

**TITLE I 1003(g) SCHOOL IMPROVEMENT GRANT**  
**SY 2010-2013**

**REQUEST FOR PROPOSAL COVER SHEET**

**LOCAL SCHOOL SYSTEM:** BALTIMORE CITY PUBLIC SCHOOLS

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**DATE SUBMITTED:** June 30, 2010

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## Executive Summary

### **Background**

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

Through *Expanding Great Options*, City Schools began to link school performance and parent choice to facilities improvements and new school creation strategies, and set about ensuring the emergence of a system of great schools. *Expanding Great Options* continues to be driven by City Schools' commitment to providing great school options to all students, the focus of this year's recommendations was on the transformation—and in some cases closure—of the lowest-performing schools with secondary (middle and high school) grades. City Schools proposed accomplishing this through a range of recommendations, including expansion of pre-K-8 programs and middle school choice.

In the fall of 2009, City Schools analyzed data for schools with the lowest state test scores in SY08-09. The analysis reviewed 60 schools on the following: student achievement and enrollment trends; previous intervention strategies, such as changes in leadership or actions under last year's *Expanding Great Options* process; fiscal sustainability; building utilization rate and condition; geographic location and school options in the area; and rubric scores on the five characteristics of a successful school developed by City Schools in partnership with Education Resource Strategies, a nonprofit consulting firm specializing in urban education reform.

### **School Improvement Grant**

*Expanding Great Options* brought with it another unique thrust this year -- a chance to leverage federal stimulus dollars under the American Recovery and Reinvestment Act of 2009 (ARRA). Under ARRA, school systems are eligible to receive "School Improvement Grants" to transform their lowest-performing schools. These grants present new opportunities for transforming low-performing schools, allowing City Schools to advance its *Expanding Great*

*Options* goals more broadly and strategically. City Schools will receive more than \$25 million in federal Title I School Improvement Grant funds.

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

ARRA also makes available stimulus dollars to strengthen instructional capacity at schools that are not proposed for replacement or closure, and City Schools also incorporated these opportunities into its Expanding Great Options 2010-2011 recommendations for transforming and closing its lowest-performing secondary schools. Five schools were chosen for "restart," meaning that an external partner was selected to work with the school on climate, attendance, and academic measures. Those five schools are Calverton, William C. March, Commodore John Rodgers, Garrison, and Chinquapin/Baltimore IT Academy. Two schools were chosen for "turnaround" and those schools are Booker T. Washington and Augusta Fells Savage.

### **Overview of Schools**

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

**Commodore John Rodgers Elementary/Middle School** is partnered with the Living Classrooms Foundation (LCF), which operators The Crossroads School, a successful charter middle school in the same community. Commodore John Rogers will have a new principal this

year and teachers were asked to reapply for their jobs. Under the leadership of LCF, this school has been identified as a site for National Board Certification by the Maryland State Department of Education and teachers will receive tremendous amounts of coaching, mentoring and professional development. The school will have an extended day in SY 2010-11. Other hallmarks of the school will include the following: technology will be infused into the classroom; a Dean of Students will be responsible for extensive community outreach; and students will begin to develop portfolios which are presented to the community three times per year.

The school program at **Chinquapin Middle School** closed at the end of the 2009–10 school year. The Baltimore IT Academy (BIT) will replace Chinquapin for the 2010-11 school year. BIT is operated by the same non-profit that operates Chesapeake Science Point, a high performing charter school in Anne Arundel County. BIT will open with grades 6-8, and will grow to serve grades 9–12 as well. The rising 7<sup>th</sup> and 8<sup>th</sup> graders at Chinquapin were given the option to enroll at BIT and all other available seats will be open citywide to students interested in a technology-infused curriculum that will prepare student for IT careers at the high school level.

**Garrison Middle School** is partnered with Global Partnership Schools, a new national turnaround company working in several states and districts. Garrison will have a new principal this year and teachers were asked to reapply for their jobs. More than half of the teachers at Garrison will be new for the 2010-11 school year. GSP is actively recruiting and marketing the school in order to create citywide excitement about this new initiative. GSP will implement a new rigorous curriculum and assessment program at Garrison, and provide intensive coaching and support on site. The school will devote significant resources to parent engagement, work with community partners, and raising the profile of Garrison around the city.

**William C. March Middle School** is partnered with Johns Hopkins University Talent Development. March will have a new principal this year and teachers were asked to reapply for their jobs. March will implement the Talent Development model -- a program nationally-recognized for its success at improving student outcomes. March will enhance the International Baccalaureate program at the school, making it Baltimore's only middle school IB program. Talent Development brings intensive support and coaching for teachers, the implementation of a new rigorous curriculum and assessment system, intensive student supports, and extended learning time for students, with homework support and tutoring.

**Augusta Fells Savage Institute of Visual Arts High School** was created as a visual/graphic arts themed school in 2006. This transformation includes the investment of significant resources to strengthen the school's burgeoning arts program, adding new partnerships and arts course offerings, and implementing the state's Career and Technological Education (CTE) Arts, Media and Communication Cluster (courses offered in sequences of three that connect students with the world of work and post secondary schooling). This cluster includes courses in Communications and Broadcast Technology, Interactive Media Production, Architectural Drafting and Design (with a brand new state-of-the-art CADD lab), and Information Technology. A new principal and new teaching staff will lead the school. Teachers will be supported through mentoring and intensive professional development, academic coursework will be ramped up

**Booker T. Washington Middle School** was part of a City Schools a planning process in the fall of 2009 that involved families, community stakeholders, and elected officials. This process resulted in the recommendation to transform Booker T. Washington into a citywide performing arts themed school. Its proximity to (and support from) many cultural institutions, such as the Eubie Blake Center, the Baltimore Symphony Orchestra, and the Maryland Institute College of Art, along with the school's long history with the arts, makes Booker T. a strong candidate to become a feeder school for the school system's world class arts high school, Baltimore School for the Arts. A new principal and new teaching staff will lead Booker T. Washington into a new era, with more rigorous arts infused course offerings, and the addition of a ceramics program, a dance studio, and a black box theater.

**Section 1: Schools to be Served by LEA**

**1.A**

Indicate the schools the LEA will serve by completing Table 1.A below. The list of eligible schools may be found in Appendix A. 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.

**Table 1.A**

	School Name	NCES ID #	MSDE ID #	Tier I	Tier II	Tier III	Title I SW or TAS	Intervention Model Selected			
								Turnaround	Restart	School Closure	Transformation
1.	Calverton Elem/ Middle	240009000164	0075	X					X		
2.	Commodore John Rodgers Elem/Middle School	240009000180	0027		X				X		
3.	Chinquapin Middle	240009000174	0046	X					X		
4.	Garrison Middle School	240009001343	0042	X					X		
5.	William C. March Middle	240009000157	0263	X					X		
6.	Augusta Fells Institute of Visual Arts High	240009001387	0430		X			X			
7.	Booker T. Washington Middle	240009000160	0130	X				X			

**1.B**

Complete Table 1.B if the LEA has elected **not** to serve one or more of the Tier I or Tier II schools listed in Appendix A. Add rows as needed. Explain in detail why the LEA lacks capacity to serve the Tier I or Tier II schools listed below.

**Table 1.B**

	School Name	NCES ID #	Tier I	Tier II	Reason LEA Lacks Capacity to Serve the School
1	Cherry Hill Elem/Middle	240009000171		X	City Schools has elected not to serve this Tier II school to ensure that the Tier I schools, which have the greatest needs, receive concentrated support at maximum systemic capacity. Although the surfaced school improvement needs of City Schools' Tier II schools remain at the forefront, by serving both Tier I and Tier II schools, City Schools' capacity to successfully implement school reform strategies in both tiers will be greatly challenged.

	School Name	NCES ID #	Tier I	Tier II	Reason LEA Lacks Capacity to Serve the School
2	Francis M. Wood Alternative High	240009001343		X	City Schools has elected not to serve this Tier II school to ensure that the Tier I schools, which have the greatest needs, receive concentrated support at maximum systemic capacity. Although the surfaced school improvement needs of City Schools' Tier II schools remain at the forefront, many interventions have been integrated into the instructional program as part of a systemic initiative aimed at alternative schools such as Francis M. Wood. City Schools is carefully watching the data to ascertain its impact on student achievement.
3	Fredrick Douglas High	240009000209		X	City Schools has elected not to serve this Tier II school to ensure that the Tier I schools, which have the greatest needs, receive concentrated support at maximum systemic capacity. City Schools desires to support Frederick Douglass with future dollars.
4	Institute of Business and Entrepreneurship High	240009001533		X	City Schools has elected not to serve this Tier II school to ensure that the Tier I schools, which have the greatest needs, receive concentrated support at maximum systemic capacity. Institute of Business and Entrepreneurship High now has a smaller learning community and moved to a new location. City schools desires to support IBE with future SIG dollars when available.
5	Masonville Cove Academy	240009000157		X	City Schools has elected not to serve this Tier II school to ensure that the Tier I schools, which have the greatest needs, receive concentrated support at maximum systemic capacity. This school is undergoing a tremendous transformation – closing the middle grades and adding high school grades. City Schools is carefully watching the data to ascertain its impact on student achievement.

**Section 2: Application for Tier I and Tier II Schools**

**2.A Background Information**

Complete Table 2.A for each Tier I and Tier II school the LEA will serve.

**Table 2.A**

<p><b>School Name:</b> Calverton Elem/ Middle School #75  <b>Address:</b> 1100 Whitmore Ave.          Baltimore, MD          21216</p>	<p><b>LEA Point of Contact (POC)</b>  <b>Name &amp; Position:</b> Laura Weeldreyer, Deputy Chief of Staff   <b>Phone#:</b> 410 396-8804  <b>Email Address:</b> <a href="mailto:lweeldreyer@bcps.k12.md.us">lweeldreyer@bcps.k12.md.us</a>   <b>Name &amp; Position:</b> Tasha Franklin Johnson, Ph.D.          Director, Office of Federal Programs   <b>Phone#:</b> 410 396-8937  <b>Email Address:</b> <a href="mailto:tjohnson02@bcps.k12.md.us">tjohnson02@bcps.k12.md.us</a></p>	
<p><b>Grade levels enrolled (SY10):</b> 6-8</p>	<p><b>Number of Students Enrolled (SY10):</b> 678</p>	
<p><b>Year the school entered school improvement status:</b>          1995</p>	<p><b>Tier Level</b>  <b>Tier I</b> <input checked="" type="checkbox"/> _____  <b>Tier II</b> _____</p>	
<p><b>Differentiated Accountability Status:</b>          _____ Focus Developing          _____ Focus Priority          _____ Comprehensive Developing  <input checked="" type="checkbox"/> Comprehensive Priority</p>	<p><b>School Improvement Status</b>          _____ School Year 1          _____ School Year 2          _____ Corrective Action          _____ Restructuring Planning  <input checked="" type="checkbox"/> Restructuring Implementation</p>	
<p><b>Title I Status:</b>  <input checked="" type="checkbox"/> Schoolwide Program          _____ Targeted Assistance Program          _____ Title I Eligible School</p>	<p><b>Intervention Model Selected:</b>          _____ Turnaround Model          _____ Closure  <input checked="" type="checkbox"/> Restart          _____ Transformation</p>	
<p><b>Waiver Request:</b>  <input checked="" type="checkbox"/> Requested for this School           _____ Not Requested for this School</p>	<p><b>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</b></p>	
	<p><b>Year 1: SY 2010-11</b></p>	<p><b>\$1,777,590</b></p>
	<p><b>Year 2: SY 2011-12</b></p>	<p><b>\$1,260,415</b></p>
	<p><b>Year 3: SY 2012-13</b></p>	<p><b>\$959,315</b></p>
	<p><b>Total Amount of Funding Requested for this School</b></p>	<p><b>\$3,997,320</b></p>

## 2.B Comprehensive Needs Assessment for Tier I and II schools

Table 2.B

Name of School: Calverton Elementary/Middle		Tier: I																																																																																					
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																																																						
<p><b>1 Student Profile Information( include trend analysis)</b></p> <ul style="list-style-type: none"> <li>Total enrollment</li> <li>Grade level enrollment</li> <li>Subgroups - # of students in each</li> <li>Mobility % - Entrants &amp; Withdrawals</li> <li>Attendance</li> <li>Expulsions #</li> <li>Suspensions #</li> <li>Dropout rate</li> <li>Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>Graduation rate</li> <li>High School Diploma Rate</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment: 2009 – 720; 2008 – 811; 2007 – 677</li> <li>Grade Level enrollment: <table border="1" data-bbox="774 586 1913 724"> <thead> <tr> <th></th> <th>Total</th> <th>PK</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>720</td> <td>24</td> <td>33</td> <td>27</td> <td>35</td> <td>19</td> <td>32</td> <td>39</td> <td>137</td> <td>186</td> <td>188</td> </tr> <tr> <td>2008</td> <td>811</td> <td>18</td> <td>37</td> <td>38</td> <td>35</td> <td>39</td> <td>41</td> <td>29</td> <td>181</td> <td>220</td> <td>173</td> </tr> <tr> <td>2007</td> <td>677</td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> <td>191</td> <td>184</td> <td>302</td> </tr> </tbody> </table> </li> <li>Subgroups: <table border="1" data-bbox="774 789 1444 927"> <thead> <tr> <th></th> <th>Total</th> <th>Am Ind</th> <th>Asian</th> <th>Af Am</th> <th>White</th> <th>Hisp</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>720</td> <td>0</td> <td>1</td> <td>710</td> <td>4</td> <td>5</td> </tr> <tr> <td>2008</td> <td>811</td> <td>0</td> <td>3</td> <td>795</td> <td>8</td> <td>5</td> </tr> <tr> <td>2007</td> <td>677</td> <td>0</td> <td>2</td> <td>664</td> <td>8</td> <td>3</td> </tr> </tbody> </table> </li> <li>Mobility %: 2009 – 15.8% (Ents), 21.0% (Wdrs); 2008 – 29.9% (Ents), 25.0%(Wdrs); 2007 – 31.9% (Ents), 16.8% (Wdrs)</li> <li>Attendance %: 2009 – 87.3%; 2008 – 86.4%; 2007 – 87.4%</li> <li>Expulsions #: 2009 – 11, 2008 – 15; 2007 - 14</li> <li>Suspensions #: 2009 – 155; 2008 – 184; 2007 - 258</li> <li>Dropout rate: NA</li> <li>Advance Coursework: NA</li> <li>Graduation rate: NA</li> <li>High School Diploma Rate: NA</li> </ul> <p><b>Conclusions:</b> Calverton's enrollment declined by 91 students from 2008 to 2009. Grades K, 1, 3, 4, 6 and 7 experienced a decline in enrollment while PK, 5 and 8 experienced an increase in enrollment. The mobility rate held steady for withdrawals, but entrants declined in 2009. Expulsions and suspensions declined. City Schools is vested in having all of our schools fully enrolled. Efforts must be made to attract students to grades K-5. This school requires a behavior management system that teachers are trained to use and implement with fidelity in</p>												Total	PK	K	1	2	3	4	5	6	7	8	2009	720	24	33	27	35	19	32	39	137	186	188	2008	811	18	37	38	35	39	41	29	181	220	173	2007	677	--	--	--	--	--	--	--	191	184	302		Total	Am Ind	Asian	Af Am	White	Hisp	2009	720	0	1	710	4	5	2008	811	0	3	795	8	5	2007	677	0	2	664	8	3
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	<p>order to decrease suspensions and expulsions. Efforts must be made to identify students who are chronically absent at the start of the school year in order to put supports in place to ensure their attendance.</p> <p><b>Next Steps:</b> Over the summer, the operator will work with City School Student Support Division to get the names of students that are at risk (chronic absenteeism, course failure, behavior concerns) and plan interventions for these students when the school year begins.</p>																																		
<p><b>2 Staff Profile</b></p> <ul style="list-style-type: none"> <li>Principal – Length of time at the school</li> <li>Number of Assistant Principal/s and other administrators</li> <li>Number and % of teaching faculty's total classroom instruction experience: <ul style="list-style-type: none"> <li>0-5 years</li> <li>6-10 years</li> <li>11-15 years</li> <li>16+ years</li> </ul> </li> <li>Number and % of teaching faculty's service at this school: <ul style="list-style-type: none"> <li>0-5 years</li> <li>6-10 years</li> <li>11-15 years</li> <li>16+ years</li> </ul> </li> <li>Number and % of HQ teachers</li> <li>Number of school-based reading and English teachers of record</li> <li>Number of school-based mathematics and data/analysis teachers of record</li> <li>Number of school-based reading and English resource personnel</li> </ul>	<ul style="list-style-type: none"> <li>Principal – Length of time at the school <b>1.73</b></li> <li>Number of Assistant Principal/s and other administrators <b>6</b></li> <li>Number and % of teaching faculty's total classroom instruction experience: <table border="1"> <tr> <td><b>0-5</b></td> <td><b>29</b></td> <td><b>55.77</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>10</b></td> <td><b>19.23</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>4</b></td> <td><b>7.69</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>9</b></td> <td><b>17.31</b></td> </tr> </table> </li> <li>Number and % of teaching faculty's service at this school: <table border="1"> <tr> <td><b>0-5</b></td> <td><b>48</b></td> <td><b>92.31</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>3</b></td> <td><b>5.77</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>1</b></td> <td><b>1.92</b></td> </tr> </table> </li> <li>Number and % of HQ teachers: 97.2%</li> <li>Number of school-based reading and English teachers of record: 25</li> <li>Number of school-based mathematics and data/analysis teachers of record: 20</li> <li>Number of school-based reading and English resource personnel: 3 per school</li> <li>Number of school-based mathematics and data/analysis resource personnel: 3 per school</li> <li>Number and % of paraprofessionals who are qualified: 100%</li> <li>Number of mentor teachers and number of teachers being supported : 3 per school</li> <li>Teacher and administrator attendance % <table border="1"> <tr> <th><b>HRS</b></th> <th><b>ABS</b></th> <th><b>HRS</b></th> <th><b>%</b></th> </tr> <tr> <td><b>68215.36</b></td> <td><b>2231.21</b></td> <td><b>96.72</b></td> <td></td> </tr> </table> </li> </ul>			<b>0-5</b>	<b>29</b>	<b>55.77</b>	<b>6-10</b>	<b>10</b>	<b>19.23</b>	<b>11-15</b>	<b>4</b>	<b>7.69</b>	<b>16+years</b>	<b>9</b>	<b>17.31</b>	<b>0-5</b>	<b>48</b>	<b>92.31</b>	<b>6-10</b>	<b>3</b>	<b>5.77</b>	<b>11-15</b>	<b>0</b>	<b>0.00</b>	<b>16+years</b>	<b>1</b>	<b>1.92</b>	<b>HRS</b>	<b>ABS</b>	<b>HRS</b>	<b>%</b>	<b>68215.36</b>	<b>2231.21</b>	<b>96.72</b>	
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<p><b>Conclusions:</b> In 2008, Calverton had a new administrative team and over 22 new educators. The school administration consisted of a new principal and 6 new deans focused on improving the quality of instruction for the school which was reconstituted in 1995 when it was just a middle school. The school has instructional support teachers for each core content area and three academic deans who provide support to teachers as well as deliver instruction to students. As teachers are recruited, leadership must consider their years of teaching experience and how they will enhance the delivery of instruction to the students. It is also vital that teachers with less than 5 years experience have assistance to help them lesson plan, provide demonstration lessons and modeling, and co-teach if necessary. The needs suggest more mentoring, and a peer coaching for staff.</p>									
<p><b>Next Steps:</b> According to the Operator, a third of the staff is being replaced. Remaining staff were observed in the classroom and interviewed, and then invited to stay. In the last two years, two-thirds of the teachers at the school were new to the school. The Operator will engage in partnership with the Urban Teacher Center to create a pipeline of student teachers who will be prepared to fill vacancies in the Fall of 2011. Support for teachers with less than 5 years teaching experience will be as follows: demonstration lessons, coaching provided by ISTs and subject area supervisors, and learning walk feedback forms and conversations.</p>									

