mosaica Turnaround Partners

Attachment C

Sample Multi-Year Growth Plan

Submitted by: Mosaica Turnaround Partners

INSERT

Submitted by: Mosaica Turnaround Partners

Attachment D

Compliance Reports – Richfield Board of Education

Submitted by: Mosaica Turnaround Partners

INSERT COMPLIANCE REPORTS HERE

Attachment E

Biographies of Key Staff

Key Mosaica/MTP Personnel	Relevant Work Experience
<p>John Q. Porter COO Mosaica Turnaround Partners</p>	<ul style="list-style-type: none"> • Implemented reform efforts resulting in an increase in the number of students successfully completing Algebra I or a higher level math course by the end of Grade 9 of 5.5% for all students and 12% and 13% for African American and Hispanic students, respectively. • Transformed a district with limited focus on technology into a district with a nationally recognized model for use of technology in education to drive data-driven decision making/ improve student performance. • Developed district-wide strategic plan. Aligned and established strategic goals, reform initiatives, and milestones for evaluating and monitoring district-wide achievement.
<p>Dawn Linden Director of Education, Mosaica Turnaround Partners</p>	<ul style="list-style-type: none"> • Provide staff development in using data to make decisions regarding teaching and learning. • Build leadership capacity in schools through identification and mentorship of strong teachers and curriculum specialists. • Analyze school achievement data on a quarterly basis and setting assessment schedules for all Mosaica schools. • Developed programs and initiatives for under-performing students.
<p>Steven Gibson Lead Educational Consultant</p>	<ul style="list-style-type: none"> • Extensive school leadership and teaching experience • International educational consulting experience • Adjunct professor in education at Johns Hopkins • Numerous personal awards for excellence including Maryland Principal of the Year, Washington Post Distinguished Educational Leader, Maryland Distinguished Principal Fellow Award • Awards won by schools under his management including Maryland School Performance Awards, Maryland and National Blue Ribbon School Awards
<p>John Jaquith Director of Behavior & Special Education</p>	<ul style="list-style-type: none"> • Special Education specialist for Mosaica Education nationwide. • Experienced in design and onsite delivery of behavioral intervention programs • Instrumental in creating more positive school learning community environments

