**Cover Sheet- Tier I and Tier II Schools**

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| **School Name:**  Cherry Hill Elementary Middle School  **Address:**  801 Bridgeview Road  Baltimore, MD 21225 | **LEA Point of Contact (POC) Name & Position:** Beth Nolan  Director of Turnaround Schools  **Phone#:** 410-736-9314  **Email Address:**  [BANolan@bcps.k12.md.us](mailto:BANolan@bcps.k12.md.us) | |
| **Grade levels enrolled (SY10):** PK-8 | **Number of Students Enrolled (SY10):**  341 | |
| **Year the school entered school improvement status: 1998** | **Tier Level**  **Tier I X**  **Tier II** | |
| **Differentiated Accountability Status:**  **Focus Developing**  **Focus Priority**  **Comprehensive Developing**  **X Comprehensive Priority** | **School Improvement Status**  **School Year 1**  **School Year 2**  **Corrective Action**  **Restructuring Planning**  **\_X Restructuring Implementation** | |
| **Title I Status:**  **X \_ Schoolwide Program**  **Targeted Assistance Program**  **Title I Eligible School** | **Intervention Model Selected:**  **Turnaround Model**  **Closure**  **\_X\_ Restart**  **Transformation** | |
| **Waiver Request(s):**  **X\_ Requested for this School**  **Not Requested for this School** | **Amount the LEA is requesting from 2010**  **Title I 1003(g) School Improvement**  **Funds for the next three years.** | |
| **Year 1: SY 2010-11** | **~~$919,022.14~~**  **$1,141,506.20** |
| **Year 2: SY 2011-12** | **$1,257,332.39** |
| **Year 3: SY 2012-13** | **$1,257,332.39** |
| **Pre-implementation**  **Activities Yr. 1** | **$268,247.30** |
| **Total Amount of Funding Requested for this school** | **~~$3,701,934.22~~**  **$3,924,418.28** |

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

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

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

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|  | **School Name and Number: Cherry Hill Elementary Middle School Tier: I**  **Intervention Model : RESTART MODEL**  A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter  schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation”  services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school. |  |
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|  | Annual Goals for Reading/Language arts on State assessments (MSA/HSA) for “all students” group and for each subgroup. ***\*Baltimore City Schools determined these***  ***benchmarks using the baseline data from 2009-2010 school year.***  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) |  |
|  | Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup***\*Baltimore City Schools determined these benchmarks using***  ***the baseline data from 2009-2010 school year.***  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) |  |

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

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|  | **Year** | **Actual**  **Overall** | **Overall** | **African-American** | **FARMS** | **Special Education** |  |
| Q1 baseline | **60.4** | 60.4 | -- | -- | 44.4 |
| Q2 | **85.2** | 67.5 | 27.2 | 27.2 | 56.8 |
| Q3 |  | 74.5 | 54.4 | 54.4 | 69.2 |
| Q4 |  | 81.6 | 81.6 | 81.6 | 81.6 |
| Attendance Data | | | | | | | |

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|  | **2009** | **2008** | **2007** |
| **Average Daily**  **Attendance** | 93.36 | 93.5 | 92.6 |
| Missing <5 days | 34.08 | 32.51 | 25.2 |
| Missing >20 days | 12.73 | 14.84 | 21.8 |

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|  | **%** | **%** | **%** |
| SPED | 15.2 | 14.9 | 15.6 |
| FARM | 92.8 | 87.1 | 80 |
| ELL | 0 | 0 | 0 |
| **Suspension Rate** | **20.5** | **17.2** | **42.5** |
| Long term  Suspensions | 8 | 4 | 2 |
| Short term  suspensions | 72 | 64 | 162 |
| Persistently  Dangerous | 7 | 4 | -- |

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| **Restart Model** | | | | | |
| **Data Point**  **From Needs**  **Assessment** | **School Needs Assessment** | **Strategy to Address the Need** | **Person(s) Responsible** | **Estimated**  **Date of**  **Completion** | **Documentation that can Used as**  **Evidence of**  **Successful**  **Completion** |
| Student  Profile | Enrollment: 2010 – 342; 2009 – 391; 2008 – 396. | Needs Assessment #1:  ~~All students in Cherry Hill will be returning to Cherry Hill.~~ Students with Special Needs: The primary strategy for special education will be inclusion, although Friendship has significant experience in Baltimore working with students who’s IEPs require more restrictive environments.  Attendance: Any students who have significant attendance concerns and who do not meet adequate attendance rates will be placed on an intervention plan, such as: regularly scheduled home visits, phone calls to parents, and/or coordination with social service agencies, scheduled hearings and court referrals  Transition: ~~Over the summer, the operator will work with the Turnaround Office to get the names of students who are at risk (chronic absenteeism, course failure, behavior concerns) and~~ Plan interventions for these students when the school year begins; to include scheduled conferences with families around attendance, academic and behavioral concerns. | ~~Chris Maher, Deputy CAO,~~  ~~Katherine Reed, Director of~~  ~~Operations,~~  ~~Principal, SST Chair, IEP Chair.~~  Friendship Academic/  support Team; Principal; School based administrative/ academic team | Summer intervention  completed  by 08/15/11.  Attendance and SST are ongoing throughout the year.  2012-2013  2013-2014 | Phone log and home visit documentation,  SST notes, IEP  meeting documentation. |