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<p><b>3 Student Achievement</b></p> <ul style="list-style-type: none"> <li>Student achievement data for reading and math on State assessments by the “all student” category and all subgroups</li> <li>Graduation Rate</li> </ul>	<table border="1" data-bbox="772 316 1539 698"> <thead> <tr> <th colspan="6">Reading</th> </tr> <tr> <th></th> <th>All</th> <th>Af Am</th> <th>White</th> <th>Sp Ed</th> <th>FARMS</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>53.2</td> <td>53.4</td> <td>--</td> <td>28.5</td> <td>52.8</td> </tr> <tr> <td>2008</td> <td>50.0</td> <td>50.2</td> <td>20.0</td> <td>29.7</td> <td>50.8</td> </tr> <tr> <td>2007</td> <td>37.2</td> <td>37.1</td> <td>50.0</td> <td>27.3</td> <td>35.3</td> </tr> <tr> <th colspan="6">Mathematics</th> </tr> <tr> <th></th> <th>All</th> <th>Af Am</th> <th>White</th> <th>Sp Ed</th> <th>FARMS</th> </tr> <tr> <td>2009</td> <td>29.5</td> <td>29.6</td> <td>--</td> <td>18.5</td> <td>29.9</td> </tr> <tr> <td>2008</td> <td>24.0</td> <td>24.3</td> <td>0.0</td> <td>13.1</td> <td>25.7</td> </tr> <tr> <td>2007</td> <td>17.5</td> <td>17.3</td> <td>28.6</td> <td>19.9</td> <td>17.6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Graduation Rate: NA</li> </ul> <p><b>Conclusions:</b> Reading and mathematics scores on the MSA increased in 2008 and 2009. Special education students had difficulty in math in 2008 but rebounded in 2009. In all areas, student performance is improving, and the restart leadership must nurture this trend by ensuring a challenging, engaging curriculum is continued in every classroom. Operator Next Steps: Operator will utilize curriculum aligned with state standards and City Schools curricula maps. The operator is using curricula that they have used successfully in other schools that they manage.</p>			Reading							All	Af Am	White	Sp Ed	FARMS	2009	53.2	53.4	--	28.5	52.8	2008	50.0	50.2	20.0	29.7	50.8	2007	37.2	37.1	50.0	27.3	35.3	Mathematics							All	Af Am	White	Sp Ed	FARMS	2009	29.5	29.6	--	18.5	29.9	2008	24.0	24.3	0.0	13.1	25.7	2007	17.5	17.3	28.6	19.9	17.6
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<p><b>4 Rigorous Curriculum</b></p> <p>Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>Core English/Reading program</li> <li>Core Mathematic and algebra programs</li> <li>Curriculum Intervention Programs</li> <li>Enrichment Programs</li> </ul>	<p><sup>1</sup>Staff report that the teachers base their classroom instruction on curriculum mapping that is largely aligned with state standards across grade levels (Score =3).</p> <ul style="list-style-type: none"> <li>Core English/Reading program - Open Court (elem); Language of Literature (McDougal Littell)</li> <li>Core Mathematic and algebra programs - Scotts Foresman (elem); BCPS curriculum (Math Works) &amp; Glencoe McGraw</li> <li>Curriculum Intervention Programs - books used have intervention and enrichment incorporated in the program; reading-Wilson Rdg, Bridges to Literature, math- CMP, Connected Math and Math Connect</li> <li>Enrichment Programs - books used have intervention and enrichment incorporated in the program</li> </ul>																																																														

<sup>1</sup> Executive Directors for Elementary and Secondary Education, and School Support Network staff completed a needs assessment review of each of the schools in the School Improvement Grant. As a result of the review, scores were derived based on a common rubric for the various components assessed. A score of “4” denotes high quality, “3” denotes well developed, “2” denotes developing, and “1” denotes beginning.

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p><b>Conclusions:</b> The curricula noted above are in compliance with state standards, however, the school data begs the question of the effective implementation of the curriculum. The curricula must be implemented with instruction that is focused on differentiation. According to the student data, students are not grasping the skills necessary to be successful on their grade level. Enrichment programs must support the attainment of these skills so that students are performing at proficient and advanced levels.</p> <p>There is currently no quantifiable nexus linking program effectiveness and student achievement data. Programs like Strategic Instructional Model (SIMS) and arts integration designed to enhance content delivery have not proven to be successful. Reading intervention programs like Learn It and Freedom Readers are not supported by data beyond rates of participation. There is not a school-wide practice of differentiating instruction based on class data, nor is there a link between assessment data and professional development programs. There is no capacity among school leadership to make student achievement data accessible by students and teachers. Benchmark data gathering is not readily available to teachers in time for mid quarter adjustments to teaching.</p> <p>Next Steps: The Understanding By Design framework will be used with quality materials to include working with National Science Foundation approved STEM curriculum. Essential questions and themes frame unit plans and push students to solve tough problems. Curriculum maps will be written for the entire school year for every subject area. These maps will reflect state standards and City Schools' curricular maps and serve as the framework for units and lesson plans. Units will reflect best practices in STEM education.</p>	
<p><b>5 Instructional Program</b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff report that some teachers use data to measure the effectiveness of curriculum, assessment and instructional practices. These same teachers examine data and retool instruction accordingly. City Schools are required to use curriculums that are pre-approved by the Office of Teaching and Learning which ensures that they are research based (Score =3).</li> <li>• A few teachers use technology in the classroom, but overall instruction could be greatly improved through the infusion of technology (Score =2).</li> <li>• Some teachers differentiate instruction based on class data. However, it is evident that this is not a practice used by all teachers. Assessments are used at the beginning of instructional units and at the end. The link between assessment data and adjustment of classroom instruction is not a pervasive school wide practice (Score =2).</li> </ul>	

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	<ul style="list-style-type: none"> <li>Master Schedule by Content Area:</li> </ul> <table border="1" data-bbox="678 410 1514 907"> <tr> <td data-bbox="678 410 894 505">Language Arts</td> <td data-bbox="894 410 1514 505">Grades 1-5: 750 minutes per week Grades 6-8: 350 minutes per week *enrichment period daily – 70 minutes</td> </tr> <tr> <td data-bbox="678 505 894 599">Math</td> <td data-bbox="894 505 1514 599">Grades 1-5: 375 minutes per week Grades 6-8: 350 minutes per week *enrichment period daily – 70 minutes</td> </tr> <tr> <td data-bbox="678 599 894 662">Science</td> <td data-bbox="894 599 1514 662">Grades 1-5: 225-300 minutes per week Grades 6-8: A/B schedule (70 minute blocks)</td> </tr> <tr> <td data-bbox="678 662 894 725">Social Studies</td> <td data-bbox="894 662 1514 725">Grades 1-5: 225-300 minutes per week Grades 6-8: A/B schedule (70 minute blocks)</td> </tr> <tr> <td data-bbox="678 725 894 820">PE</td> <td data-bbox="894 725 1514 820">Grades 1-5: none Grades 6-8: 350 minutes per week – alternates per semester with arts</td> </tr> <tr> <td data-bbox="678 820 894 907">Arts (art, music, dance, drama)</td> <td data-bbox="894 820 1514 907">Grades 1-5: 350 minutes per week Grades 6-8: 350 minutes per week – alternates per semester with P.E.</td> </tr> </table> <p data-bbox="678 940 1927 1122"><b>Conclusions:</b> All staff should measure the effectiveness of instruction through assessments. Assessment data is instrumental in informing instruction and indicating what skills students have achieved and what skills need to be reviewed/re-taught. It is not evident that teachers are using technology to retrieve student testing data and to analyze data to inform instruction. Promoting the use of technology in the classroom is important to increasing instructional methodologies and increasing student engagement. Students need to be exposed to technology in order to prepare them for high school and the “real world.”</p> <p data-bbox="678 1154 1927 1424"><b>Next Steps:</b> The following strategies will be utilized to support the instructional program: Inquiry based approach for sciences; Gradual release model (I Do, We Do, You Do) used for humanities courses; focus on balanced literacy and numeracy approach that includes readers and writers workshop across the curriculum. In particular, the elementary grades will focus on using centers to meet needs of diverse learners, inquiry based instruction, Accountable Talk in science and Readers Workshop in language arts. These approaches were chosen for this population as the Operator has proven results based success with these methods in their other schools. The Friendship Instructional Model, with accompanying documents (teacher checklist, teacher feedback form, performance design review) will be completed. These will be used throughout the year to provide formal and informal feedback to teachers.</p>	Language Arts	Grades 1-5: 750 minutes per week Grades 6-8: 350 minutes per week *enrichment period daily – 70 minutes	Math	Grades 1-5: 375 minutes per week Grades 6-8: 350 minutes per week *enrichment period daily – 70 minutes	Science	Grades 1-5: 225-300 minutes per week Grades 6-8: A/B schedule (70 minute blocks)	Social Studies	Grades 1-5: 225-300 minutes per week Grades 6-8: A/B schedule (70 minute blocks)	PE	Grades 1-5: none Grades 6-8: 350 minutes per week – alternates per semester with arts	Arts (art, music, dance, drama)	Grades 1-5: 350 minutes per week Grades 6-8: 350 minutes per week – alternates per semester with P.E.
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<p><b>6 Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> <li>• Use of universal design principles</li> </ul>	<ul style="list-style-type: none"> <li>• A limited range of assessment procedures is used. Staff record some assessment information but not enough to evaluate the effectiveness of teaching and learning (Score =2).</li> <li>• Teachers administer all the system-provided benchmark assessments and adhere to district system timelines.</li> <li>• The teachers use the data display system inconsistently. The administrator usage is current and frequent.</li> <li>• Universal design ideas ensure that if students are to be effective in diverse classrooms, curricula must present information in ways that are perceptible to all students and their learning styles. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all students by (1) providing the same information through different sensory modalities (e.g., through vision, hearing, or touch); (2) providing information in a format that will allow for adjustments by the user (e.g., text that can be enlarged, sounds that can be amplified). Leadership and staff will work to utilize technology in the classroom to meet the learning needs of all students.</li> </ul> <p><b>Conclusions:</b> Teachers must be capable of accessing the district systems to pull 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. Increased professional development must be provided to teachers to facilitate this.</p> <p><b>Next Steps:</b> The Operator will employ a balanced assessment system that looks at formative interim assessments on a 4 week cycle aligned to district created benchmark assessments back mapped from the state assessment; a Data Cycle will be established. Common mid-unit assessments will be developed. Benchmark assessments across subject areas will be utilized. Teachers will meet biweekly to analyze data in collaborative planning meetings. Teachers will discuss student mastery of skills and redirect teaching accordingly. Daily exit slips will provide teachers with timely data information on student learning in order to immediately direct lesson planning. Teachers will also give mid unit tests and weekly quizzes to provide them with information on student learning and the effectiveness of their teaching. Parents will receive student performance data every 2 weeks through a paper report sent home with the student. The school will also host Data Nights so they can discuss with teachers their student's performance and understand what the data means in terms of their student's learning. The operator hosts these meetings in all their schools and will train the school leadership on how to conduct these meetings. Universal Design will utilize technology in the classrooms with Promethean Boards and the SMART Lab. Teachers will receive training this summer on how to use the technology in the classroom. The operator encourages their teachers to use the technology to accommodate the various learning styles of the students. Calverton is aligning as a STEM school and will use the technology to introduce students to STEM careers such as engineering and robotics.</p>	

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<p><b>7 School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	<ul style="list-style-type: none"> <li>• School vision, mission and shared values: <sup>2</sup>To accelerate the academic achievement of all students, in partnership with the entire community, to ensure that students develop the attitudes, skills and proficiencies necessary for success in higher education and in the 21<sup>st</sup> century global workforce. To accelerate student progress through effective implementation of the updated Master Plan, focusing on quality of instruction, maintenance of a safe, supportive learning environment and development of a culture of excellence within schools and throughout every aspect of the school system. Staff find that the school mission is clearly articulated to stakeholders and is implemented in the code of conduct (Score=3).</li> <li>• School Safety : Suspensions #: 2009 – 155; 2008 – 184; 2007 - 258 <ul style="list-style-type: none"> <li>○ The # of Suspensions has decreased from 258 in 2007 to 155 in 2009</li> <li>○ Discipline data is reviewed weekly at Safety Stat and there have been no safety related-issues that have prompted a SafetyStat visit in SY 2010</li> </ul> </li> <li>• Attendance: <ul style="list-style-type: none"> <li>○ Attendance %: 2009 – 87.3%; 2008 – 86.4%; 2007 – 87.4%</li> <li>○ The Attendance rate has increased each year from 87.4% in 2007 to 87.3% in 2009.</li> </ul> </li> <li>• Health Services: A nursing aid and part time nursing services are in place at the school.</li> <li>• School Environment Survey <ul style="list-style-type: none"> <li>○ Safety (% positive responses, students and parents) 50.3%</li> <li>○ Engagement (% positive responses, students and parents) 71.3%</li> <li>○ Satisfaction (% positive responses, students and parents) 72.4%</li> </ul> </li> <li>• <sup>3</sup>The summary score on the SY'08-09 School Climate Index for Calverton Elementary/Middle School was 76.7, compared to the average district score of 78.0. This summary score represents an increase of 6.1 percentage points from the previous year's score. This score is trending in the right direction, but academic performance is not increasing at the same pace</li> </ul> <p><b>Conclusions:</b> Although there are current efforts to address school safety, student health and attendance, 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.</p>	

<sup>2</sup> The School Improvement Plan template contains the City Schools' vision and mission to ensure alignment of the schools' planning with the system Master Plan. Schools may develop individualized vision and mission statements as a part of building cohesive school teams.