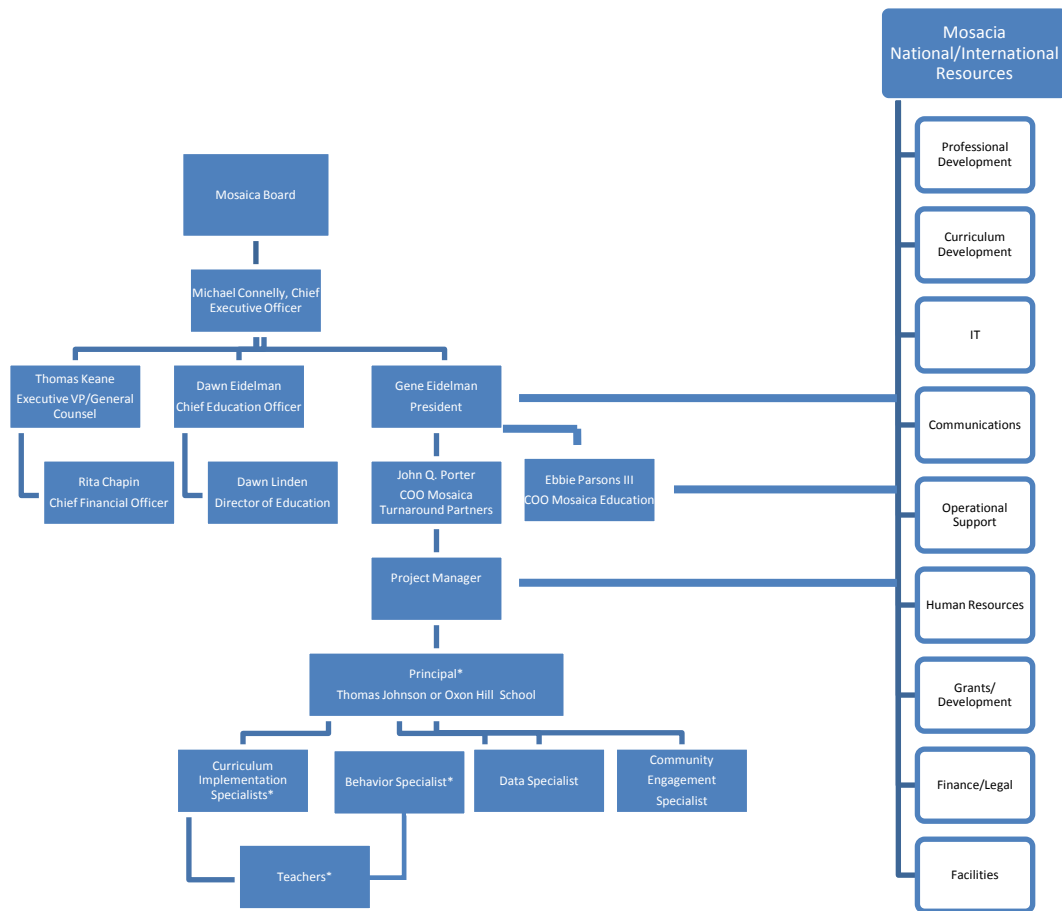
Attachment F

Organizational Chart

Mosaica/MTP Organizational Chart

Including

Thomas Johnson and Oxon Hill Schools



Submitted by: Mosaica Turnaround Partners

Attachment G

Staffing Strategy

Submitted by: Mosaica Turnaround Partners

(Insert chart from Rita/Diane)

Attachment H

Research Underlying Educational Approach

Teaching to Multiple Intelligences: Mosaica recognizes different domains of ability, or “intelligences,” as described by Dr. Howard Gardner.¹ Gardner’s Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children are likely to have expertise in other areas, such as music, spatial relations, or interpersonal skills. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. Our program seeks to capitalize on children’s various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

Constructivist Teaching Practices: According to the Association of Supervision and Curriculum Development’s *The Language of Learning*, “many researchers say that each individual ‘constructs’ knowledge instead of receiving it from others.” This paradigm encourages teachers to value students’ points of view, structure lessons to challenge students’ suppositions, recognize that students must see relevance in the curriculum, plan lessons around big ideas, and assess student learning in the context of daily classroom investigations. Constructivist teaching – which is “based on the principles of (1) activating prior knowledge, (2) acquiring knowledge, (3) understanding knowledge, (4) using knowledge, and (5) reflecting on knowledge”² – is particularly effective in the teaching of new languages. Cummins (1986) has demonstrated how adding context, such as using manipulatives in math lessons or maps in

¹ Gardner, H. *The unschooled mind: how children think and how schools should teach* (1991); Gardner, H., & Hatch, T., *Multiple intelligences go to school: Educational implications of the theory of multiple intelligences* (1989) at 18(8), 4-9.

² Moussiaux, S. and Norman, J. (1997). *Constructivist Teaching Practices: Perceptions of Teachers and Students*. 1997 AETS Conference Papers.

geography lessons, supports students' understanding of more cognitively demanding language.³

As part of its commitment to constructivist teaching, Mosaica believes in the principles of experiential learning, that “people learn best by doing” and that “learning is the driving force in human growth and development.” Opportunities for hands-on work will significantly increase impact across the curriculum. There are decades of research supporting the benefits of experiential learning, particularly in the area of math and science instruction. For example, studies have shown that mathematics achievement among elementary students increased when manipulatives were used.⁴

Reciprocal Teaching: Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The Mosaica model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.

Differentiated Instruction: Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. Mosaica teachers are taught effective strategies for successfully tailoring all of these areas to individual student needs, insuring that different learners are all given the best opportunity to succeed. There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers pay attention to

³ Cummins, J. (1986). Empowering minority students: A framework for interaction. *Harvard Review*, 56, 18-36.