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| Staff Profile | More than 50% of the teaching staff has less than 5 years  experience, and instructional leadership is new in the last year. This requires a significant investment in professional development, especially in the first year of the re-start grant. | | | | | | | Needs Assessment #2:  ~~Zero-base staff.~~  ~~Conduct classroom visits and personal interviews with all members of instructional staff in the building.~~  Engage in partnership with the Urban Teacher Center to create a pipeline of student teachers who will be prepared to fill vacancies. | ~~Christopher~~  ~~Maher, Deputy CAO; Katherine Reed, Director of Operations; Daniel Byerly, Director of~~  ~~PLCs; Tovah Koplow, Lead Coach; Terri Coffer, perk specialist~~  Friendship Academic/  support Team; Principal; School based administrative/ academic team | 7/1/2011; September  1, 2011  2012-2013  2013-2014 | ~~At least 33% of the instructional staff in the school will not~~  ~~be renewed.~~ A  contract with the Urban Teacher Center will be signed and four  student teachers may work at Cherry Hill. |
| Student  Achievement |  | | | | | | | Needs Assessment #3:  ~~Director of Instruction - to rapidly improve the academic achievement of the students of Cherry Hill and to create a culture of learning that lasts beyond our initial three-year commitment. The primary role of~~ Administrative/ academic team will be ~~to work as~~ a member of the principal’s Instructional Leadership Team to ensure that the ~~Friendship model~~ Instructional Framework is driving instruction in every classroom, and that there are consistent practices throughout the school. | ~~Chris Maher, Deputy CAO;~~  ~~Director of~~  ~~Instruction, all additional team members listed in areas below will impact student achievement.~~  Friendship Academic/  support Team; Principal; School based administrative/ academic team | 1-Aug-11  2012-2013  2013-2014 | Specific state testing targets will be  established in the  MOU with Baltimore City Schools |
| **Average Scale Scores by grade/subject** | | | | | | |
| Grade | 2010 | | 2009 | | 2008 | |
| Avg.  of Rdg | Avg of  math | Avg.  of Rdg | Avg of  math | Avg.  of Rdg | Avg of  math |
| 3 | 376.66 | 377.15 | 382.88 | 388.59 | 372.59 | 371.09 |
| 4 | 374.68 | 396.22 | 367.55 | 388.66 | 371.36 | 381.82 |
| 5 | 356.18 | 362.47 | 389.03 | 390.00 | 392.14 | 391.45 |
| 6 | 364.52 | 357.43 | 382.09 | 397.73 | 388.87 | 410.47 |
| 7 | 324.59 | 343.17 | 394.45 | 381.97 | 388.65 | 376.65 |
| 8 | 393.23 | 389.83 | 376.83 | 366.5 | 378.74 | 387.68 |
| The school is far from AYP in most tested subject areas, with declines at most grade levels demonstrated in the last available year of data. Upper Elementary and Middle school  grades generally are significantly farther from AYP than early elementary school grades. | | | | | | |

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| Rigorous  Curriculum | The curricula are in compliance with state standards, however  the school data indicates that there may be ineffective implementation of the curriculum. | Needs Assessment #4:  ~~Building on research on highly effective, high achieving schools that serve high percentages of children in poverty, Friendship does not disseminate prescriptive curriculum maps, unit plans, and lesson plans from its central office. Instead, it promulgates a clear set of pacing guides, standards, and rubrics to develop and evaluate the effectiveness of such tools.~~ Based around the BCPS curriculum, mapping and unit planning are a substantial component of Friendship’s pre-opening professional development for every campus. Cherry Hill will be no exception.  While curriculum maps and the first several unit plans will be developed prior to the beginning of school, the development process will continue in an iterative fashion on a timeline aligned to the overarching data cycle. | ~~Director of Instruction, Director of~~  ~~Data/Assessment~~  ~~, Director of~~  ~~PLCs~~  Friendship Academic/  Support Team; Principal; School based administrative/ academic team | 27-Aug-11  2012-2013  2013-2014 | Annual Curriculum maps/unit plans which reflect state standards and serve as the framework for lesson plans. |