<sup>3</sup> The Climate Survey is completed each year by students, their families and school level staff. The results provided are a compilation of their ratings of various aspects of school climate, i.e. school safety, parent engagement, etc.

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	<p>Students with at-risk indicators (over age, low achievement, truancy, behavior) must be identified over the summer and plans should be put in place to address these students' needs. A school wide safety plan must be implemented to improve the school climate.</p> <p><b>Next Steps:</b>  School-wide culture plans have been created with Lee Canter focused on PBIS when possible and directly connected to the school SST. Friendship will engage with community partners specializing in conflict resolution and gang prevention. School Behavior Management Plan will be written. Positive Behavior Incentive System (PBIS) and Hierarchy of Consequences will be posted and utilized in every classroom. The operator has successfully implemented these behavior management systems in their other schools. As stated earlier, students who are at risk and students with IEPs will be identified during the summer and the Director of Guidance and the Director for Special Education will monitor the delivery of services to these students.</p>	
<p><b><u>8 Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are not yet proficient and or not meeting behavioral expectations are provided a plan for improvement. However evidence of implementation and monitoring is lacking (Score=2).</li> <li>• The school has a monthly process by which they inform parents of their student's academic and behavioral progress. They also have a process to inform families of activities/meetings. There are active parent committees. Community partners and school leaders solicit parent feedback. There are also student recognition celebrations, and student work is displayed (Score=3).</li> <li>• All schools with secondary grades will have meaningful Youth Development opportunities for leadership development, service learning, and character development.</li> <li>• Schools will develop partnerships with community agencies and organizations, aligned to the mission and vision of the school.</li> </ul> <p><b>Conclusions:</b> The school must provide opportunities for leadership development, service learning, and character development. The school must develop partnerships with community agencies and organizations to help provide these opportunities for students.</p> <p>Calverton has partnerships in place to provide food, housing and lead prevention as well as mental health and mentoring services. The related services staff includes a social worker, psychologist, speech pathologist and IEP chair. There are limited if any academic support partnerships beyond mentoring and no mechanism or processes in place to gage effectiveness. The school has a base level of parent participation but this needs to be further expanded in order to ensure parental support of the school's code of conduct and all efforts to increase student achievement.</p>	

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	<p><b>Next Steps:</b>  A part-time Community Engagement Director will conduct monthly parent and community meetings. There will also be monthly parent nights and the operator's goal is to have at least 200 student's parent/guardian attend. The Student Support Team (SST) will monitor the individual behavior plans for quality and fidelity of implementation. The Operator's Director for Guidance and the Director of Special Education will review these plans over the summer to set a baseline and be prepared for the new school year.</p>	
<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are surveyed at beginning of the year using Maryland Professional Development standards and data from MD Tell survey. Professional development is provided twice monthly for 1 hr in addition to collaborative planning and Saturday sessions (optional).</li> <li>• Staff find that accountability is not aligned with improved teaching and learning. At best, the school's leadership is at the very beginning stages of aligning student assessment data and teacher classroom observation data with teacher professional development needs (Score =3).</li> </ul> <p><b>Conclusions:</b> 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.</p> <p><b>Next Steps:</b>  Friendship will provide three weeks of professional development (PD) in summer 2010 to all teachers on the use of data, high impact instructional practices, creating a college going culture, and a classroom environment conducive to learning. Specific topics will include classroom management, accountable talk, higher order questioning, writing strategies, Cornell Notes, and student motivation. This professional development will be delivered by Friendship team members, in addition to national experts such as Lee Canter and Doug Lemov. For professional development throughout the year, two Friendship Instructional Performance coaches will work with subject area supervisors to provide need specific PD. Teachers will be formally surveyed regarding their PD needs in the coming weeks and the operator will formulate a formal PD plan for the school year. The plan will include PD for specific needs identified by the teacher and will be provided either one on one, and/or at school wide meetings and/or at the content level. 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 professional development will lay the foundation for classroom expectations. Administrators will be trained on how to look for these practices throughout the year, and informal teacher feedback forms will be designed for use throughout the year. The forms will be returned to the teacher within one week of the formal observation and during a sit down discussion.</p>	

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<p><b>10 <u>Organizational structure and resources</u></b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Planning: Collaborative planning time is an established school process and strategies/classroom instruction is discussed to improve students' critical thinking skills. The direct link between these meetings and improved student achievement on tests is not consistent (Score =3).</li> <li>• Class scheduling: Middle grades 75 minute blocks using the team concept.</li> <li>• Class configuration: Average 30- original grouping based on SPED percentages then assessment data; students are regrouped throughout the year based on benchmark and teacher assessments.</li> <li>• Resources: The school leader does analyze student achievement data and climate data to make staffing and programmatic decisions. Decisions are based on the school's needs and goals (Score = 3).</li> <li>• Other grants: Title I, RITA grant</li> <li>• Learning time: Some teachers take the initiative to solve problems together in order to effectively utilize learning time for students. Additionally, some teachers seek out additional resources outside the school building to enhance their teaching skills. These practices are not applicable to all staff (Score =3).</li> </ul> <p><b>Conclusions:</b> The school budget is not aligned to the instructional needs of students and the programmatic goals of the school-increase student achievement, attendance, and school safety. The school leadership team must address professional development. 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.</p> <p><b>Next Steps: T</b> he school budget will reflect collaborative planning time and data talks for teachers, staff and structures for the new behavior management model, and incentives and programs to increase student attendance and engagement. Collaborative planning meetings will be held by grade level and vertically by content area. Teachers will be trained in the operator's scripted model for collaborative planning meetings. Teachers will use data (benchmark, tests, quizzes, and exit tickets) to discuss student skill development and what classroom strategies are needed to re-teach skills that students are not learning. Student will have increased learning time for literacy as during social studies, teachers will be using Writers Workshop to improve students' literacy. Plans are in process for extended learning day and enrichment (after school and/or Saturday School); the operators are waiting for approval of funding for these programs. These programs will be provided by interested school staff and additional staff will be brought in if needed.</p>	
<p><b>11 <u>Comprehensive and Effective Planning</u></b></p> <ul style="list-style-type: none"> <li>• Practices for strategic school planning</li> </ul>	<ul style="list-style-type: none"> <li>• In compliance with the City Schools' template and guidance for school improvement plans, the school developed a plan that included analysis of data, determination of root cause, and action plans in the following areas: family and community engagement, reading/language arts, mathematics, science, attendance, and climate. The school also developed a professional development plan, and addressed required Title I and NCLB requirements.</li> </ul>	

Name of School: Calverton Elementary/Middle		Tier: I	
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges		LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> <li>School improvement plan development, implementation and monitoring</li> </ul>		<ul style="list-style-type: none"> <li>Although the action plans include <i>timeline, person responsible, and monitoring/evidence</i>, it is not clear whether the school has a process for systematic implementation and monitoring of the plan in order for it to be an effective tool that addresses the root causes for its lack of progress in meeting goals and objectives.</li> </ul> <p><b>Conclusions:</b> There is no evidence that school performance is managed in a strategic way. For example, although the schools utilize data, it is not clear that such data analysis influences continuous improvement towards increasing student achievement, attendance, and school safety. Moreover, each component of the school plan is implemented in an isolated manner and better coordination of school improvement implementation and monitoring should take place. 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.</p> <p><b>Next Steps:</b> A Year 1 strategic plan that is aligned with district needs assessments and resources will be created with input from the operator, Baltimore City Schools, and Calverton leadership; this will support the School Improvement Plan. The Family School Council will be a part of the development of the plan and provide input for approval. The operator targets August 15, 2010 as the completion date.</p>	
<p><b>12 Effective Leadership</b></p> <ul style="list-style-type: none"> <li>Instructional leadership to promote teaching and learning</li> <li>Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>Impact on the school culture for teaching and learning</li> <li>Use of assessment data using technology</li> <li>Recruitment and retention of effective staff</li> <li>Identification and coordination of resources to meet school needs</li> <li>Engagement of parents and</li> </ul>		<ul style="list-style-type: none"> <li>School leadership: School leaders model high expectations for all students and students are expected to recall and apply their knowledge, skills and understanding (Score =4).</li> <li>Monitoring curriculum: School leaders monitor curriculum implementation on a quarterly basis and provide feedback to staff to improve instruction (Score =3).</li> <li>School culture: School leaders enforce rules and code of conduct for all students and these are known to students and families. Leaders and staff work together to maintain a culture supportive of student learning. Network staff find that students are supportive of the school culture and respond to redirection by staff (Score =3).</li> <li>Data: Leadership ensures that teachers have time to meet to examine student assessment data and discuss classroom instruction necessary to assist student progress (Score=3).</li> <li>Resources: The school leader does analyze student achievement data and climate data to make staffing and programmatic decisions. Decisions are based on the school's needs and goals (Score =3).</li> <li>Recruitment: Relatively new staff are recruited during the BCPS job fair. Teacher mentors, increased personalized professional development, administrative support, and relationship building is used to foster retention.</li> <li>Engagement: Network staff find that the family and community engagement practices are well developed.</li> </ul>	

Name of School: Calverton Elementary/Middle		Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p>community to promote academic, developmental, social, and career needs of students</p>	<p>The school has mechanisms in place to communicate weekly with families regarding their students' academic performance. There are family committees that plan activities with staff for students and their families. School leaders engage community partners in the school community and solicit feedback from families and partners (Score =3).</p> <p><b>Conclusions:</b> Although, staff find that current leadership have improved instructional practices (as listed above), student achievement, attendance and safety data have not improved. Whatever steps have been taken, must be reviewed by the EMO, and the EMO must determine if it is appropriate to maintain these strategies or institute new strategies to facilitate student learning.</p> <p><b>Next Steps:</b>  The operator is sending the leadership team to Harvard Graduate School of Education's National Institute for Urban School Leader where they 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. The operator has its own leadership training on best practices for school management as well as how to coach/mentor teachers in the classroom. The training specifically focuses on how to observe teachers in the classroom and to work with them to improve their effectiveness. Leadership will monitor teachers implementation of strategies learned in PD through learning walks, coaching, ISTs informal observations, formal observations, teacher surveys about PD effectiveness and benchmark assessments. The operator has experience in tying benchmark assessment with certain PD sessions that they provide their teachers. Coaches and ISTs will be working with teachers to insure that they understand the curricula and will be available to consult on lesson planning, etc. Summer PD will focus on curricula mapping, unit planning development, developing common assessments, school wide behavior management plan implementation, creating a college going culture beginning in PreK, and differentiation of instruction. The full time leadership staff will be the principal, the Elementary Administrator for Prek-5, and a grade administrator for each of the middle grades (6, 7 and 8), and a Special Education Chair to chair team meetings, monitor implementation of IEPs, co-teaching, and inclusion. There will be technology training over the summer on use of Promethean Boards, using Performance Series for testing and assessment and data analysis.</p>	

## 2.C.2 Restart Model

**School Name and Number: Calverton Elementary/Middle Tier: I**

**Intervention Model : RESTART MODEL**

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

Year	Overall	African-American	FARMS	Special Education
SY 2011	74.2	74.3	74.0	61.9
SY 2012	84.7	84.8	84.6	78.5
SY 2013	95.2	95.2	95.2	95.2

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)

Quarter	Overall	African-American	FARMS	Special Education
Q1	69.0	69.1	68.7	53.5
Q2	71.6	71.7	71.4	57.7
Q3	74.2	74.3	74.0	61.9
Q4	76.8	76.9	76.7	66.0

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as estimates.

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

Year	Overall	African-American	FARMS	Special Education
SY 2011	61.7	61.8	61.9	56.2
SY 2012	77.8	77.8	77.9	75.1
SY 2013	93.9	93.9	93.9	93.9

**School Name and Number: Calverton Elementary/Middle Tier: I**

**Intervention Model : RESTART MODEL**

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)

<b>Quarter</b>	<b>Overall</b>	<b>African-American</b>	<b>FARMS</b>	<b>Special Education</b>
Q1	53.7	53.7	53.9	46.8
Q2	57.7	57.7	57.9	51.5
Q3	61.7	61.8	61.9	56.2
Q4	65.7	65.8	65.9	60.9

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as estimates.

Indicate which steps have been completed to date and which will be completed prior to 6/30/2010, including those related to recruiting, screening, and selecting an external provider to ensure quality. All other steps should be reflected in 2D.

- Issued Restart/Turnaround RFP on Feb 1, 2010
- Pre-Proposal Orientation Conference held Feb 11
- Proposal deadline Feb 16
- Extended deadline due to weather Feb 19
  - Received 13 applications; 6 applications deemed unresponsive by Evaluation Committee; 7 applicants granted an interview
  - 4 applicants were recommended to the Board
- Evaluation Committee orientation meeting Feb 24
  - Committee included representative from Chief Academic Officers Office, Teaching and Learning, Student Services, Office of New Initiatives, Chief of Staffs’ Office, Dept Research, Evaluation & Accountability
- Evaluation Committee Review held Mar 1
- Applicant Interviews held Mar 2
- Applicant Interviews held Mar 3
- Evaluation Committee Recommendations Mar 4
- Board of Ed Commissioners vote to approve recommendation Mar 9
- Turnaround/Restart School Community Meetings held Mar 24 at Calverton Elementary/Middle School 6-7 p.m.
- Matching recommendations presented on April 2
  - Restart operator for Calverton Elementary/Middle School will be Friendship Schools

**School Name and Number: Calverton Elementary/Middle      Tier: I**

**Intervention Model : RESTART MODEL**

### **The Context**

On February 1, 2010 City Schools released RFP-10047, a “Request for Proposals Restart Program.” City Schools, through the Office of New Initiatives (ONI) invited responses from organizations that were interested in assisting City Schools by serving as Restart Partners 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.

Organizations that were selected as a result of this process became members of the Districts’ Restart 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. 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**

A pre-proposal meeting was originally scheduled for Monday February 8, 2010 at 10:30 a.m. local time, at 200 E North Ave, Baltimore, MD Room 301. Due to inclement weather, the pre-proposal meeting was held via conference call on Thursday February 11, 2010 at 10:30am. All proposals were due to the City Schools Office of Materials Management no later than 11:00am local time on Tuesday February 16 in Room 401 (A two day extension was granted due to inclement weather). The Office of Material Management was the point of contact to receive proposals and the Office of New Initiatives was the lead project management team. Applicants were asked to provide past and current experience with rendering services similar to those being sought in the RFP. 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.

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In addition to addressing each requirement, the Applicant was asked to submit a written narrative explaining the following: In the Applicant's opinion, what does it take to be successful in a turnaround environment; and why they believe their organization should be selected to perform this service?

**Evaluation & Selection**

Evaluation of the proposals was performed by an Evaluation Committee established for that purpose. The Committee evaluated each technical proposal by assessing the applicant's approach to satisfying the requirements; applicant's experience and capabilities/references; and the applicants fiscal Integrity/financial stability. Applicants were told that the contract(s) resulting from this RFP were to be awarded to the Applicant(s) whose proposal was the most advantageous to City Schools, considering price and technical factors. The Evaluation Committee was charged with making the final determination about acceptability of 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 RFP, whether any deviation from the requirements of the RFP were substantial in nature, reject in whole or in part any and all proposals, and waive minor irregularities. 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" and their financial proposals were returned unopened. Following the completion of the technical evaluation of all technical proposals, including any discussions, the Committee ranked each qualified Applicant's technical proposal. On Tuesday March 2nd and Wednesday March 3<sup>rd</sup> the Evaluation Committee met with seven 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.

In sum, City Schools received 13 proposals, 6 were deemed non-responsive; 7 were deemed responsive, of those, 3 were rejected and 4 were recommended. On March 23, the Board of Education Commissioners accepted the recommendation that the four organizations-Global Partnerships, Friendship Schools, Living Classrooms, and Johns Hopkins University/Talent Development High School- be approved as Restart/Turnaround providers in the District.