⁴ Suydam, M., & Higgins, J. (1977). Activity-based learning in elementary school mathematics: Recommendations from research. Sowell, E. (1989). Effects of manipulative materials in mathematics instruction. *Journal for Research in Mathematics Education*, 20, 498-505.

their students' varied learning needs (Danielson, 1996); “to differentiate instruction, then, is to become a more competent, creative, and professional educator.”⁵

Classroom Management Techniques: We believe that classroom management is a key to student achievement. For this reason, training in effective classroom management is an integral part of our Professional Development program. Our classroom management training uses the research-based strategies of Robert J. Marzano. He has shown through his innovative meta-analysis that students in classes where effective management techniques are used have achievement scores that are 20 percentile points higher than students in classes where effective classroom management techniques aren't used.⁶ In every school we serve, we follow the basic tenets of his work, creating a positive environment that:

- Makes every classroom fun, attractive, motivating, and functional
- Fosters respect and kindness between teachers and students
- Emphasizes organization and responsibility
- Establishes realistic and age-appropriate rules and procedures
- Addresses misbehavior in a private, respectful and positive manner

Some of the representative Effective Teaching Methods introduced and encouraged at Mosaica schools include:

- ✓ Cooperative learning, where learning occurs as a result of interactions between members of a group (meaning two or more individuals), promotes all students' high achievement as they share their strengths and help each other to overcome their individual weaknesses. Working cooperatively and synergistically with others also helps to cultivate emotional intelligence in students. The cumulative effect is a healthy, vibrant learning community where excellence is held in the highest regard.

⁵ All references from Tomlinson, C. (2001). *Differentiation of Instruction in the Elementary Grades*. ERIC Digests.

⁶ Marzano, R. (2003). *Classroom Management that Works: Research-based Strategies for Every Teacher*.

- ✓ Graphic Organizers are tools that help students to sort, organize, summarize, retain, and recall important information. Since most learners are visual, graphic organizers provide a great alternative to print for a more conceptual, big picture. These tools also foster effective group brainstorming techniques.
- ✓ Role-playing, where students have the opportunity to “step into the shoes” of another person or historical period, allows students to understand another point-of-view experientially, kinesthetically, and affectively. It gives them the chance to work out challenges and construct knowledge creatively. Students in the “audience” of a role-play learn from the performance of their peers. The cultivation of empathy and consideration of another’s vantage point fosters emotional intelligence in students.
- ✓ Activating prior knowledge - using knowledge they already possess in order to construct and build further knowledge - ensures students are more likely to make connections and draw analogies. Students then feel more confident in learning, more readily perceive the relevance of new material, and are empowered to learn more. It also reveals gaps in students’ learning to be addressed in future units of study.

Submitted by: Mosaica Turnaround Partners

Attachment I

Curriculum Map

Submitted by: Mosaica Turnaround Partners

INSERT CURRICULUM MAPPING HERE

Attachment J

Curricular Options Available through Partnership with McGraw-Hill

A caution in many reform efforts is that a positive school climate and strong relationships with adults do not by themselves equip poor or failing students with the ability to overcome tremendous lags in achievement. Neither an extended day, nor close teacher relationships can overshadow achievement gaps that can be anywhere from 2-4 years. Taking action against adversity, including the chronic low achievement that for many poor students begins with a lack of readiness when they enter Pre-K and worsens over their school careers, is the first step in “readiness to learn.”

Extended learning time can dramatically influence a middle school students’ ability and readiness to learn at the appropriate level but instruction cannot be based only on grade level expectations, standards and a curriculum scope and sequence. Strategies and materials have to target a student at the skill level where he is and rapidly scaffold learning so that he accelerates his progress.