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|  |  | The first week of each data cycle has its focus on a data-driven evaluation of the curriculum maps and the unit plans based on the ~~results of both interims and teacher-created assessments~~ district benchmarks deployed during the prior data cycle. In summary, the intensive, collaborative process of curriculum development which begins during pre-opening professional development carries through into the weekly data conversations and collaborative planning of increasingly proficient and reflective practitioners.  Essential questions and themes frame unit plans and push students to solve tough problems. Typical implementations have included Smart Labs (designed by Creative Learning Systems, Inc.), extensive use of interactive white boards, and significant investments in instructional software and hardware. These tools are essential to effective differentiation of instruction. In addition. ~~Therefore, City School is requesting 230 student computers to increase the use of these materials. In addition, there is a significant technology component to teachers planning work.~~  Teachers engage in a rigorous introduction to Friendship’s data analysis methodology. |  |  |  |

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|  |  | Therefore, City Schools is requesting  230 student computers to increase use of these materials. In addition, there is a significant technology  component to teachers planning  work. ~~For example, well before to the first day of school, Teachers engage in a rigorous introduction to Friendship’s data analysis methodology, our proprietary pacing guides and curriculum resources, and aligned assessment tools.~~  Intervention and enrichment programs and activities support the academic needs of the students to include extended day, compass learning and after school activities. Extended day is an opportunity to increase each student’s achievement and practical application of reading and language arts by providing an additional academic time block. Students participate in extended learning time block 5 days a week. Students will be in engaged in one of the individual components of balanced literacy (read aloud, word study, shared reading, and guided reading, independent reading guided reading). Students will be grouped based on reading level and on-going assessments will occur to determine growth. |  |  |  |
| Instructional  Program | Some teachers differentiate instruction based on class data.  While training has been provided, it is not clear that this is not a practice used effectively by all teachers. Assessments are used in alignment with the district calendar. The link between assessment data and adjustment of classroom instruction does not appear to be a pervasive school wide practice. | Needs Assessment #5:  All classrooms should reflect the non-negotiables outlined in the Instructional Framework ~~Friendships instructional model, DICE (Data, Instruction, Culture, and Environment).~~   * Inquiry based approach for sciences. * Gradual release model used for humanities courses. * Focus on balanced literacy and numeracy approach that includes readers and writers workshop across the curriculum. * Elementary grades focuses on using centers to meet needs of diverse learners. | ~~Chris Maher,~~  ~~Deputy CAO; Michael Cordell, CAO; Domari Dickinson, Instructional Performance Coach; Sherri Holmes, Instructional Performance Coach~~ | 27-Aug-11  2012-2013  2013-2014 | ~~DICE~~ Instructional Framework documents used throughout the year to provide formal and informal feedback to teachers.  Data Talk- SANE |

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|  |  | The hallmark of the Friendship classroom is the effective differentiation of instruction to meet the ongoing needs of both advanced and struggling learners. Friendship recognizes that effective differentiation is a demanding practice for many teachers and has dedicated significant resources to developing trainings and implementation protocols to support teachers in achieving proficiency in data-driven differentiation. Friendship supports teachers through the use of a variety of formative, summative, standardized, and performance-based assessments to ensure that teachers have adequate information for differentiation of instruction. These tools are utilized in the Friendship data cycle. During  week two by the end of the first data cycle, teachers who are trained in the methodology begin grouping, differentiating, and intervening with students to ensure that instruction is individualized to meet the needs of the learner. Key questions that drive this work are:  • ~~What do we do when students have not learned?~~   * ~~What do we do when students have learned?~~ | Friendship Academic/  support Team; Principal; School based administrative/ academic team |  |  |

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|  |  | 1. What is the learner centered problem- Step 4 2. What is your problem of practice- Step 5\   Teachers utilizing this approach group students into intervention groups and brainstorm opportunities for each group  Examing your instruction (Datawise cycle)- dig into data, looking into student work to find the strengths and gaps and determine why they exist by asking why and ask why unitl we get to a teacher action.  *~~Reflection~~* ~~– A key component of the Friendship design is reflection. Teachers are encouraged to regularly reflect on practices to determine their effectiveness in reaching the learners that they serve. The following reflection protocol is designed to help teachers reflect on their practices:~~  ~~Reflect and Improve Protocol~~   * ~~Materials: lesson plans (action plans), evidence from re-assessment.~~ * ~~Protocol Goal: All teachers will report out on their actions following guiding questions.~~   ~~1. Did we follow through on our actions? Did they make a difference? How do you know?~~  ~~2. What do we need to improve? How do you know?~~ |  |  |  |