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**Intervention Model : RESTART MODEL**

The following represents the Operator’s implementation of the Restart plan:

**Scope of Services**

<b>Data point (from Needs Analysis)</b>	<b>School Needs Assessment</b>	<b>Strategy to address:</b>	<b>Person(s) responsible:</b>	<b>Estimated Date of Completion:</b>	<b>Documentation that can be used as evidence of Successful Completion</b>
Student Profile	Enrollment: 2009 – 720; 2008 – 811; 2007 – 677.	All students in Calverton will be returning to Calverton. This is not an area of change.	N/A	N/A	N/A
Staff Profile	More than 50% of the teaching staff has less than 5 years experience, and instructional leadership is new in the last two years. This requires a significant investment in professional development, especially in the first year of the re-start grant.	The Operator intends to “Zero-base staff” and also conduct classroom visits and personal interviews with all members of instructional staff in the building. The Operator will engage in partnership with the Urban Teacher Center to create a pipeline of student teachers who will be prepared to fill vacancies in the Fall of 2011.	Michael Cordell, CAO; Christopher Maher, Deputy CAO; Katherine Reed, Operations Specialist; Daniel Byerly, Subject Area Supervisor; Ayanna Kelley, Subject Area Supervisor; James Waller, Academic Operations; Tovah Koplow, Lead Coach, Monique Adams, Elementary Specialist	7/1/2010; 9/1/2010	At least 33% of the instructional staff in the school will not be renewed. The Operator will engage in partnership with the Urban Teacher Center to create a pipeline of student teachers who will be prepared to fill vacancies in the Fall of 2011. Support for teachers with less than 5 years teaching experience will be as follows: demonstration lessons, coaching provided by ISTs and subject area supervisors, and learning walk feedback forms and conversations.

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<b>Data point (from Needs Analysis)</b>	<b>School Needs Assessment</b>	<b>Strategy to address:</b>	<b>Person(s) responsible:</b>	<b>Estimated Date of Completion:</b>	<b>Documentation that can be used as evidence of Successful Completion</b>
Student Achievement	The school is far from AYP in most tested subject areas, although some improvement was demonstrated in the last available year of data. Middle school grades are significantly farther from AYP than elementary school grades.	All of the strategies listed on this spreadsheet are targeted towards improving student achievement.	All Friendship and Calverton teams listed in these areas	8/1/2010	Specific state testing targets will be established in the MOU with Baltimore City Schools. Operator will utilize curriculum aligned with state standards and City Schools curricula maps. The operator is using curricula that they have used successfully in other schools that they manage.
Rigorous Curriculum	The curricula are in compliance with state standards, however the school data indicates that there may be ineffective implementation of the curriculum.	The Understanding By Design framework will be used with quality materials to include working with NSF approved STEM curriculum. Essential questions and themes frame unit plans and push students to solve tough problems.	Dan Byerly, Ayanna Kelley, Cherice Greene, Subject Area Supervisors. Marc Siciliano, STEM consultant.	8/27/2010	The Understanding By Design framework will be used with quality materials to include working with National Science Foundation approved STEM curriculum. Essential questions and themes frame unit plans and push students to solve tough problems. Curriculum maps will be written for the entire school year for every subject area. These maps will reflect state standards and City SC Schools curricular maps and serve as the framework for units and lesson plans. Units will reflect best practices in STEM education.

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Data point (from Needs Analysis)	School Needs Assessment	Strategy to address:	Person(s) responsible:	Estimated Date of Completion:	Documentation that can be used as evidence of Successful Completion
Instructional Program	Some teachers differentiate instruction based on class data. However, it is evident that this is not a practice used by all teachers. Assessments are used at the beginning of instructional units and at the end. The link between assessment data and adjustment of classroom instruction is not a pervasive school wide practice.	The following strategies will be utilized to support the instructional program: Inquiry based approach for sciences; Gradual release model I Do, We Do, You Do) used for humanities courses; Focus on balanced literacy and numeracy approach that includes readers and writers workshop across the curriculum. In particular, the elementary grades will focus on using centers to meet needs of diverse learners.	Chris Maher, Deputy CAO; Michael Cordell, CAO; Domari Dickinson, Instructional Performance Coach; Katherine Harris, Instructional Performance Coach	8/27/2010	These approaches were chosen for this population as the Operator has proven results-based success with these methods in their other schools. The Friendship Instructional Model, with accompanying documents (teacher checklist, teacher feedback form, performance design review) will be completed. These will be used throughout the year to provide formal and informal feedback to teachers. These will be used throughout the year to provide formal and informal feedback to teachers.

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Data point (from Needs Analysis)	School Needs Assessment	Strategy to address:	Person(s) responsible:	Estimated Date of Completion:	Documentation that can be used as evidence of Successful Completion
Assessments	Teachers must be capable of accessing the district systems to pull 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. Increased professional development must be provided to teachers to facilitate this.	The Operator will employ a balanced assessment system that looks at formative interim assessments on a 4 week cycle aligned to district created benchmark assessments back mapped from the state assessment.	Chris Maher, Deputy CAO; Shayla Cornick, Assessment Specialist; Dan Byerly, Subject Area Supervisor, Ayanna Kelley, Subject Area Supervisor	8/27/2010 quarterly and mid-unit assessments on an ongoing basis	A Data Cycle will be established. Common mid-unit assessments will be developed. Benchmark assessments across subject areas will be utilized. Teachers will meet biweekly to analyze data in collaborative planning meetings. Teachers will discuss student mastery of skills and redirect teaching accordingly. Daily exit slips will provide teachers with timely data information on student learning in order to immediately direct lesson planning. Teachers will also give mid unit tests and weekly quizzes to provide them with information on student learning and the effectiveness of their teaching. Parents will receive student performance data every 2 weeks through a paper report sent home with the student. The school will also host Data Nights so they can discuss with teachers their student's performance and understand what the data means in terms of their student's learning.

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Data point (from Needs Analysis)	School Needs Assessment	Strategy to address:	Person(s) responsible:	Estimated Date of Completion:	Documentation that can be used as evidence of Successful Completion
Assessments (Continued)					The operator hosts these meetings in all their schools and will train the school leadership on how to conduct these meetings. Universal Design will utilize technology in the classrooms with Promethean Boards and the SMART Lab. Teachers will receive training this summer on how to use the technology in the classroom. The operator encourages their teachers to use the technology to accommodate the various learning styles of the students. Calverton is aligning as a STEM school and will use the technology to introduce students to STEM careers such as engineering and robotics.

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Data point (from Needs Analysis)	School Needs Assessment	Strategy to address:	Person(s) responsible:	Estimated Date of Completion:	Documentation that can be used as evidence of Successful Completion
School Climate and Culture	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.	School-wide culture plans created with Lee Canter focused on PBIS when possible and directly connected to the school SST. Friendship will engage with community partners specializing in conflict resolution and gang prevention.	Chris Maher, Deputy CAO; Calverton Administrators; Ray Cook, Community-based consultant	8/27/10	School Behavior Management Plan will be written. Positive Behavior Incentive System (PBIS) and Hierarchy of Consequences will be posted and utilized in every classroom. The operator has successfully implemented these behavior management systems in their other schools. As stated earlier, students who are at risk and students with IEPs will be identified during the summer and the Director of Guidance and the Director for Special Education will monitor the delivery of services to these students.

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<b>Data point (from Needs Analysis)</b>	<b>School Needs Assessment</b>	<b>Strategy to address:</b>	<b>Person(s) responsible:</b>	<b>Estimated Date of Completion:</b>	<b>Documentation that can be used as evidence of Successful Completion</b>
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.	A part-time Community Engagement Director will conduct monthly parent and community meetings.	Jerry Haley, Community Engagement Director; Ray Cook, Community-based consultant	6/30/2010	A part-time Community Engagement Director will conduct monthly parent and community meetings. There will also be monthly parent nights and the operator's goal is to have at least 200 student's parent/guardian attend. The Student Support Team (SST) will monitor the individual behavior plans for quality and fidelity of implementation. The Operator's Director for Guidance and the Director of Special Education will review these plans over the summer to set a baseline and prepare for the new school year.
Professional Development	Professional development must provide teachers with instructional methods, technology utilization in the classroom and for data analysis, and behavior management.	Provide three weeks of professional development in summer 2010 to all teachers on the use of data, high-impact instructional practices, creating a college-going culture, and a classroom environment conducive to learning.	Michael Cordell, CAO; Christopher Maher, Deputy CAO; Domari Dickinson, Instructional Performance Coach; Tovah Koplou, Lead Coach; Katherine Reed, Operations Specialist; Katherine Harris, Instructional Performance Coach;	8/27/2010; ongoing	The Operator will provide three weeks of professional development (PD) in summer 2010 to all teachers on the use of data, high impact instructional practices, creating a college going culture, and a classroom environment conducive to learning.

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<b>Data point (from Needs Analysis)</b>	<b>School Needs Assessment</b>	<b>Strategy to address:</b>	<b>Person(s) responsible:</b>	<b>Estimated Date of Completion:</b>	<b>Documentation that can be used as evidence of Successful Completion</b>
Professional Development (continued)	The school's professional development plan must include a method for assessing the professional development to ensure that it is effective.	This professional development will be delivered by Friendship team members, in addition to national experts such as Lee Canter and Doug Lemov. For professional development throughout the year, two Friendship Instructional Performance coaches will work with teachers identified as in need of assistance.	Alicia Adams, Director of Professional Development; Cecelia Brady-Hudley, Director of Guidance; Daniel Byerly, Subject Area Supervisor; Johnnie Gordon, Director of Special Education; Shayla Cornick, Data Specialist; Cherice Greene, Subject Area Supervisor; Ayanna Kelley, Subject Area Supervisor; James Waller, Academic Operations; Math SAS, TBA; Marc Siciliano, STEM Consultant; Lee Canter, Behavior Management Consultant	8/27/2010; ongoing	Specific topics will be – classroom management, accountable talk, higher order questioning, writing strategies, Cornell Notes, and student motivation. This professional development will be delivered by Friendship team members, in addition to national experts such as Lee Canter and Doug Lemov. For professional development throughout the year, two Friendship Instructional Performance coaches will work with subject area supervisors to provide need specific PD. Teachers will be formally surveyed regarding their PD needs in the coming weeks and the operator will formulate a formal PD plan for the school year. The plan will include PD for specific needs identified by the teacher and will be provided either one on one, and/or at school wide meetings and/or at the content level. Professional Development sign-in sheets will be provided.

**School Name and Number: Calverton Elementary/Middle Tier: I**

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Data point (from Needs Analysis)	School Needs Assessment	Strategy to address:	Person(s) responsible:	Estimated Date of Completion:	Documentation that can be used as evidence of Successful Completion
Professional Development (continued)				8/27/2010; ongoing	Evidence of the implementation of the content of these professional development sessions will be available on practices in teacher classrooms throughout the year. This professional development will lay the foundation for classroom expectations. Administrators will be trained on how to look for these practices throughout the year, and informal teacher feedback forms will be designed for use throughout the year. The forms will be returned to the teacher within one week of the formal observation and during a sit down discussion.

**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.

Because the replacement, relocation and closure of schools requires time and broad community input under the Code of Maryland Regulations (COMAR), and because City Schools' is committed to identifying its lowest performing schools for Restart as soon as possible. It identified 4schools and recommended them for Restart, **Calverton Elementary/Middle School** is one of those schools.

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**Intervention Model : RESTART MODEL**

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.

- January – Letter sent home to all Calverton Elementary/Middle School families informing them of Recommendations
- February 16 – Public Hearings on EGO Recommendations (City Schools Central Office 5:00pm-6:15pm)
- February 20 – Public Hearings on EGO Recommendations (Baltimore Polytechnic Inst. 10:00am-12:00pm)
- February 25 – Make-up Public Hearing on EGO Recommendations (City Schools Central Office 6:00pm-7:30pm)
- Written Comment accepted through February 26 (5:00pm)
- March 9 - Baltimore City Board of School Commissioners Voted to Approve the EGO Recommendations
- March 18 – Board Written Opinion posted on web site
- March 24 – Calverton Elementary/Middle School Turnaround/Restart Community Meeting

Communication details include:

- March 18-19 - City Schools Website detailing Turnaround Community Meetings
- March 18-26 – Channel 77 ad to air announcing details of Turnaround Community Meetings
- March 18-19 – Global Connect phone calls to all Calverton families with Turnaround Community Meeting details
- March 22 – Backpack flyer sent home with all Calverton students
- March 18-22 – personal outreach made to grassroots organizations and Organized Parent Groups providing details of upcoming Turnaround Community Meetings
- March 23 – Global Connect phone call reminder to all Calverton families

### **Community Involvement**

Community Meetings were held Wed March 24, 2010 through Friday March 26, 2010 at each school selected for turnaround. Community members heard from several operators under consideration and were asked to provide input and give feedback on which specific operator they believed would best serve the needs of the students in their community. City Schools held 4 community meetings in 3 days; 200 surveys were distributed and 122 surveys were received. Based partially on the feedback received from the community meetings, City School's matched each turnaround operator with the school whose needs were most closely aligned with their programmatic strengths and capacity.

**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 2009 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.

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**Intervention Model : RESTART MODEL**

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

City Schools analyzed data for schools with the lowest state test scores in 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 Calverton Elementary/Middle School for transformation. Calverton Elementary/Middle School has demonstrated some improvement in recent years, but not the type of acceleration necessary to ensure that student success. Calverton Elementary/Middle School was identified in this process as a school in need of transformation. Once Calverton Elementary/Middle School was identified City Schools determined which transformation strategy would be most effective in improving student achievement.

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

**School Name and Number: Calverton Elementary/Middle      Tier: I**

**Intervention Model : RESTART MODEL**

**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.

Calverton will receive a Title I Part A allocation (Schoolwide model) of \$590,007.00, \$321,363 IDEA, \$56, 322 in Third Party Billing which will 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, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

**2.D Timeline for LEA Monitoring of Tier I and II schools.**

<b>Timeline for LEA Monitoring of Tier I and Tier II schools</b> <b>Intervention Model <u>Restart</u> <u>X</u> School: <u>Calverton</u> Tier: <u>I</u></b>	
<b>Year 1: Q1 (SY2010-2011, July-Sept)</b>	<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul>
	<ul style="list-style-type: none"> <li>• Progress Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results assessed.</li> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for upcoming school year as defined by the Operator.</li> <li>• Quarterly benchmark data.</li> </ul>
<b>Year 1: Q2 (SY2010-2011, Oct-Dec)</b>	<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<b>Progress assessed:</b> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>

<p><b>Year 1: Q3 (SY2010-2011, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
<p><b>Year 1: Q4 (SY2010-2011, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
<p><b>Year 2: Q1 (SY2011-2012, July-Sept)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for previous school year and current year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q2 (SY2011-2012, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• Mid-contract School Quality Review accountability visit conducted by Achievement and Accountability (low stakes).</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• School Performance on SQR (baseline data).</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q3 (SY2011-2012, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for the current school year.</li> </ul>
<p><b>Year 2: Q4 (SY2011-2012, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Climate Survey.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<p><b>Year 3: Q1 (SY2012-2013, July-Sept)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>•</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of parent portal.</li> <li>• SMS for attendance</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> </ul>
<b>Year 3: Q2 (SY2012-2013, Oct-Dec)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator</li> </ul>
<b>Year 3: Q3 (SY2012-2013, Jan-Mar)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• School quality review conducted by Accountability and Achievement Office (high stakes).</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> <li>• School performance on SQR with emphasis on its progress from previous year.</li> </ul>

<b>Year 3: Q4 (SY2012-2013, April-June)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	Progress assessed: <ul style="list-style-type: none"> <li>• D Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> </ul>

#### Section 4: LEA Commitments and Capacity

**Table 4.A**

<b>1003(g) Central Support Team</b>				
<b>Name of Central Support Team Members</b>	<b>Title</b>	<b>Responsibility</b>	<b>Tier Assignment</b>	<b>Estimate of the time each individual will devote to supporting Tier I, II, and III schools(Hours per Month)</b>
TBD	Turnaround Schools Coordinator	To ensure the effective implementation of school based interventions through frequent monitoring of interventions at each school site To work closely with school based leadership teams and operators to discuss the needed supports	Tier I and Tier II	160 hrs/month
TBD	Coordinator of Turnaround School Accountability	To ensure the effective implementation of school based interventions and to monitor the school level data and grants to ensure effective implementation	Tier I and Tier II	160 hrs/month
Laura Weeldreyer	Deputy Chief of Staff	To ensure that central office acts as a rapid response team for the schools and that the schools have what is needed to produce dramatic gains	Tier I and Tier II	40 hrs/month
Tasha Johnson	Director of Title I	To oversee grant implementation and monitoring	Tier I, Tier II, and Tier III	20 hrs/month

1003(g) Central Support Team				
Linda Eberhart	Director of Teaching and Learning	To plan and coordinate the professional development support for the turnaround schools	Tier I, Tier II, and Tier III	20 hrs/month
TBD	School Support Network Team Leaders	To give necessary supports identified by the Director of Turnarounds to the school based teams	Tier I and Tier II	160 hrs/month
TBD	School Support Network Academic Liaisons	To give necessary supports needed at each school site as related to the academic performance of students	Tier I and Tier II	160 hrs/month
TBD	School Support Network Business/Ops Liaisons	To give necessary supports needed at each school site as related to finance and budget, facilities, procurement, and other operational issues	Tier I and Tier II	160 hrs/month
TBD	School Support Network Special Education/Student Support Liaisons	To give necessary supports related to special education and students supports needed at each school site	Tier I and Tier II	160 hrs/month
Tracy Kelley	Office of New Initiatives	To serve as first point of contact for external turnaround partners and to act as liaison between operators and central office	Tier I and Tier II	60 hrs/month
Angie Kirk	Human Capital	To support schools on staffing needs and troubleshoot staffing issues	Tier I and Tier II	40 hrs/month
<p><b>a. How often will the LEA 1003(g) central support team meet?</b></p> <p>The Baltimore City 1003(g) support team will meet every two weeks. The Offices represented include Special Education, Title I, Achievement and Accountability, Teaching and Learning, Office of New Initiatives, Human Capital, Facilities, Finance, Office of the Chief of Staff and other relevant offices as needed.</p>				
<p><b>b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?</b></p> <p>A formal report will be given to the Chief Executive Officer (CEO) and the CEO's cabinet members every month.</p>				
<p><b>c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?</b></p> <p>A state of the 1003 (g) schools will be issued to the School Board once a quarter.</p>				
<p><b>d. Has the LEA 1003(g) central support team met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><b>If no, briefly describe the plans for the central support team to begin work on the Tier I, II, and III schools?</b></p>				

### 1003(g) Central Support Team

Although the formal full time central support team positions have not been filled, a working group has been convened to ensure that all schools are ready for the effective implementation of the grant. One FTE has been assigned to the role of project management, in addition to the support of the team listed above. The full time grant positions will be staffed as soon as the grant is awarded.