Beginning with detailed data on all struggling students, instruction can be tailored to give these students the foundation they’re missing and speed up their progress. Strategies that support acceleration include:

- Breaking concepts into manageable steps to help students develop the necessary pre-skills and prior knowledge
- Using clear, concise language so students grasp concepts the first time they are presented
- Modeling skills and steps needed to complete tasks and ensure understanding
- Giving guided practice to support student learning

- Providing multiple examples in a carefully planned sequence to build independence
- Integrating previously learned knowledge and skills for continual progress and
- Incorporating continuous assessment to monitor student learning

Until the needs and current situation in the school evaluated, it is not realistic to fully plan the instruction to be provided for the most at risk students. However, there is an overwhelming amount of 3rd party research supportive of using the strategies above as part of an explicit instructional approach that has proven to boost student skill mastery in reading, spelling, language arts and math.

Through our partnership with McGraw-Hill, we help students two or more years below grade level to master skills in reading, language arts, and mathematics. Solutions and materials will be recommended based on specific student need and could include any of the following, as examples:

Learning Environment: Students are 1-2 years behind grade level in reading, and need very explicit instruction targeted to their specific reading deficiencies.

Possible solution: intensive instruction focused on priority skills to accelerate instruction using materials sensitive to students' age and interest levels, and content and design of materials that will help engage and motivate young learners (e.g. *Reading Triumphs*, grades K-8).

Learning Environment: Students are 2-4 or more years behind grade level in reading, and need very explicit and increased instruction targeted to their specific reading deficiencies.

Possible Solution: Reading Mastery Signature Edition (K-2) and Corrective Reading (3-12)

Reading Mastery Signature Education provides explicit, systematic instruction in English language reading. The program includes placement assessments and a continuous monitoring system to measure the level of improved student achievement.

Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading significantly below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students.

Jamestown Reading Navigator is an online and print-based program built upon the latest research in adolescent literacy, *Reading Next*. The online component of **Jamestown Reading Navigator** improves students' comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading highly engaging content, viewing interactive multimedia, and writing in response to reading. JRN will:

- Motivate reluctant readers with highly engaging online and print-based content written exclusively for adolescents
- Raise scores on state and national tests with direct, explicit instruction in reading skills and strategies
- Help students transfer reading success to other courses with a strong focus on non-fiction and content area reading strategies
- Provide support for English Language Learners
- Empower teacher decision making with ongoing progress monitoring and a robust online learner reporting system
- Ensure teacher and student success with comprehensive Professional Development and teacher support tools

Learning Environment: Students are 2-4 or more years behind grade level in mathematics, and need very explicit instruction targeted to their specific deficiencies.

Number Worlds **Number Worlds** is an intensive intervention program that focuses on students who are one or more grade levels behind in elementary mathematics. It provides all

the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun. Whether it's time for concept building or skill building, in-depth discussion or assessment, **Number Worlds** keeps learning objectives in focus.

Math Triumphs This RtI Tier 3 program targets students who are two or more years behind in mathematics in mastering the foundational skills and concepts from prior grades that are prerequisites to the current grade level.

- Focuses on the prerequisites for the NCTM Focal Points
- Provides step-by-step instruction and practice to ensure success
- Monitors students' progress through print and electronic resources

Math Triumphs is intended for use as a pull-out intervention for students who are struggling with mathematics concepts two or more grades below their current grade. It is designed to be used in extended day/extended year venues and is designed around the NCTM focal points. Students do not move through the whole program, but thanks to intensive accurate assessment and monitoring are able to work only on the skills they need.

Submitted by: Mosaica Turnaround Partners

Attachment K

Principal Job Description



Mosaica Education, Inc.

Chief Administrative Officer Position Description

Position: *Principal/Chief Administrative Officer (CAO)*

Last Revision: *12-21-06*

Employment Type: *Administration/At-Will/Exempt*

Reports to: *MEI Regional Vice President*

Accountable To: *MEI and School Board of Trustees*

Position Summary: To serve as the Principal/Chief Administrative Officer of the Charter School. Provide school leadership that ensures excellence in teaching and student learning while promoting community support and maintaining efficiency in operation. To insure compliance with all aspects of: state and federal law; board policies and procedures; and compliance requirements of the authorizer.