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|  |  | ~~3. What did we do well through the first data meeting analysis, action and follow through? 4. What skills do people need? 5. What additional support do people need? 6. What is our plan for improvement?~~ |  |  |  |
| Assessments | Teachers must be capable of accessing the district systems to  access their benchmark data and use software to analyze the data. It is not apparent that a coordinated school wide effort ensures all teachers are using formative, interim and summative assessments to inform their teaching. Evidence of effective informal assessment to gauge mastery of objectives e.g. daily exit slips, is limited. Increased professional development must be provided to teachers to facilitate this. | Needs Assessment #6:  Balanced assessment system that looks at formative interim assessments ~~on an 8 (4) week cycle~~ aligned to district created benchmark assessments back mapped from state assessment.  Dedicated Staff for Data Support ~~The Baltimore Friendship Director of Data and Assessment will spend a portion of her time at Cherry Hill in order to:~~ School administrative and academic team will:   * ~~Create~~ Monitor benchmark assessments in all tested grades and subjects. ~~for the three schools.~~ * Oversee the administration of grade level equivalent examinations at beginning and end of academic year to determine growth in reading and math. * Oversee implementation of quarterly benchmarks to measure student growth in tested subject areas, including the Maryland State Assessment areas (math, reading, science). | ~~Chris Maher,~~  ~~Deputy CAO; Shayla Cornick, Assessment Specialist; Director of Data/Assessment~~  Friendship Academic/  support Team; Principal; School based administrative/ academic team | August 27,  2011;  quarterly  and mid-unit assessments on an ongoing  basis  2012-2013  2013-2014 | A Data Cycle will be established.  Benchmark assessments across subject areas will be utilized. |

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|  |  | The Data and Assessment Coordinator will support teachers and school leadership teams on quality data talks, and monitor the quality and frequency of these talks throughout the school year. |  |  |  |
| School  Climate and  Culture | There is a lack of school and community partnerships. A  coordinated effort involving community partners would be beneficial to students. Classroom management strategies across grade levels are inconsistent. PBIS is not fully integrated into the culture. There is no common language in place to encourage high expectations and there is only limited positive teacher student interaction. Students with at-risk indicators (over age, low achievement, truancy, behavior) must be identified over the summer and plans should be put in place to address these students' needs. A school wide safety plan must be implemented to improve the school climate. | Needs Assessment #7:  School-wide culture plans created ~~with Lee Canter~~ focused on PBIS when possible and directly connected to the school SST referral process. ~~Friendship will engage with community partners specializing in conflict resolution.~~  A successful implementation of the Friendship school design is predicated on the clear\ communication and consistent enforcement of behavioral expectations for students and for adults, including a school-wide uniform policy. In turnaround schools, which are plagued by long term academic and cultural challenges, the positive, asset based approach to student behavior management articulated by the PBIS framework is a necessary, but not sufficient element.  The Staff Associate will support school climate and culture to include PBIS, school-wide behavioral management plan, Chair of the School Family counsel and supervises the Parent Liaison and Parent Liaison Associate. | Chris Maher, Deputy CAO;  Cherry Hill  Administrators; Michael Prada, consultant  Friendship Academic/  support Team; Principal; School based administrative/ academic team | 27-Aug-11  2012-2013  2013-2014 | School Behavior  Management Plan will be written. Positive Behavior  Incentive System  and Hierarchy of Consequences will be posted and utilized in every classroom. |

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|  |  | In such environments, it is crucial to  focus significant attention on the underlying behavioral inputs of leadership, faculty, and staff. Friendship’s comprehensive approach to both adult behavioral inputs and student behavioral outcomes integrates all academic and support services as part of a single comprehensive framework. As part of the overall change within the building, the school *will empower students.* As part of the overall effort to help students make positive short and long-term choices, the school will help students increase their perception of control over their environment by showing them how to better manage their own stress levels. ~~Instead of telling students to act differently, teachers and other adults will take the time to teach them~~ *~~how~~* ~~to act differently by:~~  ~~• Introducing conflict resolution skills, e.g. teach students a multistep process for handling upsets, starting with step 1:~~  ~~"Take a deep breath and count to five.”~~  ~~• Teaching students how to deal with anger and frustration (e.g., counting to 10 and taking slow, deep breaths).~~ |  |  |  |