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

The Baltimore City School central support team will work collaboratively as a cross functional team to review and assess the progress of the schools towards their set goals. A school quality review will be implemented at the end of each school year to give formal feedback to the school leadership teams as well as the school-based operators and community support organizations.

- f. What steps will the LEA take to ensure that the school improvement funds are utilized (1) in a timely way and (2) effectively and efficiently to support the required components of the selected intervention? Specifically, what assurances will the LEA make that schools and LEA support teams have access to these funds, even during annual rollover processes? How will the LEA support principals' timely and effective use of these funds?**

City Schools will hire an individual to specifically assure that funds are utilized to implement the selected interventions. This individual, the Coordinator of Turnaround Schools Accountability, will work closely with school-based staff and other central office staff to ensure that the allocations are made in a timely manner and that they are being used effectively.

## 4.B

### 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.**

- g. 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?**

**LEA Capacity to Implement Grant**

- (1) Realignment- Schools will be given a per pupil allocation for spending. The schools will have the ability to align their resources to the targeted interventions. The schools that have external operators will be able to realign their funding resources by cashing out funds to the operator so to have more flexibility to meet the needs of their targeted interventions.
- (2) Removal of Barriers- Schools will submit plans that will outline how they will reach given benchmarks. The schools can make adjustments to the traditional school calendar, or create alternatives schedules. The schools will have autonomy in budget, staffing and programming. The schools will be supported to make best use of collaborative planning time and to embed professional development within the typical school day. The schools will have the flexibility to use their people, time and money to ensure that their school dramatically improves student achievement.
- (3) Modifications to policies- The central office support team will meet regularly with the school based support team so to proactively rethink policies that may impact the expedited turnaround of schools.
- (4) Engaging in Collaboration- The Coordinator of Turnaround Schools will begin long-range planning with the school operators and school leaders from the onset of the school turnaround. These planning sessions will involve creating a long-range strategic plan for district allocations for the schools after 2013 and other necessary funds.

**h. 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?**

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

## Section 5 LEA Budget

### School Budget Narrative –Tier I and Tier II Schools

School Budget Narrative for School Year <u>2010-2011</u>				
Name of School: Calverton		Intervention: Restart		Tier: 1
Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
<i>Salaries &amp; Wages</i>	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile)	<p>The restart model does not have required/permissible components</p> <p><u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.</p> <p><u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.</p>	70 hrs x 58 tchrs x \$30/hr 70 hrs x 11 paras x \$21/hr	\$137,970
	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture		2 FTE x \$111,547	\$223,094
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership)		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership		\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$388,064</b>
<i>Fixed Charges</i>	FICA for summer PD, principal pay differential, and vacation buy-out	FICA of 7.65% and Fringe rate of 22%	164,970 x 7.65%	\$12,620
	Fringe for add'l leadership		13,913 + 22% of salary x 2	\$76,906
<b>Total Fixed Charges</b>				<b>\$89,526</b>



		<p>The professional development will assist in creating a positive school culture and ensure that the School Behavior Management Plan and the Positive Behavior Incentive System are implemented with fidelity. The program is aligned to the to the Master Plan 4 that stipulates that all students will be educated in learning environments that are safe, drug-free, and conducive to learning. Implementation of the model has shown significant decrease in discipline infractions at other campuses.</p> <ul style="list-style-type: none"> <li>• \$45,028 (tuition -\$19,960; Air - \$2400; Baggage - \$400; Ground Transportation -\$800; \$Hotel 16960; Per Diem – 3408)- Harvard National Center on Urban Leadership (registration and travel for 9 participants) addresses the need for leadership development. The National Institute for Urban School Leaders will assist school leadership in refining leadership skills. As a result of participation, school leadership will be able to identify leadership roles and styles required to improve teaching and learning in the instructional core; examine the beliefs, cultural changes and teaching and learning strategies required to promote high student achievement; consider the effects of race, class and culture on the learning community; learn effective approaches for ensuring the inclusion of all students; explore practice-based techniques for closing achievement gaps; develop comprehensive crisis communication strategies and increase instructional leadership.</li> <li>• \$10,000 (\$15.25/per student @ 655) - Purchasing of licenses for Performance Series Assessment - Three tests (ELA, Reading, Math) will be given twice a year (Pre and Post student achievement assessments) to students in grade 4-8. Performance Series is a computer-adaptive test that quickly pinpoints the proficiency level of the student across a range of subjects that correspond with the specific state standards. Performance Series provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• \$5,000 (\$250 for food /parent meeting, \$500 for development; \$3500 printing and mailing of parent pamphlets)- The Calverton campus will host 4 parent meetings to develop programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and implemented with consultation of parents. At the beginning of each year, an Annual Title I meeting will be held to explain Title I, Part A program to parents. During this meeting, parents and staff will review the Parental Involvement Plan and compact and revise it as needed. Calverton will also host at least 5 parent/student information meetings including Back-to-School nights, Parent-Teacher Conferences and Data Nights meetings to provide assistance to parents with understanding Maryland’s academic content standards, state and local academic assessments (e.g. Stanford 10, MSA, HSA), the Friendship instructional model and to give parents an opportunity to review progress on individual student data. The information received during the parent nights provide diagnostic information, in a parent friendly format, to guide efforts by teachers and parents to provide timely and effective help to students and to make sure that the instruction challenges them appropriately. At the end of each year, Friendship Public Charter School will determine the effectiveness of the Parent Involvement Program by administering a parent involvement survey.</li> <li>• \$5,000 - Banners and posters needed to highlight and reiterate Friendship’s Core Values and to create a College-going culture. The banners and posters convey to students, parents and the community the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• \$5,000 - Supplies and materials to produce and deliver professional development. Instructional staff will receive 14 days of professional development prior to the beginning of the school year, and ongoing professional development and coaching throughout the year. These supplies will allow for the development of the materials, copies, supplies and food for meetings.</li> <li>• \$3,000 - Office supplies and materials to support Baltimore Friendship staff's ability to communicate internally and with BCPS.</li> <li>• \$5,000 - Travel Reimbursements - Each Friendship DC-based employee identified on the grant will make approximately 1 trip per month to the Calverton campus to provide professional development, school support, coaching and to monitor the implementation of the instructional and behavior management program.</li> <li>• \$12,000 - Computer/ Technology Equipment - 3 computers, phones, and wireless cards for the development of reports, feedback and communication to staff. 2 video cameras for the taping of teacher lessons. Technology to provide real-time in-class coaching, electronic devices to digitally record teacher feedback in real time. Software to generate customized data reports for students and parents.</li> </ul>		
	SMART board, projector installation		30 classrooms x \$15,000	\$450,000
<b>Total Contracted Services</b>				<b>\$1,000,000</b>
<i>Supplies &amp; Materials</i>	EMO expected to cover instructional supplies with contract funds & school-based budget general funds			
	233 computers, 8 network printers	The restart model does not have required/permmissible components	233 x \$900 8 x \$1,200	\$219,300
	Furniture		\$80,700	\$80,700
<b>Total Supplies and Materials</b>				<b>\$300,000</b>

<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$1,777,590</b>

**School Budget Narrative –Tier I and Tier II Schools**

**Name of School: Calverton**

**Intervention: Restart**

**Tier: 1**

**School Budget Narrative for School Year 2011-2012**

<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)	<p>The restart model does not have required/permissible components</p> <p><u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.</p> <p><u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.</p>	2 FTE x \$111,547	\$223,094
	Performance Bonus will help recruit high quality school leaders (see needs assessment – leadership)		\$500 x 669 students + 10%	\$367,950
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership)		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)		\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$618,044</b>
<i>Fixed Charges</i>	FICA for performance bonus, principal pay differential, and vacation buy-out	FICA of 7.65% and Fringe rate of 22%	Wages x 7.65%	\$30,214
	Fringe for add'l leadership		13,913 + 22% of salary X 2	\$76,907
<b>Total Fixed Charges</b>				<b>\$107,121</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$725,165</b>

<i>Contracted Services</i>	Contract with EMO - Friendship Schools	Allocation for operator to spend using their discretion.	\$350 x 669 students	\$234,150
<b>Total Contracted Services</b>				<b>\$234,150</b>
<i>Supplies &amp; Materials</i>	EMO expected to cover instructional supplies with contract funds & school-based budget general funds			
	233 computers, 8 network printers	The restart model does not have required/permissible components	233 x \$900 8 x \$1,200	\$219,300
	Furniture		\$81,800	\$81,800
<b>Total Supplies and Materials</b>				<b>\$301,100</b>
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$1,260,415</b>

**School Budget Narrative –Tier I and Tier II Schools**

**Name of School: Calverton**

**Intervention: Restart**

**Tier: 1**

**School Budget Narrative for School Year 2012-2013**

<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)	The restart model does not have required/permissible components  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	2 FTE x \$111,547	\$223,094
	Performance Bonus		\$500 x 669 students + 10%	\$367,950
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership)		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)	<u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$618,044</b>

<i>Fixed Charges</i>	FICA for performance bonus, principal pay differential, and vacation buy-out	FICA of 7.65% and Fringe rate of 22%	394,250 s x 7.65%	\$30,214
	Fringe for add'l leadership		2 x 13,913 + 22% of salary	\$76,907
<b>Total Fixed Charges</b>				<b>\$107,121</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$725,165</b>
<i>Contracted Services</i>	Contract with EMO – Friendship Schools	Allocation for operator to spend using their discretion.	\$350 x 669 students	\$234,150
Total Contracted Services				\$234,150
<i>Supplies &amp; Materials</i>	none allocated by LEA; EMO expected to cover with contract funds & school-based budget general funds			
Total Supplies and Materials				\$-
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$959,315</b>

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

Calverton will receive a Title I Part A allocation (Schoolwide model) of \$590,007.00, \$321,363 IDEA, \$56, 322 in Third Party Billing which will 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, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

## Section 2: Application for Tier I and Tier II Schools

### 2.A Background Information

Complete Table 2.A for each Tier I and Tier II school the LEA will serve.

**Table 2.A**

<p><b>School Name:</b> Commodore John Rodgers Elem/Middle #27 <b>Address:</b> 100 N. Chester St. Baltimore, MD 21231</p>	<p><b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> Laura Weeldreyer, Deputy Chief of Staff  <b>Phone#:</b> 410 396-8804 <b>Email Address:</b> <a href="mailto:lweeldreyer@bcps.k12.md.us">lweeldreyer@bcps.k12.md.us</a>  <b>Name &amp; Position:</b> Tasha Franklin Johnson, Ph.D., Director, Office of Federal Programs  <b>Phone#:</b> 410 396-8937 <b>Email Address:</b> <a href="mailto:tjohnson02@bcps.k12.md.us">tjohnson02@bcps.k12.md.us</a></p>	
<p><b>Grade levels enrolled (SY10):</b> K-8</p>	<p><b>Number of Students Enrolled (SY10):</b> 314</p>	
<p><b>Year the school entered school improvement status:</b> 1997</p>	<p><b>Tier Level</b> <b>Tier I</b> _____ <b>Tier II</b> _____ <b>X</b> _____</p>	
<p><b>Differentiated Accountability Status:</b> ____ Focus Developing ____ Focus Priority ____ Comprehensive Developing <b><u>X</u></b> Comprehensive Priority</p>	<p><b>School Improvement Status</b> ____ School Year 1 ____ School Year 2 ____ Corrective Action ____ Restructuring Planning <b><u>X</u></b> Restructuring Implementation</p>	
<p><b>Title I Status:</b> <b><u>X</u></b> Schoolwide Program ____ Targeted Assistance Program ____ Title I Eligible School</p>	<p><b>Intervention Model Selected:</b> ____ Turnaround Model ____ Closure <b><u>X</u></b> Restart ____ Transformation</p>	
<p><b>Waiver Request:</b> <b><u>X</u></b> Requested for this School  ____ Not Requested for this School</p>	<p><b>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</b></p>	
	<p><b>Year 1: SY 2010-11</b></p>	<p><b>\$1,027,065.94</b></p>
	<p><b>Year 2: SY 2011-12</b></p>	<p><b>\$558,721.72</b></p>
	<p><b>Year 3: SY 2012-13</b></p>	<p><b>\$558,721.72</b></p>
<p><b>Total Amount of Funding Requested for this School</b></p>	<p><b>\$2,144,509.38</b></p>	