Primary Tasks⁷:

1. Create a school culture that focuses on student and adult learning.
2. Set high expectations and standards for the academic and social development of all students and the performance of adults.
3. Demand content and instruction that ensures student achievement of academic standards as outlined in the charter agreement.
4. Create a school philosophy that values continuous learning for adults tied into student learning and other school goals.
5. Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
6. Actively engage the community to create shared responsibility for student and school success.

⁷ NAESP in partnership with Collaborative Communications Group, Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do

Characteristic Duties and Performance Standards: (Essential)

1. Articulate a clear vision of the goals, objectives and commitment of the charter school to all stakeholders. Communicate effectively with parents, students, faculty, the board, state authorizer, MEI and community. Communicate board actions to faculty, staff, students, and parents.
2. Recruit, interview and select qualified teachers and other staff. Insure that all new hire documentation is submitted to the appropriate parties in a timely manner.
3. Provide instructional and learning leadership that focuses on the four basic elements of: curriculum, instruction, performance and evaluation.
4. Share responsibility for the development and implementation of the school's strategic plan to insure that educational goals, assessment standards and benchmarks are met according to the charter agreement.
5. Insure and oversee the accurate maintenance of administrative records meeting all state and regulatory requirements.
6. Set job performance standards, and evaluate faculty and staff.
7. Institute a mentoring program for teachers within the school.
8. Oversee and insure meaningful parental involvement in the school and their child's learning.
9. Generate public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program.
10. Oversee the development and implementation of marketing plans to attract students to the charter school.
11. Monitor the school curriculum and the *Paragon Curriculum* to insure proper implementation and assessment and to insure that it is updated annually.
12. Develop and implement a school budget, analyze and control expenditures with an understanding of the relationship between the instructional program and the budgeting process. Supervise and insure that financial reports are completed and submitted to the board in a timely manner.
13. Write proposals for grants and/or oversee grant writing.
14. Supervise and insure the accuracy and completion of the School Improvement Plan, Annual Report, and annual school calendar and submit them to the board in a timely manner. File all required reports with local, state and federal education agencies, Board of Trustees and authorizer.
15. Work with the appropriate staff to develop schedules and staff assignments and to insure the effective and efficient use of time to protect academic subject blocks from disruptions.
16. Communicate policy recommendations for the Board's consideration and action.

17. Serve as chairperson for faculty meetings, academic committees, school improvement committees and administrative committees and attend other committees as needed.
18. Direct and serve as a model to insure the safety, security and attractiveness of the school building and grounds. Oversee the development of a Code of Student Conduct that defines the responsibilities of administrators, teachers, parents, and students in supporting a safe, secure learning environment.
19. Develop, with the school leadership team, the Emergency Response Plan and insure its effective implementation by all staff and students.
20. Provide effective staff and professional development programs that are tied to student learning and match school goals to model continuous professional growth and improved student and teacher performance.
21. Use multiple sources of data collection including standardized tests, portfolios, observations, conferences and grades to assess student performance and to plan instruction.
22. Use technology effectively for administrative, instructional and communications functions.
23. Attend local, state, and national events as much as possible and participate in local and state CAO/principals' associations and the Association of Public School Charter Schools.
24. Be familiar with school law, including the implications on the educational program and on liability. Keep abreast of developments and consult with the board members in times of uncertainty.
25. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards:(Marginal)

1. Perform various assigned responsibilities, as allowed by state and federal law; of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Master's Degree in education, management or related field. A minimum of three years demonstrated work experience as a CAO/principal, assistant CAO/assistant principal or related professional field. State law may require administrator's certificate.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Work on multiple projects and adhere to deadlines.
- Respond to requests by the board, authorizer and parents in a positive and timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.