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|  |  | • ~~Introducing responsibilities and the value of giving restitution. In schools that embrace restitution, students understand that if they disrupt class, they need to “make it right” by doing something positive for the class. For example, a student who throws objects in the classroom may be assigned a cleaning or beautification project for the room.~~  ~~• Teaching students to set goals to focus on what they want.~~  ~~• Role-modeling how to solve real-world problems by sharing an actual or hypothetical situation and talking through potential solutions to the problem--such examples show students how to take responsibility for and resolve the challenges they face in life.~~  ~~• Giving students a weekly life problem to solve collectively.~~  ~~• Teaching social skills, e.g. before each social interaction (e.g., pair-share or buddy teaching), asking students to make eye contact, shake hands, and give a greeting and then having students thank their partners at the end of each interaction.~~ |  |  |  |

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|  |  | • ~~Introducing stress reduction techniques, both physical (e.g., dance or yoga) and mental (e.g., guided periods of relaxation or meditation).~~   * Conflict resolution, anger management and character education will be supported by the school counselor and parent liaison with support from community partners; Harbor Health and Safe Streets of Cherry Hill. |  |  |  |
| Student,  Family, Community Support | The school has a base level of parent participation but this  needs to be further expanded in order to ensure parental support of the school's code of conduct and all efforts to increase student achievement. | Needs Assessment #8:  ~~A part-time Community Engagement Director,~~ School Guidance Counselor and/or parent liaison will facilitate monthly parent and community meetings. ~~Friendship has an exemplary track record engaging the communities in which it has operated schools over the last twelve years. Friendship intends to leverage its existing community engagement staff and infrastructure to maximize community support of its partnership with City Schools to turn around Cherry Hill.~~  ~~Friendship Public Charter School has served children and families throughout the metro area since 1998. It is evident that the success of current campuses in the community has led to a great deal of student and family interest in Friendship schools, and it is trivial to say that the cornerstone of Friendship’s outreach strategy will be to tout the success of the programs it currently operates.~~ | Friendship Academic/  support Team; Principal; School based administrative/ academic team | 30-Jun-11  2012-2013  2013-2014 | Families  will visit one of the  monthly parent nights.Representatives of community-based organizations will attend. |

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| **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** |
|  |  | ~~It is well known that students and~~  ~~families are interested in the existing campuses, and Friendship will utilize this interest as a means of building support for its work at Cherry Hill. Friendship is confident that it will be able to attract community support for the transformation of the school.~~  ~~Friendship will employ the following outreach strategy which will involve three stages (though stages 2 and 3 will be concurrent):~~  ~~1) Produce all relevant materials (in English and Spanish), including a) Posters outlining the new~~  ~~program, our mission, philosophy on education, curriculum highlights, open enrollment eligibility for all local students, and registration information for new students~~  ~~b) Fliers outlining the new program, our mission,~~  ~~philosophy on education,~~  ~~curriculum highlights, open enrollment eligibility for all local students, and registration for new students~~  ~~2) Disseminate marketing materials by:~~  ~~a) Canvassing homes in the surrounding neighborhoods~~  ~~with fliers~~ |  |  |  |

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| **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** |
|  |  | ~~b) Posting posters and leaving~~  ~~fliers at local businesses, libraries, doctor offices, social service agencies, etc.~~  ~~c) Mailing letters to local residents~~  ~~3) Communicate with local residents and their children at~~  ~~a) Parent Meetings~~  ~~b) Community events hosted by a variety of community groups.~~  ~~Through these channels of Media and~~  ~~Grassroots Marketing, Friendship will successfully reach out to the community. Moreover, the following~~  ~~strategies provide a more detailed~~  ~~account of our marketing strategies and how we will work with both the community and our partners to engage the community.~~  ~~Press Releases and Marketing Communications: Friendship will capture key information about the new program and address common questions parents or members of the community have about the partnership. Key information will be shaped into messages that can be communicated in all subsequent media operations.~~ |  |  |  |

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

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

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

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| **Restart Model** | | | | | |
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|  |  | ~~Ideally, this will take place at the~~  ~~school and Friendship will be in a position to inform them of scheduled changes to the facility so that parents and students can get a clear sense of what the transformed school will~~  ~~look like both physically as well as culturally and academically. Allowing parents the opportunity to ask questions directly is essential.~~ |  |  |  |
| Professional  Development  Professional Development (continued) | Professional development must provide teachers with instructional methods, technology utilization in the classroom  and for data analysis, and behavior management. The school's professional development plan must include a method for  assessing the professional development to ensure that it is  effective. | Needs Assessment #9:  Summer Professional Development – Provide additional days of professional development beyond the Baltimore Teachers’ Union Contract in summer to all teachers on the use of data, high-impact instructional practices, creating a college-going culture, and a classroom environment conducive to learning. This professional development will be based on student data to offer differentiated PD. delivered by Friendship team members, and school based staff. ~~in addition to national experts such as Lee Canter.~~  For professional development throughout the year, Instructional Performance coaches will work with teachers identified as in need of assistance. | Michael Cordell, CAO;  Christopher  Maher, Deputy CAO; Domari Dickinson, Instructional Performance Coach; Tovah Koplow, Lead Coach; Katherine Reed, Operations Specialist;  Sherri Holmes, Instructional Performance Coach; Cecelia Brady-Hudley, Director of Guidance; Daniel Byerly, | 8/27/2011;  2012-2013  2013-2014 | Professional Development sign- in sheets will be provided. Evidence of the implementation of the content of these professional development sessions will be available on practices in teacher classrooms throughout the year.  This will lay the foundation for classroom expectations. Administrators will be trained on how to look for these practices throughout |