## 2.B Comprehensive Needs Assessment for Tier I and II schools

Table 2.B

Name of School: Commodore John Rogers Elementary/Middle		Tier: II																																																																																					
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																																																						
<p><b>1 Student Profile Information( include trend analysis)</b></p> <ul style="list-style-type: none"> <li>Total enrollment</li> <li>Grade level enrollment</li> <li>Subgroups - # of students in each</li> <li>Mobility % - Entrants &amp; Withdrawals</li> <li>Attendance %</li> <li>Expulsions #</li> <li>Suspensions #</li> <li>Dropout rate</li> <li>Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>Graduation rate</li> <li>High School Diploma Rate</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment: 2009 - 375; 2008 - 303; 2007- 284</li> <li>Grade Level Enrollment: <table border="1" data-bbox="758 558 1860 695"> <thead> <tr> <th></th> <th>Total</th> <th>PK</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>375</td> <td>30</td> <td>56</td> <td>29</td> <td>37</td> <td>29</td> <td>29</td> <td>28</td> <td>34</td> <td>43</td> <td>60</td> </tr> <tr> <td>2008</td> <td>303</td> <td>31</td> <td>33</td> <td>38</td> <td>33</td> <td>32</td> <td>24</td> <td>25</td> <td>36</td> <td>51</td> <td>--</td> </tr> <tr> <td>2007</td> <td>284</td> <td>25</td> <td>32</td> <td>39</td> <td>48</td> <td>26</td> <td>30</td> <td>32</td> <td>52</td> <td>--</td> <td>--</td> </tr> </tbody> </table> </li> <li>Subgroups: <table border="1" data-bbox="758 756 1373 893"> <thead> <tr> <th></th> <th>Total</th> <th>Am Ind</th> <th>Asian</th> <th>Af Am</th> <th>White</th> <th>Hisp</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>375</td> <td>5</td> <td>3</td> <td>307</td> <td>28</td> <td>32</td> </tr> <tr> <td>2008</td> <td>303</td> <td>2</td> <td>3</td> <td>255</td> <td>20</td> <td>23</td> </tr> <tr> <td>2007</td> <td>284</td> <td>3</td> <td>2</td> <td>247</td> <td>14</td> <td>18</td> </tr> </tbody> </table> </li> <li>Mobility %: 2009 - 44.1% (Ents) 24.6% (Wdrs); 2008 – 37.4% (Ents) 22.4% (Wdrs); 2007 – 38.6% (Ents) 28.8% (Wdrs)</li> <li>Attendance: 2009 – 90.2%; 2008 – 91.0%; 2007 – 90.5%</li> <li>Expulsions: 2009 – 7; 2008 – 3; 2007 – 1</li> <li>Suspensions: 2009 – 142; 2008 – 123; 2007 – 44</li> <li>Dropout rate: NA</li> <li>Advance Coursework: NA</li> <li>Graduation rate: NA</li> <li>High School Diploma Rate: NA</li> </ul> <p><b>Conclusions:</b> Enrollment has increased over the past two years. Mobility entrants have increased and withdrawals have remained consistent for two years. The restart leadership must take steps to increase attendance through an engaging curriculum and interesting school activities. Expulsions and suspensions have increased over the past two years. Leadership must create a culture that supports the code of conduct; teachers and parents must support the enforcement of the code.</p>												Total	PK	K	1	2	3	4	5	6	7	8	2009	375	30	56	29	37	29	29	28	34	43	60	2008	303	31	33	38	33	32	24	25	36	51	--	2007	284	25	32	39	48	26	30	32	52	--	--		Total	Am Ind	Asian	Af Am	White	Hisp	2009	375	5	3	307	28	32	2008	303	2	3	255	20	23	2007	284	3	2	247	14	18
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<p><b>2 Staff Profile</b></p> <ul style="list-style-type: none"> <li>Principal – Length of time at the school</li> <li>Number of Assistant Principal/s and other administrators</li> <li>Number and % of teaching faculty's total classroom instruction experience: <ul style="list-style-type: none"> <li>0-5 years</li> <li>6-10 years</li> <li>11-15 years</li> <li>16+ years</li> </ul> </li> <li>Number and % of teaching faculty's service at this school: <ul style="list-style-type: none"> <li>0-5 years</li> <li>6-10 years</li> <li>11-15 years</li> <li>16+ years</li> </ul> </li> <li>Number and % of HQ teachers</li> <li>Number of school-based reading and English teachers of record</li> <li>Number of school-based mathematics and data/analysis teachers of record</li> <li>Number of school-based reading and English resource personnel</li> <li>Number of school-based mathematics and data/analysis resource personnel</li> <li>Number and % of paraprofessionals who are qualified</li> </ul>	<ul style="list-style-type: none"> <li>Principal – Length of time at the school <b>.54</b></li> <li>Number of Assistant Principal/s and other administrators <b>0</b></li> <li>Number and % of teaching faculty's total classroom instruction experience: <table border="1"> <tr> <td><b>0-5</b></td> <td><b>9</b></td> <td><b>31.03</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>5</b></td> <td><b>17.24</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>4</b></td> <td><b>13.79</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>11</b></td> <td><b>37.93</b></td> </tr> </table> </li> <li>Number and % of teaching faculty's service at this school: <table border="1"> <tr> <td><b>0-5</b></td> <td><b>20</b></td> <td><b>68.97</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>3</b></td> <td><b>10.34</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>1</b></td> <td><b>3.45</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>5</b></td> <td><b>17.24</b></td> </tr> </table> </li> <li>Number and % of HQ teachers : 93.3%</li> <li>Number of school-based reading and English teachers of record: 4</li> <li>Number of school-based mathematics and data/analysis teachers of record: 11</li> <li>Number of school-based reading and English resource personnel: 1 per school</li> <li>Number of school-based mathematics and data/analysis resource personnel: 1 per school</li> <li>Number and % of paraprofessionals who are qualified: 100%</li> <li>Number of mentor teachers and number of teachers being supported : 0</li> <li>Teacher and administrator attendance %</li> </ul>	<b>0-5</b>	<b>9</b>	<b>31.03</b>	<b>6-10</b>	<b>5</b>	<b>17.24</b>	<b>11-15</b>	<b>4</b>	<b>13.79</b>	<b>16+years</b>	<b>11</b>	<b>37.93</b>	<b>0-5</b>	<b>20</b>	<b>68.97</b>	<b>6-10</b>	<b>3</b>	<b>10.34</b>	<b>11-15</b>	<b>1</b>	<b>3.45</b>	<b>16+years</b>	<b>5</b>	<b>17.24</b>	<table border="1"> <thead> <tr> <th colspan="3">ABS</th> </tr> <tr> <th>HRS</th> <th>HRS</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>30851.36</b></td> <td><b>1484.57</b></td> <td><b>95.18</b></td> </tr> </tbody> </table>	ABS			HRS	HRS	%	<b>30851.36</b>	<b>1484.57</b>	<b>95.18</b>	<p><b>Teachers:</b></p> <table border="1"> <thead> <tr> <th>CALENDAR HOURS</th> <th>ABSENCE HOURS</th> <th>ATTENDANCE PERCENT</th> </tr> </thead> <tbody> <tr> <td>32850.94</td> <td>1798.92</td> <td>94.52</td> </tr> </tbody> </table>	CALENDAR HOURS	ABSENCE HOURS	ATTENDANCE PERCENT	32850.94	1798.92	94.52
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<p><b>3 Student Achievement</b></p> <ul style="list-style-type: none"> <li>Student achievement data for reading and math on State assessments by the "all student" category and all subgroups</li> <li>Graduation Rate</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="9" style="text-align: center;">Reading</th> </tr> <tr> <th></th> <th>All</th> <th>Af Am</th> <th>Am Ind</th> <th>Hisp</th> <th>White</th> <th>Sp Ed</th> <th>ELL</th> <th>FARMS</th> </tr> </thead> <tbody> <tr> <td><b>2009</b></td> <td style="text-align: center;">48.9</td> <td style="text-align: center;">49.0</td> <td style="text-align: center;">20.0</td> <td style="text-align: center;">50.0</td> <td style="text-align: center;">58.3</td> <td style="text-align: center;">25.5</td> <td style="text-align: center;">60.0</td> <td style="text-align: center;">49.7</td> </tr> <tr> <td><b>2008</b></td> <td style="text-align: center;">57.8</td> <td style="text-align: center;">57.6</td> <td style="text-align: center;">--</td> <td style="text-align: center;">57.1</td> <td style="text-align: center;">66.7</td> <td style="text-align: center;">57.5</td> <td style="text-align: center;">63.6</td> <td style="text-align: center;">57.9</td> </tr> <tr> <td><b>2007</b></td> <td style="text-align: center;">42.1</td> <td style="text-align: center;">39.6</td> <td style="text-align: center;">--</td> <td style="text-align: center;">66.7</td> <td style="text-align: center;">60.0</td> <td style="text-align: center;">31.3</td> <td style="text-align: center;">60.0</td> <td style="text-align: center;">42.3</td> </tr> <tr> <th colspan="9" style="text-align: center;">Mathematics</th> </tr> <tr> <th></th> <th>All</th> <th>Af Am</th> <th>Am Ind</th> <th>Hisp</th> <th>White</th> <th>Sp Ed</th> <th>ELL</th> <th>FARMS</th> </tr> <tr> <td><b>2009</b></td> <td style="text-align: center;">35.2</td> <td style="text-align: center;">35.1</td> <td style="text-align: center;">20.0</td> <td style="text-align: center;">54.5</td> <td style="text-align: center;">25.0</td> <td style="text-align: center;">10.9</td> <td style="text-align: center;">66.7</td> <td style="text-align: center;">37.0</td> </tr> <tr> <td><b>2008</b></td> <td style="text-align: center;">44.2</td> <td style="text-align: center;">44.8</td> <td style="text-align: center;">--</td> <td style="text-align: center;">42.9</td> <td style="text-align: center;">41.7</td> <td style="text-align: center;">27.5</td> <td style="text-align: center;">54.5</td> <td style="text-align: center;">46.6</td> </tr> <tr> <td><b>2007</b></td> <td style="text-align: center;">43.9</td> <td style="text-align: center;">43.6</td> <td style="text-align: center;">--</td> <td style="text-align: center;">50.0</td> <td style="text-align: center;">40.0</td> <td style="text-align: center;">25.0</td> <td style="text-align: center;">40.0</td> <td style="text-align: center;">42.3</td> </tr> </tbody> </table>			Reading										All	Af Am	Am Ind	Hisp	White	Sp Ed	ELL	FARMS	<b>2009</b>	48.9	49.0	20.0	50.0	58.3	25.5	60.0	49.7	<b>2008</b>	57.8	57.6	--	57.1	66.7	57.5	63.6	57.9	<b>2007</b>	42.1	39.6	--	66.7	60.0	31.3	60.0	42.3	Mathematics										All	Af Am	Am Ind	Hisp	White	Sp Ed	ELL	FARMS	<b>2009</b>	35.2	35.1	20.0	54.5	25.0	10.9	66.7	37.0	<b>2008</b>	44.2	44.8	--	42.9	41.7	27.5	54.5	46.6	<b>2007</b>	43.9	43.6	--	50.0	40.0	25.0	40.0	42.3
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		<p>Graduation Rate: NA</p> <p>Conclusions: Reading and mathematics scores on the MSA increased in 2008 and then plunged by 9 percentage points in both areas in 2009. The restart leadership must put in place a challenging, engaging curriculum that will improve student achievement. They must also institute extended learning opportunities to promote student achievement.</p> <p>Next Steps: See response to question 4.</p>	
<p><b>4 <u>Rigorous Curriculum</u></b></p> <p>Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>		<ul style="list-style-type: none"> <li>• <sup>1</sup>Teachers base classroom instruction on curriculum mapping partially aligned to state standards (Score=2).</li> <li>• Core English/Reading program: Open Court Reading</li> <li>• Core Mathematic and algebra programs: Scotts Foresman with Math Works Supplement Math</li> <li>• Curriculum Intervention Programs: Books used have intervention and enrichment incorporated in the program.</li> <li>• Enrichment Programs: Books used have intervention and enrichment incorporated in the program.</li> </ul> <p><b>Conclusions:</b> Although the curriculums in place are research based curricula, the student data at Commodore indicates that the delivery of instruction is not providing students with the skills and knowledge necessary to achieve scores of proficient or advanced. Few teachers are using technology in the classroom and few teachers at Commodore are using technology to differentiate and deliver instruction. Teachers require professional development to assist in improving the quality of instruction. Students must receive after school academic supports and in school individualized interventions, such as tutoring. There are currently limited opportunities at Commodore for after-school academic supports and individualized interventions. There are currently not outside partnerships with community agencies or organizations offering meaningful opportunities for leadership or character development. Parents are not accustomed to having extended learning opportunities. A few teachers take initiative to work with students after school or during lunch.</p>	

<sup>1</sup> Executive Directors for Elementary and Secondary Education, and School Support Network staff completed a needs assessment review of each of the schools in the School Improvement Grant. As a result of the review, scores were derived based on a common rubric for the various components assessed. A score of “4” denotes high quality, “3” denotes well developed, “2” denotes developing, and “1” denotes beginning.

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		<p><b>Next Steps:</b> The operator will ensure that the curricula are aligned with state standards and City Schools curricular mapping. All textbooks and other resources will be aligned with these curricula. Planning of the curricula will engage teachers and leadership by content and grade levels. PD will be provided to strategize with teachers how to differentiate their lesson plans based on student needs (i.e. small group instruction). The operator plans to infuse co-teaching in all classrooms to enhance student learning. The operator will have an extended school day (40 extra minutes each day, M-F), and will offer after school tutoring provided by school staff. Technology in the classroom will be discussed in question 5.</p>											
<p><b>5 Instructional Program</b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers depend on grade level and content area faculty to inform them of what is good instructional practice (Score=2). City Schools are required to use curriculums that are pre-approved by the Office of Teaching and Learning which ensures that they are research based.</li> <li>• Few to no teachers use technology in the classroom. Technology is not used to help students access information outside the classroom (Score = 1).</li> <li>• Teachers use data at the beginning of an instructional unit or cycle. Few to no teachers differentiate and deliver instruction using a variety of methods (Score=1).</li> <li>• Master Schedule by Content Area:</li> </ul> <table border="1" data-bbox="976 844 1591 1372"> <tr> <td>Language Arts</td> <td>Grades K-2 - 700 minutes per week Grade 3 - 650 Grades 4-5 600 Grades 6-8 450</td> </tr> <tr> <td>Math</td> <td>Grades K- 300 Grades 1-8 - 450</td> </tr> <tr> <td>Science</td> <td>Grades K – 150 Grades 1-4 - 200 Grade 5 - 300 Grades 6-8 - 450</td> </tr> <tr> <td>Social Studies</td> <td>Grades K – 150 Grades 1-4 - 200 Grade 5 - 300 Grades 6-8 - 450</td> </tr> <tr> <td>PE</td> <td>Grades K-5 - 45 Grades 6-8 - 90</td> </tr> </table>		Language Arts	Grades K-2 - 700 minutes per week Grade 3 - 650 Grades 4-5 600 Grades 6-8 450	Math	Grades K- 300 Grades 1-8 - 450	Science	Grades K – 150 Grades 1-4 - 200 Grade 5 - 300 Grades 6-8 - 450	Social Studies	Grades K – 150 Grades 1-4 - 200 Grade 5 - 300 Grades 6-8 - 450	PE	Grades K-5 - 45 Grades 6-8 - 90
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<p><b>6 Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> <li>• Use of universal design principles</li> </ul>	<ul style="list-style-type: none"> <li>• A limited range of assessment procedures are used. Some information is recorded but not enough to evaluate the effectiveness of teaching and learning (Score=2).</li> <li>• Few to no teachers use technology in the classroom. Technology is not used to help students access information outside the classroom (Score=1).</li> <li>• Teachers administer the district-provided formative benchmark assessments for mathematics, reading, and science in accordance with district guidelines.</li> <li>• Few teachers use the data display system to review student results on assessments. Administrative use is current and frequent.</li> </ul>			

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	<ul style="list-style-type: none"> <li>• Universal design ideas ensure that if students are to be effective in diverse classrooms, curricula must present information in ways that are perceptible to all students and their learning styles. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all students by (1) providing the same information through different sensory modalities (e.g., through vision, hearing, or touch); (2) providing information in a format that will allow for adjustments by the user (e.g., text that can be enlarged, sounds that can be amplified). Leadership and staff will work to utilize technology in the classroom to meet the learning needs of all students.</li> </ul> <p><b>Conclusions:</b> New leadership must be sure that curriculums are research based, and aligned with the state curriculums. Teachers require more intensive professional development to ensure quality delivery of instruction. Professional development to teach faculty how to use technology in the classroom as a vehicle to engage students in their learning. All teachers must use assessments frequently and analyze that data to inform their classroom instruction. Analyzing data will indicate what skills student have accomplished and what skills need to be re-taught/reviewed.</p> <p><b>Next Steps:</b> Universal design will be used per discussion in question 5 to meet the varied learning styles of students. Teachers will be trained to access benchmark data and how to analyze that data. They will give daily assessments (quizzes, exit tickets) and tests in order to have timely data to assess the effectiveness of their instruction and what they need to re-teach. If 70% of the students fail the quiz or exit ticket then the skill will be re-taught to the whole class. If not, then specific students will be provided more strategic intensive intervention (small groups, pull-out when necessary) to be re-taught the skill. Teachers will collaboratively plan twice a month – one time will be a vertical planning meeting and the other will be a grade level meeting. Student assessment data will be analyzed and teachers will strategize how to adjust their instruction to better meet the needs of their students.</p>	
<p><b>7 School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	<ul style="list-style-type: none"> <li>• School vision, mission: <sup>2</sup>To accelerate the academic achievement of all students, in partnership with the entire community, to ensure that students develop the attitudes, skills and proficiencies necessary for success in higher education and in the 21<sup>st</sup> century global workforce. To accelerate student progress through effective implementation of the updated Master Plan, focusing on quality of instruction, maintenance of a safe, supportive learning environment and development of a culture of excellence within schools and throughout every aspect of the school system. Staff members find that the school clearly articulates its school mission and it is known to stakeholders. It is implemented daily in the school code of conduct (Score=3).</li> </ul>	

<sup>2</sup> The School Improvement Plan template contains the City School's vision and mission to ensure alignment of the schools' planning with the system Master Plan. Schools may develop individualized vision and mission statements as a part of building cohesive school teams.

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	<ul style="list-style-type: none"> <li>• Safety: Suspensions: 2009 – 142; 2008 – 123; 2007 – 44 <ul style="list-style-type: none"> <li>○ The # of Suspensions has increased from 44 in 2007 to 142 in 2009</li> <li>○ Discipline data is reviewed weekly at Safety Stat and there have been no safety related-issues that have prompted a SafetyStat visit in SY 2010.</li> </ul> </li> <li>• Attendance: 2009 – 90.2%; 2008 – 91.0%; 2007 – 90.5% <ul style="list-style-type: none"> <li>○ The Attendance rate has decreased from 90.5% in 2007 to 90.2% in 2009</li> </ul> </li> <li>• Health Services: A nursing aid and part time nursing services</li> <li>• School Environment Survey <ul style="list-style-type: none"> <li>○ Safety (% positive responses, students and parents) 39.4%</li> <li>○ Engagement (% positive responses, students and parents) 67.6%</li> <li>○ Satisfaction (% positive responses, students and parents) 55.0%</li> </ul> </li> <li>• <sup>3</sup>The summary score on the SY'08-09 School Climate Index for Commodore Rogers Elementary Middle School was 66.4, compared to the average district score of 78.0. This summary score represents a decrease of 11.6 percentage points from the previous year's score.</li> <li>• Summary Commodore Rodgers needs to implement programs that can enhance feelings of safety and build student and parent engagement. Students and Parent feel disengaged and implementation of strategies designed to encourage student and community support are suggested.</li> </ul> <p><b>Conclusions:</b> Leadership models high expectations for most students at Commodore, yet the pace of learning is inconsistent for most students. Most students are actively engaged and ask questions. The curriculum lack sufficient rigor and the use of technology are minimal. Student and parent surveys indicate that only 55% are satisfied with their school. Several teachers have implemented their own in class incentive programs, but there is no school initiative to encourage student success and create a climate of excellence. Commodore John Rodgers must implement programs that can enhance feelings of safety and build student and parent engagement. Students and Parents feel disengaged and implementation of strategies designed to encourage student and community support are vital. The code of conduct must be implemented and enforced by teachers and leadership, and parents must be engaged in supporting the code. Implementing the code and PBIS will decrease suspensions, and encourage student engagement.</p>

<sup>3</sup> The Climate Survey is completed each year by students, their families and school level staff. The results provided are a compilation of their ratings of various aspects of school climate, i.e. school safety, parent engagement, etc.