Submitted by: Mosaica Turnaround Partners

- Motivate and create a shared vision within the school community.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Disclaimer: This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit, or in any way to modify the right of any supervisor to assign, direct or reassign duties and responsibilities of this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

Attachment L

CTB/McGraw-Hill Assessment & Intervention Options

CTB/McGraw-Hill is a leading provider of high-quality assessment products and services that help learners of all ages meet their potential. To achieve this, CTB provides successful paper/pencil and online solutions that play a vital role in education nationally and worldwide. As part of any reform plan, CTB/McGraw-Hill can establish data systems that track student achievement and allow solid decisions about the deployment of interventions and resources to be made available to learners and their teachers. Student interim and formative assessment results from CTB systems are compatible with data management systems, allowing state and district systems to monitor growth in student learning and identify effective instructional practices.

Through our partnership with CTB/McGraw-Hill, we have access to assessments that track student achievement and allow solid decisions about the deployment of interventions and resources to be made.

1. Acuity
 - a. Formative assessment system that includes predictive benchmark tests, that when fully implemented, reliably forecast a student's end-of-year performance and provide diagnostic information for making instructional adjustments to improve that performance.
 - b. Covers grades 3-8 in ELA, mathematics, and science in two grades.
 - c. Common Core aligned items and assessments will be available to Maryland educators in the summer of 2011.

2. Yearly ProgressPro

- a. Online diagnostic assessment, instruction and reporting system to meet the requirements specific to progress monitoring.
- b. Provides Curriculum Based Measurement while monitoring students' academic progress and retention of skills.
- c. YPP delivers pre-built ongoing formative assessments in language arts grades 2-8, and reading and mathematics in grades 1-8. Educators are also able to generate customized assessments using the extensive item bank within YPP.

3. **Data-Driven Classroom Coaching Model (D2C2)**

- a. A flexible and highly customizable professional development process that centers on the full and effective use of student data. Data coaches work directly with Prince George's County administrators and teachers to improve teaching and learning.
- b. D2C2 involves the use of a team of highly skilled consultants with exceptional backgrounds in technology infused instruction, the development of data-driven instructional interventions, and teacher coaching/mentoring.
- c. The model is aligned with the National Staff Development Council Standards and can be used as a means for receiving Continuing Education Units.

Submitted by: Mosaica Turnaround Partners

Attachment M

Sample School Calendar

Prince George's County Public Schools
2011-2012 Tentative School Calendar*

2011

July 4	Monday	Holiday* – Independence Day
August 1	Monday	Ramadan begins**
August 8-19	Monday-Friday	Teacher Pre-Service PD, Coaching, Set-up
August 22	Monday	First day of School for Students
August 30	Tuesday	Eid Al-Fitr**
September 5	Monday	Holiday* – Labor Day
September 23	Friday	Professional Development – <i>Schools closed for students</i>
September 29	Thursday	Holiday* – Rosh Hashanah**
October 5	Tuesday	First Quarter Progress Reports Released
October 8	Saturday	Yom Kippur**
October 13	Thursday	Professional Development – <i>Schools closed for students</i>
October 28	Friday	End of First Quarter (45 days)
November 6	Sunday	Eid Al-Adha**
November 10	Tuesday	Election Day
November 11	Friday	Parent/Teacher Conferences – <i>Schools closed for students</i>
November 14	Monday	First Quarter Report Cards Released
November 23-25	Wed-Fri	Holidays* – Thanksgiving
December 20	Tuesday	Second Quarter Progress Reports Released
Dec 22 & 23	Thurs/Fri	Holidays* – Christmas
December 26-30	Monday-Friday	Winter Break – <i>Schools closed for students & teachers</i> ¹