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| **Restart Model** | | | | | |
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|  |  |  | Director of  PLCs; Shayla Cornick, Data Specialist  Friendship Academic/  support Team; Principal; School based administrative/academic team |  | the year, and  informal teacher feedback forms will be designed for use throughout the year. |
| Organiza- tional  Structure and  Resources | The school budget must be aligned to programs that will facilitate the accomplishment of the school's goals -  increasing student achievement, attendance, and school safety. | Needs Assessment #10:  Collaborative planning time and data talks for teachers. Structures established for the behavior management plan that includes school-wide acronyms for daily student transitions (inside and outside the classroom), a hierarchy of consequences, and uniform classroom rules and school-wide expectations.  The Teacher Mentor will support new teachers (1-3 years) with unit and lesson planning, use of instructional materials and individual and small group professional development. | Chris Maher, Deputy CAO;  Katherine Reed, Director of  Operations;  Cherry Hill  Administrators  Friendship Academic/  support Team; Principal; School based administrative/ academic team | 27-Aug-11  2012-2013  2013-2014 | Master Schedule  Documents for School wide processes |
| Comprehen-  sive and Effective Planning | The restart school must establish a strategic plan that includes  evaluation of the strategies, and re-strategizing to ensure attainment of the goals - increasing student achievement, attendance, and school safety. | Needs Assessment #11:  Strategic Plan – A year 3 strategic plan that is aligned with district needs assessments and resources will be created with input from Friendship, City Schools and Cherry Hill leadership and stakeholders (SPP). | Chris Maher,  Deputy CAO; Michael Cordell, CAO; Cherry Hill Administrators  Friendship Academic/  support Team; Principal; School based administrative/ academic team | 15-Aug-11  2012-2013  2013-2014 | Strategic plan will  be finalized. |

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| Effective  Leadership | Baltimore City Schools staff found that current leadership has  improved instructional practices, but student achievement, attendance and safety data have not improved. | Needs Assessment #12:  Leadership Development (Professional Development) – Send Cherry Hill Principal leadership team to Harvard Graduate School of Education’s National Institute for Data Wise.  Leadership Development (Capacity Building) - Provide a summer Professional Learning Community retreat for the instructional leadership team of Cherry Hill to meet with the ILTs of other campuses in order to establish a network of support and create common best practices. | Chris Maher,  Deputy CAO; Director of Instruction; ILTs from FAST, FAET,  Calverton.  Friendship Academic/  support Team; Principal; School based administrative/ academic team | 27-Aug-11  2012-2013  2013-2014 | The leadership team will receive certificates from  Harvard in Urban  Leadership. They will use the knowledge and skills they gain to  inform the revisions of their School Improvement Plan so that the plan reflects the new school model being implemented in the school year. |

**Restart Model**

**Describe the LEA’s Restart Process**

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

• Issued Restart/Turnaround RFP on Aug 10, 2010

• Pre-Proposal Orientation Conference held Feb 11

• Proposal deadline Aug 30, 2010

• Received 9 applications; 5 applications deemed unresponsive by Evaluation Committee; 4 applicants granted an interview

• 2 applicants were recommended to the Board (One Bright Ray and Mosaica Turnaround) as additions to the District Turnaround Operator Pipeline

• Applicant Interviews Sept 21, 2010. Evaluation Committee included representative from Chief Academic Officer’s Office, Teaching and Learning, Student Services, Office of New Initiatives, Chief of Staff’s Office, Department of Research, Evaluation & Accountability - Evaluation Committee Recommendations Mar 4

• Board of Ed Commissioners vote to approve recommendation February 8, 2011

• Turnaround/Restart School Community Meetings held March 2, 2011 at Cherry Hill Elementary/Middle School at 5pm

• Matching recommendations presented on March 8.

o Restart operator for Cherry Hill Elementary/Middle School will be Friendship Schools.