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	<p><b>Next Steps:</b> The operator will continue to use the PBIS discipline plan and add a demerit program- both to be used school wide and with fidelity. The demerit program is web based and families will have access to the program. The Dean of Students will be the primary communicator with families regarding student behavior. The Dean will work with families and students to ensure that students get back on track. Students can earn points in 5 areas – attendance, behavior, homework completion, academic performance, and community service. These points are used at the school store and to purchase a monthly school trip. Reach out to the community and families are discussed in question 8.</p>	
<p><b>8 Students, Family, and Community Support</b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are not yet proficient and or are not meeting behavioral expectations are provided with a plan for improvement. However, evidence of implementation and monitoring is lacking (Score=2).</li> <li>• The school uses quarterly progress reports and rep All schools with secondary grades will have meaningful Youth Development opportunities for leadership development, service learning, and character development.</li> <li>• Schools will develop partnerships with community agencies and organizations, aligned to the mission and vision of the school.</li> <li>• Report cards to inform parents of their child's academic and behavioral progress. The school communicates activities/meetings to families and has initiated a plan to form to an active parent group. The school has an annual celebration to recognize student achievement and progress. Student work is displayed in the hallways and classrooms but without accompanying rubrics. Some teachers have incentive systems established in their classrooms (Score=2).</li> </ul> <p><b>Conclusions:</b> Parents are not engaged in the education of their students at Commodore and are dissatisfied with the school culture as evidenced in the climate survey. Commodore uses quarterly reports and report cards to inform parents of their child's academic and behavioral progress. Student work is displayed on bulletin boards, however, rarely if ever is there an accompanying rubric. Commodore lacks the capacity to fully implement PBIS. The code of conduct is not consistently and uniformly enforced. Leadership must consider offering meaningful Youth Development opportunities for leadership development, service learning, and character development. Schools must develop partnerships with community agencies and organizations, in order to assist in providing students with these opportunities. The school must also have a parent involvement plan that will engage parents in the education of their students.</p> <p><b>Next Steps:</b> Throughout the summer, the school will host summer community gatherings (i.e. barbeques, community association meetings with Butcher's Hill and Johns Hopkins) twice per month. Through the operator's volunteer coordinator, Legg Mason personnel have volunteered to help move materials into and around the school to help the school prepare for opening day. The leadership has advertised open office hours to families through flyers sent to homes and for families that do not attend the planned office hours, home visits will be scheduled.</p>	

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<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• In grade level team meetings, teachers develop teaching and learning strategies, review student work protocols, examine explicit teaching and analyze student work. Meetings occur weekly with horizontal grade level teams. Lateral grade teaming is not occurring.</li> <li>• School leadership actively plans and provides professional development based on student performance and progress data. Professional development is not differentiated according to teacher need (Score=2).</li> </ul> <p><b>Conclusions:</b> Professional development is not differentiated according to teacher needs. Lateral grade teaming is not occurring. Only school leadership has input in planning professional development. Meetings occur weekly with horizontal grade level teams. Leadership solicits informal feedback from staff on effectiveness of professional development sessions. Professional development must be provided weekly through grade level or team meetings and during collaborative planning. School-wide professional development must be offered at least monthly. All professional development must be based on student learning needs and linked to school goals and aligned with state professional development standards. Teachers must be provided feedback on their instruction through frequent walk by's and formal and informal observations.</p> <p><b>Next Steps:</b> On August 16<sup>th</sup> the entire school staff will report and begin PD until school opens and there will be one full week of PD the first week of July. The topics for PD include – data analysis, curriculum mapping, interdisciplinary project planning, school-wide implementation of the discipline plan, learn how to asses student portfolios (students will present their portfolio every trimester and receive a grade, and their parent/guardian must be present), team building and teacher observation protocols.</p>	
<p><b>10 Organizational structure and resources</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Class Scheduling: Elementary: 2 hours reading, 70 or more minutes in math, 30 minutes of science and/or social studies. All elementary classes are self contained and there is one class per grade level Middle: 90 minute blocks (MESS subject areas).</li> <li>• Class Configuration: There is one class per grade level at middle. There is one Emotionally Disturbed class (6-8) with three MESS teachers</li> <li>• Collaborative planning: School leadership reviews student assessments in collaborative forums with staff to identify ways to improve the quality of assessments, teaching and learning (Score=3).</li> <li>• Resources: The school leader analyzes student achievement and climate data but the staffing model is not reflective of the school's needs and goals (Score=2).</li> <li>• Other grants: Title I and Title II grant dollars used to support instruction and professional development respectively. School Improvement grant dollars were used to purchase Restructuring Implementation Specialist and support professional development of teachers.</li> <li>• Learning time: Some teachers take initiative to solve problems but fail to collaborate with one another on improving student achievement and school climate by establishing interdisciplinary units, consistent expectations for student, incentive programs, etc. (Score=2).</li> </ul>	

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		<p><b>Conclusions:</b> Collaborative planning time is not being used effectively to improve instruction for students. Commodore has not implemented the school improvement plan; there are no processes in place for systematic implementation and monitoring of the plan which is necessary to address the root causes for its lack of progress. There is no professional development offered on how to effectively implement a school improvement plan. Faculty will require extensive professional development to maximize this collaborative planning time; this training must include learning how to analyze assessment data and in turn adjust instruction accordingly. Increasing learning time for students through after school programming and one on one tutoring will increase student achievement. Leadership must utilize funding in alignment with academic goals for students and improving school climate.</p> <p><b>Next Steps:</b> Morgan State has been asked to provide tutoring at the school but it has not been finalized. The East Baltimore Mental Health Partnership through Johns Hopkins Hospital's Outpatient Child and Adolescent Psychiatric Department will provide full time mental health counseling to students that includes wrap around services.</p>	
<p><b>11 Comprehensive and Effective Planning</b></p> <ul style="list-style-type: none"> <li>Practices for strategic school planning</li> <li>School improvement plan development, implementation and monitoring</li> </ul>		<ul style="list-style-type: none"> <li>School Planning: In compliance with the City Schools' template and guidance for school improvement plans, the school developed a plan that included analysis of data, determination of root cause, and action plans in the following areas: family and community engagement, reading/language arts, mathematics, science, attendance, and climate. The school also developed a professional development plan, and addressed required Title I and NCLB requirements.</li> <li>School Improvement Plan: Although the action plans include <i>timeline</i>, <i>person responsible</i>, and <i>monitoring/evidence</i>, it is not clear whether the school has a process for systematic implementation and monitoring of the plan in order for it to be an effective tool that addresses the root causes for its lack of progress in meeting goals and objectives.</li> </ul> <p><b>Conclusions:</b> The school improvement plan must reflect the goals of student achievement and align resources with these priorities. It is important that the restart school include parents and community members in formulating the plan so that they have maximum support as they begin SY 2010. The school must determine a plan for monitoring the implementation of the SIP, and remediation of the plan when necessary.</p> <p><b>Next Steps:</b> See response to question 6 regarding collaborative planning.</p>	
<p><b>12 Effective Leadership</b></p> <ul style="list-style-type: none"> <li>Instructional leadership to promote teaching and learning</li> <li>Monitoring of curriculum implementation and instructional practices linked to student growth</li> </ul>		<ul style="list-style-type: none"> <li>Instructional leadership: Leaders model high expectations for most students, yet the pace of learning is inconsistent for all students. Most students are actively engaged, and ask questions. However, some students are more passive in their approach to learning. Most students are encouraged to work collaboratively and independently (Score=3).</li> <li>Monitoring curriculum: School leadership provides only mid-year and end of year written feedback to staff on curriculum planning and implementation. Leadership solicits informal feedback from staff on the effectiveness of professional development sessions (Score=2).</li> </ul>	

Name of School: Commodore John Rogers Elementary/Middle	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
<ul style="list-style-type: none"> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• School culture: School wide rules and code of conduct for all students are communicated to students and families. Infractions are tracked and communicated by teachers and case managers to parents on a regular basis. Some students model school-wide expectations, take opportunities to reflect on poor decisions, and accept redirection from staff in a positive manner (Score=2.5).</li> <li>• Assessment data: Teachers are provided scheduled time to analyze and discuss data with grade level and content (horizontal and vertical) teams. Instructional leaders regularly attend the meetings (Score=3).</li> <li>• There are no special methods used to retain or recruit teachers. Some teachers have been at the school for several years. Otherwise, they are new BCTR teachers or they have transferred from another school due to displacement in the system.</li> <li>• Resources: The school leader minimally coordinates resources with school needs (Score=2).</li> <li>• Engagement: Parents are informed through quarterly report cards and periodic progress reports. Current student work is displayed in hallways and classrooms but no rubrics are displayed with the work. A few teachers have a system for recognizing ongoing student achievement. The school does not actively utilize partnerships with community-based organizations and businesses (Score=2).</li> </ul> <p><b>Conclusions:</b> Leadership must ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must receive frequent feedback on their instructional practices, and mentoring on how to improve it. As mentioned above, professional development must be provided for faculty to ensure effective instruction – topics such as collaborative planning, assessment data analysis, technology in the classroom, etc. As well, resources must be aligned with school goals, and parent and community engagement is instrumental in implementing an effective school improvement plan and a code of conduct. Recruiting faculty with proven teaching effectiveness and providing professional development will facilitate retaining good staff.</p> <p><b>Next Steps:</b> The administrators will monitor collaborative planning sessions in order to learn about student performance and how teachers are adjusting their lesson planning/instruction accordingly. Also, there will be a Collaborative Center in the school where data will be posted and updated every two weeks. Leadership will analyze the data and use the information to inform their learning walks. Per question 4 – the school day will be extended 40 minutes each day and after school will be offered. Parents will be invited to Back To School night where the curricula will be presented and the PBIS will be explained, etc. Also, parents will participate each trimester in the presentation of their student’s portfolio. The portfolio presentation has been successful at the operator’s other school.</p>

## 2.C.2 Restart Model

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**Tier: II**

**Intervention Model : RESTART MODEL**

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

Year	Overall	American-Indian	African-American	White	Hispanic	FARMS	Special Education	English Language Learners
SY 2011	72.1	57.6	72.1	76.8	72.6	72.5	60.4	77.6
SY 2012	83.6	76.4	83.7	86.0	83.9	83.8	77.8	86.4
SY 2013	95.2	95.2	95.2	95.2	95.2	95.2	95.2	95.2

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)

Quarter	Overall	American-Indian	African-American	White	Hispanic	FARMS	Special Education	English Language Learners
Q1	66.3	48.2	66.3	72.1	67.0	66.8	66.8	73.2
Q2	69.2	52.9	69.2	74.4	69.8	69.6	69.6	75.4
Q3	72.1	57.6	72.1	76.8	72.6	72.5	72.5	77.6
Q4	74.9	62.3	75.0	79.1	75.4	75.3	75.3	79.8

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as estimates.

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

Year	Overall	American-Indian	African-American	White	Hispanic	FARMS	Special Education	English Language Learners
SY 2011	64.6	57.0	64.5	59.5	74.2	65.5	52.4	80.3
SY 2012	79.2	75.4	79.2	76.7	84.1	79.7	73.2	87.1
SY 2013	93.9	93.9	93.9	93.9	93.9	93.9	93.9	93.9

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)

Quarter	Overall	American-Indian	African-American	White	Hispanic	FARMS	Special Education	English Language Learners
Q1	57.2	47.7	57.2	50.8	69.3	58.3	42.0	76.9
Q2	60.9	52.3	60.8	55.1	71.7	61.9	47.2	78.6
Q3	64.6	57.0	64.5	59.5	74.2	65.5	52.4	80.3
Q4	68.2	61.6	68.2	63.8	76.7	69.0	57.6	82.0

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as estimates.

**Describe the LEA’s Restart Process** Indicate which steps have been completed to date and which will be completed prior to 6/30/2010, including those related to recruiting, screening, and selecting an external provider to ensure quality. All other steps should be reflected in 2D.

**The Context**

On February 1, 2010 City Schools’ released RFP-10047, a “Request for Proposals Restart Program.” City Schools, through the Office of New Initiatives (ONI) invited responses from organizations that were interested in assisting City Schools by serving as Restart Partners 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.

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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.

Organizations that were selected as a result of this process became members of the Districts' Restart 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. 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**

A pre-proposal meeting was originally scheduled for Monday February 8, 2010 at 10:30 am local time, at 200 E North Ave, Baltimore, MD Room 301. Due to inclement weather the pre-proposal meeting was held via conference call on Thursday, February 11, 2010 at 10:30 a.m. All proposals were due to the City Schools Office of Materials Management no later than 11 a.m. local time on Tuesday, February 16 in Room 401 (A two day extension was granted due to inclement weather). The Office of Material Management was the point of contact to receive proposals and the Office of New Initiatives was the lead project management team. Applicants were asked to provide past and current experience with rendering services similar to those being sought in the RFP. 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.
6. In addition to addressing each requirement, the Applicant was asked to submit a written narrative explaining the following: In the Applicant's opinion, what does it take to be successful in a turnaround environment; and why they believe their organization should be selected to perform this service?

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### **Evaluation & Selection**

Evaluation of the proposals was performed by an Evaluation Committee established for that purpose. The Committee evaluated each technical proposal by assessing the applicant's approach to satisfying the requirements; applicant's experience and capabilities/references; and the applicants fiscal Integrity/financial stability. Applicants were told that the contract(s) resulting from this RFP were to be awarded to the Applicant(s) whose proposal was the most advantageous to City Schools, considering price and technical factors. The Evaluation Committee was charged with making the final determination about acceptability of 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 RFP, whether any deviation from the requirements of the RFP were substantial in nature, reject in whole or in part any and all proposals, and waive minor irregularities. As part of this evaluation, the Committee held discussions with all qualified Applicants. Those applicant's whose technical proposals were ultimately deemed reasonably susceptible of being selected and who were determined to be "responsive" were considered "Qualified Applicants." Any Applicant who did not meet the requirements was declared "not responsive" or "not reasonably susceptible of being selected for an award" and their financial proposals were returned unopened. Following the completion of the technical evaluation of all technical proposals, including any discussions, the Committee ranked each qualified Applicant's technical proposal. On Tuesday March 2nd and Wednesday March 3<sup>rd</sup> the Evaluation Committee met with seven 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.

City Schools chose Living Classrooms as the restart provider for Commodore because they have a twenty-five year history of supporting academic achievement and working with Baltimore City public schools and public/private schools from across Maryland. In 2002, Living Classrooms Foundation founded and began operating The Crossroads School, a Title 1 middle school, under the auspices of Baltimore City's New Schools Initiative. Now in its 8<sup>th</sup> year, Crossroads operates as a charter school serving 150 middle school students citywide in grades sixth through eighth. To ensure each student's success, Crossroads has created a data-driven environment and uses a variety of strategies to get every student on or above grade level. Commodore teachers were not using data frequently enough, therefore, they were not able to analyze that data to inform their classroom instruction. Analyzing data will all Commodore teachers to identify skill gaps and guide decisions on what needs to be re-taught/reviewed.

### **Scope of Services**

As part of the scope of services, Operators shall:

1. Ensure that services are aligned with Maryland state academic standards meet all applicable Federal, State, and local health, safety and civil rights laws.

#### **Corresponding Need Assessment #4, #5:**

2. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.

#### **Corresponding Need Assessment #5:**

3. Employ research-based strategies that provide an immediate and dramatic restart in student achievement.

#### **Corresponding Needs Assessment#2, #4, #5:**

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4. Work with the District to recruit and recommend teachers and a leader(s) who have a proven record of success in increasing student achievement.

**Corresponding Needs Assessment #2:**

5. Recommend necessary restructuring of teacher and leader contracts.

6. Develop and engage teachers and the leader in professional development aligned to programmatic goals.

**Corresponding Needs Assessment #9:**

7. Promote student motivation for learning.

**Corresponding Needs Assessment #7:**

8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community; evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.