2012

Jan 2	Monday	School Reopens for 2012
January 16	Monday	Holiday* – Martin L. King, Jr., Day
January 22	Friday	End of Second Quarter (46 days)
February 3	Thursday	Second Quarter Report Cards Released
February 17	Friday	Professional Development – <i>Schools closed for students</i>
February 20	Monday	Holiday* – Presidents' Day
March 7	Tuesday	Third Quarter Progress Reports Released
March 29	Thursday	End of Third Quarter (46 days)
March 30	Friday	Professional Development – <i>Schools closed for students</i>
April 6 & 9	Friday & Monday	Holidays* – Easter
April 7	Saturday	Passover begins**
April 10-13	Monday-Thursday	Spring Break – <i>Schools closed for students & teachers</i> ¹
April 18	Wednesday	Third Quarter Report Cards Released
May 11	Friday	Fourth Quarter Progress Reports Released
May 28	Monday	Holiday* – Memorial Day
June 19	Monday	Last Day for Students – End of Fourth Quarter (44 days)***
June 20	Tuesday	Last Day for Teachers***

190 School Days; 204 for teachers (all teachers treated as “new” in first year); calendar to be adjusted to align w/ Prince George’s and w/ agreement w/ local constituents

Submitted by: Mosaica Turnaround Partners

Attachment N

Financial Forms

**THIS ATTACHMENT IS INCLUDED IN A SEPARATE ENVELOPE
AS REQUESTED IN THE RFP**

Submitted by: Mosaica Turnaround Partners

INSERT BUDGET FROM CARLA

Submitted by: Mosaica Turnaround Partners

MEMORANDUM OF UNDERSTANDING (MOU)

Attachment B

ATTACHMENT B

Agreement

Mosaica Turnaround Partners and Prince George's County Public Schools

Deliverables

Mosaica Turnaround Partners (MTP)

Prince George's County Public Schools (PGCPS)

PGCPS agrees to:

1. Provide staffing up to the staffing ratios for the district;
2. Provide and maintain the facility;
3. Provide access to all technology allotted to each middle school in the system;
4. Allow access to all district-wide professional development opportunities;
5. Provide all curricular documents allotted to district middle schools;
6. Provide access to all assessments allotted to district middle schools;
7. Provide access to an Executive Steering Committee to address district policy.

MTP agrees to:

1. Complete preliminary work prior to opening the school in August, to include:
 - a. Observations of all staff between April 25 and May 30, to make recommendations for staff changes;
 - b. Input into securing new staff for the coming year;
 - c. Hosting parent meetings (at least four) between May, 2011 and August 2011;
 - d. Pre-service orientation of staff to include climate and culture protocols and routines and rituals for classroom instruction;
 - e. A student schedule to maximize learning time, including a plan for extended learning opportunities;
 - f. Placement of two content specialists, a community engagement specialist, a behaviorist, and a data coach in each school.
2. Implement a collaborative planning/data analysis protocol for teachers;
3. Personal Student Achievement Plans for each student by September 30, 2011;
4. Full implementation of PBIS by March 2012;
5. Full implementation of Compass Learning by October 2011;
6. Access to a leadership coach, bi-monthly beginning in September 2011;

7. Establishing a Character Education Program by March 2012;
8. Implement a Managed Performance/Empowerment approach by November 2011;
9. Implement computer adaptive assessments by January 2012;
10. Provide professional development on multiple intelligences by April 2012;
11. Provide professional development on differentiation by January 2012;
12. Establish Professional Development Goals for each professional staff member by October 2011.

Performance Criteria

1. Attain growth in the following metrics:
 - a. Decrease in suspension rates from March 2011 to March 2012;
 - b. Increase in FAS scores from FAS I 2010 to FAS I 2011 by three percentage points in reading and math at each grade;
 - c. Increase in FAS scores from FAS II 2011 to FAS II 2012 by three percentage points in reading and math at each grade;
 - d. Decrease in the number of chronic absenteeism from March 2011 to March 2012.
Chronic absenteeism defined as 10 days absent or more on March 31.
2. Conduct a satisfaction survey for staff and the community by March 31, 2012. Target is 75% satisfaction.
3. Review SIG Monitoring notes. Target is 80% met or partially met in all criteria.