**The Context**

On August 10, 2010 City Schools released “2011-2012 Turnaround School Application”. City Schools, through the Office of New Initiatives (ONI) invited responses from organizations that were interested in assisting City Schools by serving as Turnaround Operators on an as needed, when needed basis in support of District efforts to turn around

chronically low-performing schools. The District solicited proposals from for-profit and non-profit organizations, including educational management organizations (EMO), founders or principals, community organizations, foundations, colleges and universities. Those organizations with a focus on STEM, integrated arts programming, project-

based learning curriculum, and International Baccalaureate were highly encouraged to apply. In addition, those applicant organizations with specific turnaround experience

were given extra consideration. This August 2010 request added to the pool of existing operators who were selected in February of 2010.

**Restart Model**

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

**Experience & Capabilities**

All proposals were due to the City Schools Office of Materials Management no later than 12:00pm on August 30, 2010. All proposals were submitted via attachment to a

dedicated City Schools’ email address. The Office New Initiatives was the lead project management team. Applicants were asked to provide evidence of a track record of success in a turnaround environment as well as the demonstrated organizational capacity to operationalize their turnaround plan. Each plan was required to address specific questions pertaining to their Turnaround Mission and Vision; Education Plan; Leadership and Operations Plan; School Climate and Culture; Community Involvement and Finance. In their descriptions Applicants were asked to describe and/or provide evidence of:

1. Experience in providing the same or similar services. They were asked to include a summary of the services offered including the number of years the Applicant provided these services; the number of clients and geographic locations the Applicant currently serves, etc. and has served; and if a past customer, why the Applicant is no longer providing services;

2. Verifiable data (names of schools, addresses, dates, etc.) that demonstrates the Applicant’s effectiveness in increasing student academic achievement in a Restart or

Turnaround.

3. Organizational chart of the Applicant organization showing the major components of the unit(s) that will be performing the requirements of this contract; where the management of this contract will fall within the organization; and what resources will be available to support this contract in primary, secondary and back-up roles.

4. Name all key personnel who will perform work under this contract and include each individual’s resume. Include work history, qualifications and experience, educational background and indicate the proposed role/function of each individual.

5. At least 5 references from its customers who are capable of documenting the following: a) the Applicant’s ability to manage similar contracts, b) the quality and

breadth of services provided by the Applicant under similar contracts.

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

**Evaluation & Selection**

Evaluation of the proposals was performed by an Evaluation Committee established for that purpose. The Committee evaluated each application proposal by assessing the applicant’s approach to satisfying the requirements; applicant’s experience and capabilities/references; and the applicants fiscal Integrity/financial stability. Proposals and

financial proposals were not distributed to the committee until after the technical evaluation was completed. The Committee was given the authority to determine which proposals met the basic requirements of the initiative. As part of this evaluation, the Committee held discussions with all qualified Applicants. Applicants with technical

proposals that were ultimately deemed reasonably susceptible of being selected and who were determined to be “responsive” were considered “Qualified Applicants.” Any Applicant that did not meet the requirements was declared “not responsive” or “not reasonably susceptible of being selected for an award.” On September 21st, 2010, the Evaluation Committee met with four applicants deemed to be responsive. Applicants were asked to make an oral presentation to the Evaluation Committee. The purpose of the oral presentation was to provide Applicants with an opportunity to clarify their proposal submission and substantiate their proposal representation. Applicants were told that the Committee will recommend the Applicant(s) whose overall proposal provides the most advantageous offer to City Schools.

**Restart Model**

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

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

**Stakeholder Involvement:**

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were

consulted during the needs assessment and intervention selection and design process. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.

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

An extremely important part of this review process is community participation. City Schools urged the public to provide input to inform the process and to help make sure City

Schools is taking the necessary steps to meet its students’, families’ and school communities’ needs.

• September 16- Meeting with school community about possible changes for next year

• October 7-Community Meeting with Stakeholders about potential plan

• October 18th- Leadership presentation of Community Recommendations to the Expanding Great Options Team

• November 16- Public Board Meeting to present EGO recommendations (City Schools Central Office 6 PM)

• November 17-22- Staff Meeting at Cherry Hill

• December 1- School-based parent and community meeting

• December 8 – Public Hearings on EGO Recommendations (Baltimore Polytechnic Inst. 10:00am-12:00pm)

• December 11 – Make-up Public Hearing on EGO Recommendations (City Schools Central Office 6:00pm-7:30pm)

• Written Comment accepted through December 23 (5:00pm)

• January 11 - Baltimore City Board of School Commissioners Voted to Approve the EGO Recommendations

• January 25 – Board Written Opinion posted on web site

• March 2 – Cherry Hill Elementary/Middle School Turnaround/Restart Community Meeting

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

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

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

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

City Schools reviewed its school portfolio and developed a set of recommendations to transform or close its lowest-performing schools with middle and high school grades. A

cross-functional team comprised of all City School departments was impaneled in support of the Expanding great Options 2011-2012 initiative.

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

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

In the past, new schools were left to enter the staffing process and compete for talent with other schools in the district. In support of the turnaround and restart models, the

Office of Human Capital (OHC) modified communication and recruiting practices to provide greater access to employees for these schools.

**Communication**-

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

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

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

**Teacher Recruiting-**

During the district’s voluntary transfer process, we developed a process for restarts/turnarounds to have first access to the strongest candidates. In the past, the voluntary transfer list was posted on a common dashboard, and all principals had equal access. This year, the report was culled three times for primary review and action by turnarounds

and restarts. The schools were able to initiate discussions with HQ teachers. This ‘first bite at the apple’ allowed for the schools with the highest need to get the highest priority in staffing their schools with the best, most qualified talent. The early communication points led to earlier interviews.

The interview process was ramped up for these schools. Where a simple interview may have been the protocol, both external operators and central office staff developed a

rigorous process which included face to face interviews, a review of student data, sample lessons (in some cases), instructional observations, and feedback from existing leadership. These schools used considerably more data points - on a larger scale - than ever before to evaluate and recommend staff.

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

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

Cherry Hill ES/MS is a Title I school operating a Schoolwide Program. Its Title I Part A award is $ 334,233.00. It currently receives $ 66,890.00 (IDEA),

$1,605,032.48 (Fair Student Funding) and $ 18,445.00 (Third Party Billing) which support the coordination of efforts between other sources of funds and the School Improvement Grant. Each of the funds will support implementation of City Schools’ Essentials to include Essential #5: Resources that Promote High Achievement for Every student as indicated by the following:

1) The school hires, assigns, and retains highly qualified staff based on student needs within union contracts;

2) The school aligns people, time and money to support instruction

3) The school secures and aligns external resources with school goals; and

4) The school is transparent about all budget decisions.

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

Sample Bi-weekly Report

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

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

referred for additional support resources.

**Restart Model Addendum: Pre-Implementation Activities**

**Pre-Implementation Activities:**

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its

preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the

LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

As soon as it receives the funds, the LEA may use part of its first-year allocation for

SIG related activities in schools that will be served with federal FY 2010 SIG funds. Below is a list of allowable pre-implementation activities. The following allowable activities are listed in the LEA Application. LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model and be fully implemented prior to the beginning of the 2010-

2011 academic school year.

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

Family and Community Engagement: Friendship will work with the principal to identify a parent leader who will be provided with a stipend to engage the parents and community members through a series of summer meetings, and to conduct

quarterly parent data nights during the academic year to discuss student achievement with a goal of more than 50% participation by school families. Friendship will host a community meeting over the summer with elected officials and community leaders from the district to share the plan for improvement at Cherry Hill, and to receive feedback.

The district will hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement

plans in line with the intervention model selected. The District will communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through

press releases, newsletters, newspaper announcements, parent outreach coordinators,

hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or

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

**Professional Development and Support**

• Leadership skills and practices will be developed in two ways over the summer- 1) Harvard’s Urban Leadership Series and 2) Friendship based training that distills learnings from Harvard and the Friendship model into a school-specific implementation plan and builds a professional learning community among the Friendship Principals in Baltimore City Schools.

• The PD will introduce staff to the DICE Instructional Model that Friendship utilizes.

• Introduce staff to set expectations for staff and school wide behavior plan.

• Train teachers in the model of classroom mgt. that is based on the tenants of

Lee Canter’s practices.

• Build curriculum maps with all staff.

• Training staff on assessment tools.

• Culture-building activities and setting benchmarks for the student achievement progress over the year.

• Introduce the school to the Friendship Professional Learning Community through attendance at the Friendship Convocation two-day conference. This two-day conference in DC will also expose staff to the national best practices.

• Building the team’s belief that the Friendship model will yield their success as a Cherry Hill Staff.

**Training Costs**: **Approx. Cost $155,000**

**Stipends for teachers and principal: Approx. Cost $94,947.30**

**Staffing:**

Friendship Staff will do a national search for highly qualified teachers for Cherry Hill.

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

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

**Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that

may be necessary to assist in planning for the implementation of an intervention model.

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

**Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic

standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from

one grade level to another, collaborating within and across disciplines, and devising

student assessments.

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.

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

**Preparation for Accountability Measures:**

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

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

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

**Uniforms: Approx. $1,500**

**Food for Meetings: Approx. $800**

**Materials and Supplies: Approx. $1,000**

**Total Approx. Cost : $268,247.30**