**Corresponding Needs Assessment #7, #8:**

9. Develop constructive relationships with existing school personnel.

**Corresponding Needs Assessment #2:**

10. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.

**Corresponding Needs assessments# 3:**

11. Require commitment from parents to allow for additional time for instruction (i.e. after and before school opportunities).

**Corresponding Needs Assessments #12:**

12. Work in partnership with the District to obtain a commitment from teachers to allow for additional time for instruction and professional development.

**Corresponding Needs Assessments #2:**

13. Provide comprehensive, coherent, manageable and integrated instructional and support programs.

**Corresponding Needs Assessments #10, #11:**

14. Recommend which existing programs are to be continued and which programs are to be eliminated.

**Corresponding Needs Assessment #8:**

15. Consistent with state Standards recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.

**Corresponding Needs Assessments # 6:**

16. Organize programming to engage students' sense of adventure, camaraderie, and competition.

**Corresponding Needs Assessments #7:**

17. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.

**Corresponding Needs Assessment #7, #12:**

18. Identify and recommend supporting partners to address social, emotional and behavioral issues (i.e. over-aged or parents- to-soon).

**Corresponding Needs Assessment #8:**

19. Develop and recommend a budget to the school Board based on available per pupil amounts, Title monies, and special education funding in addition to other sources identified and aligned specifically for school restart or restarts.

**Corresponding Needs assessment #12:**

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20. Work with the District to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.

**Corresponding Needs Assessment# 8, #12:**

21. Integrate all academic and support services; produce and provide quarterly achievement data disaggregated in chart and table form that demonstrates the effectiveness of services in increasing student achievement.

**Corresponding Needs Assessment #6:**

22. Maintain open enrollment for all eligible students.

The following represents the Operator's implementation of the Restart plan:

<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
<b>Student Profile</b>	Increase enrollment overall but specifically in the middle school	To meaningfully increase enrollment from year to year, the school will first need to improve student achievement, school culture and climate, and safety for all students and staff. We will need to communicate strategies and progress to the community using actual student achievement data and conduct active outreach by way of the Community Associations, and families who might consider re-enrolling in Commodore John Rogers (CJR). Living classrooms also intends to contact "Waitlisted" families to enroll in CJR at the middle school level.	Martin/ Henry/LCF	2011	Increase enrollment by 10%

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<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
	Improve attendance	As a part of the outreach to all families, Living Classrooms will articulate a commitment of an attendance goal of (95%). Any students who are below 95% will have home visits; students who do not meeting adequate attendance rates will be placed on an intervention plan to include detention time. Students who are meeting or exceeding attendance benchmarks will be recognized and rewarded.	Martin, Sams, Henry, and LCF	2011	Annual attendance data and Oncourse attendance tracking though out the school year
	Reduce suspensions and expulsions	The Living Classrooms intends to implement PBIS school-wide and set with parents and students firm expectations regarding respect and student behavior. CJR staff will implement Super Star Referral certificates for students who demonstrate excellent behavior and model this throughout the year. Early intervention will occur for students who don't meet expectations. Interventions will include but not be limited to phone conferences with parents and weekly detention.	Sams/Martin	Sept. 2010 Ongoing	Suspension and expulsion rates

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<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
<b>Staff Profile</b>	Hire 27 new staff	Recruit system-wide	Martin	June 2010	22 teachers have been hired to date.
	PD for new teachers	All teachers (especially those with less than 5 years experience) will be provided with Professional Development (PD) and coaching – see all strategies and practices listed in the PD section.	Barnes/ Martin	August 2010- Ongoing	PD and program implementation plans, weekly PD records
<b>Student Achievement</b>	Culture of high expectations	Teachers will plan collaboratively to outline their scope of work for their grade level and content area by balancing City Curriculum documents, National Standards, State Standards (Common Core and the Maryland State Curriculum)			
	Student investment and engagement in achievement	Student portfolios will be maintained. Teachers will share specific achievement goals for each grade level at the start of the school year. Students will select work for portfolios that demonstrate learning outcomes and track progress towards mastery			<ul style="list-style-type: none"> <li>• Scope of work for each grade level/content area</li> <li>• Student portfolios</li> <li>• Student-led conferences</li> <li>• Presentations of Learning</li> </ul>

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The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
	Providing timely, accurate, and specific feedback	The Living Classrooms will develop a Strategy board for exchanging best practices and to provide immediate feedback. Teachers will score student work collaboratively and provide student feedback in order to norm expectations for accuracy.			<ul style="list-style-type: none"> <li>• Photo gallery on line of methods for immediate feedback</li> <li>• Process of analyzing teacher feedback of student work during collaborative team meetings documented through video and posted on a SharePoint site</li> </ul>
	Frequent assessment of student progress with opportunities for improvement	<p>The testing program will include the following:</p> <ul style="list-style-type: none"> <li>• Diagnostic testing</li> <li>• Benchmark testing</li> <li>• Concept Assessments</li> <li>• Unit Assessments</li> <li>• Performance Assessments</li> </ul> <p>The Revision system will reflect the following:</p> <ul style="list-style-type: none"> <li>• Students will have multiple opportunities to re-test in order to build mastery</li> </ul>	Barnes/ Martin	October 2010	<ul style="list-style-type: none"> <li>• Test score analysis</li> <li>• Rescored assessments</li> <li>• Documentation of student growth on assessments</li> </ul>
	Additional time on task	Extended Day Schedule	Barnes/ Martin	September 2010	Part of instructional day

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<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
	Skill-building	Homework will be targeted with a focus on building mastery of skills already learned	Barnes/ Martin	Start Sept. Ongoing	Tracked by Oncourse
	One-on-One Intervention/Support	Small group instruction	Barnes/ Martin	Start Sept. Ongoing	Teachers' Schedules
	Parent involvement in school work	Regular parent contact such as phone calls, conferences, and letters home in "parent friendly" language and Spanish	Barnes/ Martin	Start August Ongoing	Call logs completed by teachers and maintained by Marc Martin
	Low attendance	Increase daily attendance	Barnes/ Martin	June 2010	Increased student attendance 92.5% (2009 - 90.2%)
	Address multiple skill levels	Differentiated instruction	Barnes/ Martin	Start Sept. Ongoing	Lesson Plans/Classroom Observations
	Confirm learning	Daily assessments	Barnes/ Martin	Start Sept. Ongoing	Weekly data analysis

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The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
<b>Rigorous Curriculum</b>	Development of common understanding of a rigorous curriculum for each grade level/content area	Living Classrooms will engage in Collaborative Analysis of Curricular Resources for Rigor using the following approach: <ul style="list-style-type: none"><li>• THE WHAT: Develop protocol that analyzes rigor of curriculum scope by cross analyzing curricular documents with Common Core and National Standards</li><li>• THE HOW: Use protocol to match current content specific research with how we are requiring students to demonstrate their knowledge – emphasis on higher level and critical thinking opportunities</li><li>• Video analysis of teaching to determine a common expectation of rigor and a common language to explain it</li></ul>	Barnes/ Martin	Start August Ongoing	<ul style="list-style-type: none"><li>• Documentation of Collaborative Process for Analyzing Rigor: Tracking sheets comparing research results with student work samples</li><li>• Video of sample teaching rubrics used during norming process</li></ul>

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The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
	Development of performance learning experiences that cross disciplines and are grounded in meaningful real world applications in order to engage students	<b>Performance Learning Curricular Design</b> <ul style="list-style-type: none"> <li>• Develop structured design process to assist teams of teachers in creation of performance learning experiences.</li> <li>• Vertical planning opportunities for grade level teams to build and expand on the learning experiences from grade levels above and below.</li> </ul>	Barnes/ Martin	Start August Ongoing	<ul style="list-style-type: none"> <li>• Performance learning experiences</li> <li>• Cross-grade level collaboration</li> </ul>
	Improve reading skills and MSA scores	Living Classrooms will implement Success For All Reading Edge program	Martin/LCF	Fall Ongoing	Improved scores on formative reading assessments
	Meet daily learning objectives in reading	Living Classrooms will use the Open Court curriculum	Barnes/ Martin	Start Sept. Ongoing	Daily assessments
	Curriculum and instruction alignment	All instruction will be aligned with the Maryland State Curriculum.	Barnes/ Martin	Fall 2010-2013	Lesson plans and posted daily learning objectives in classrooms

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<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
	Meet daily learning objectives in math	Living Classrooms will continue to use MathWorks curriculum	Barnes/ Martin	Start Sept. Ongoing	Daily assessments
<b>Instructional Program</b>	Alignment of instruction with curricular scope and sequence	The Living Classrooms will use a Pacing Board to implement the following: <ul style="list-style-type: none"><li>• Tracking of progress along curricular sequence for every grade level/content area on board in Teacher Collaboration Center</li><li>• Vertical planning opportunities for grade level teams to build and expand on the learning experiences from grade levels above and below.</li></ul>	Barnes/ Martin	Start August Ongoing	Pacing board

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<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
<b>Instructional Program continued</b>	Use of timely and frequent data points to inform instruction	The Living Classrooms will use City Schools' Data Warehouse to: <ul style="list-style-type: none"><li>• Train all teachers on how to access the district data warehouse</li><li>• Train all teachers on how to create assessments connected to data warehouse</li><li>• Train on how to utilize information to revise instructional plan for both pacing and instructional strategies</li></ul>	Barnes/ Martin	Start August Ongoing	<ul style="list-style-type: none"><li>• Training schedule for data warehouse</li><li>• PD schedule for using data to transform instruction</li></ul>

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The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
	Integration of Technology in Instruction	The Living Classrooms will train on using SMART Board Technology: <ul style="list-style-type: none"> <li>• Training for all teachers on how to use SMART Board, and student response clickers technology</li> <li>• Training for all teachers on how to create flipcharts to support instruction using the SMART technology and storage of these resources on teacher collaboration SharePoint site.</li> </ul>	Barnes/ Martin	Start August Ongoing	<ul style="list-style-type: none"> <li>• SMART Boards installed</li> <li>• SMART Training schedule</li> <li>• SMART folder on SharePoint Site</li> <li>• Lesson Plans that exemplify SMART integration</li> </ul>
	Investing in high levels of student engagement	The following strategy will be used via Student Led Conferences and Presentations of Learning.	Barnes/ Martin	Start August Ongoing	Presentations of Learning by all students Student-led conferences by all students
	More rigor in math/reading with research-based instruction curricula	The Living Classrooms will use the City Math Curriculum and partner with Success For All for daily reading block using Reading Edge.	Martin	TBD	Daily instruction schedule
	Improve use of technology	Technology integration will be an integral component of implementing the curriculum: 24 SMART Boards, documentation cameras, student response system.	Martin	September 2010	Observation and lesson plans

**School Name and Number: Commodore John Rogers**

**Tier: II**

**Intervention Model : RESTART MODEL**

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
	Data analysis to inform/differentiate instruction	The Living Classroom will utilize benchmark data to monitor student progress.	Barnes/ Martin	Sept. 2010 Ongoing	Data records
	Master Schedule	The Living Classrooms will increase class time in core subjects.	Barnes/ Martin	Sept. 2010 Ongoing	Daily instruction schedule
<b>Assessments</b>	Informative Data	Living Classroom will use multiple data sources to guide instructional decisions. These data will include benchmarks, high stakes testing (Stanford, MSA, Dibels, and teacher created assessments).	Barnes	Sept. 2010	Quarterly Data results
<b>School Climate &amp; Culture</b>	Improve Culture and Climate	School-wide discipline plan (PBIS) will be an important tool to strengthen school culture and climate.	Sams	Sept/Oct Ongoing	Climate Surveys, suspension rates, and Oncourse tracking system
	Improve Culture and Climate	Five Promises – much of the school climate will be derived from this structure that is so successful at Crossroads. The Five Promises include: <i>Commitment to Quality, Perseverance, Honor and Integrity, Contribution, and No Excuses.</i> These Five Promises are a pledge that the students, parents, and staff strive to live up to throughout the year.	Sams and LCF	Sept. 2010 Ongoing	<ul style="list-style-type: none"> <li>• Observation of classrooms and community meetings.</li> <li>• There should be visible and explicit usage and reinforcement of the Five Promises in all classrooms and structures at CJR</li> </ul>

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**Tier: II**

**Intervention Model : RESTART MODEL**

<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
	Improve Culture and Climate	The School Leadership Program is a program that establishes the culture of achievement and behavior. Named the <i>Leaders Go Places (LGP)</i> , this program assesses students in areas of attendance, homework completion, testing, behavior, and service learning. It sets four levels of achievement that the students are challenged to meet throughout the school year: Bronze, Silver, Gold, and Platinum. This has been a program that has been highly successful at a similar City Schools (Crossroads) because it challenges students to meet levels of excellence in all of the aforementioned categories, and it informs and challenges parents to be informed as well. As students meet benchmarks, they are recognized and rewarded.	Sams and LCF	Ongoing 2010	Oncourse Data results and tracking which should begin in the Fall of 2010

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**Intervention Model : RESTART MODEL**

<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
<b>School Climate &amp; Culture continued</b>	Increase Parental and Community Involvement	Home Visits and Frequent Communication with parents are required. CJR staff will dramatically increase parental involvement by conducting home visits with all parents/guardians to begin to develop relationships and expectations. Those expectations will include parental commitment to their student's progress and Student Led Conferences/ Presentations of Learning that occur throughout the year. Additional support and communication will occur by phone calls home and written reports on student progress. Additionally, a community development team will be meeting with community associations such as Butchers Hill and Johns Hopkins in helping to inform them on the progress of the CJR turnaround. During the summer of 2010, there will be several meet and greet opportunities for parents and the community at the school.	Sams/Henry	July 2010 Ongoing	Parental Home Visit documentation/Family and Community Data Collection

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**Intervention Model : RESTART MODEL**

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
<b>School Climate &amp; Culture continued</b>	Improve appearance of building and control classroom temperatures/climate	Currently, LCF is working with Larry Flynn on the implementation of over \$1 million in renovations to the interior and exterior of CJR. Improvements include: painting of the entire interior, retiling of floors, bathroom repairs, and a total overall of HVAC heating and cooling system.	LCF/ Flynn	Sept. 2010	Visual observation/documentation
	Reduce suspensions	All strategies listed above - also see student profile	Martin/LCF	Sept. 2010 Ongoing	Reduce suspensions by 10% in the first year of contract
	Improve school image with community	The Living Classrooms will reduce suspensions and improve achievement - also see student profile	LCF/Horne/Martin	Sept. 2010 Ongoing	Community feedback
	Improve school image with community	The Living Classrooms will increase service learning in neighboring communities. Staff will meet with Butchers Hill and East Baltimore Community Association to determine service learning projects that will enhance local neighborhoods, improve relationships between CJR and the community, and serve our students with meaningful, engaging projects	LCF/Horne/Martin	Sept. 2010 Ongoing	Service learning records and Community feedback

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**Intervention Model : RESTART MODEL**

<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
<b>Student, Family, Community Support</b>	Compile accurate family contact info. Between 35-50% of students' contact information is incorrect/incomplete.	Living Classrooms will work with City Schools, the City of Baltimore records and local families and communities to identify where our students are living and if they have current phone numbers that we can use to contact them.	Henry/Sams/LCF	Sept. 2010	Accurate student records
	Communicate student academic strategies and progress to families	CJR staff will work with families to develop learning objectives for each student. Regular progress reports will be sent home as well as using phone calls and school visits to inform families regarding progress. Families will be expected to participate in Student Led Conferences and Presentations of Learning throughout the year.	Henry/LCF	Sept. 2010 Ongoing	Parent communication logs

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**Intervention Model : RESTART MODEL**

<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
	Increase parent involvement	CJR will increase parent involvement by hosting regular family-friendly events throughout the year to engage families and students in entertaining and informative sessions about the life of the school. CJR will contact families to request their involvement in the Parent Advisory Council. Currently, the PTO is a weak organization with very few members. We will be working with City Schools to create structures that will bring CJR into compliance with the Family and Community Engagement Policy.	Henry/LCF	Aug. 2010 Ongoing	Sign-in sheets at events and parent/community meetings.
	Increase Community involvement	CJR will increase community involvement by regular meetings/outreach to the Butcher's Hill, Johns Hopkins, and other Communities. We will create a newsletter, which will be distributed to local communities. We will also actively recruit for volunteer opportunities connected with CJR.	LCF	May 2010 Ongoing	Meeting agendas, newsletters, and increased volunteerism

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**Intervention Model : RESTART MODEL**

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
<b>Professional Development</b>	Development of a clear purpose for PD linked to research, student data, and teacher data	Living Classrooms will focus on Goal setting informed by the triangulation of three data points: teacher data, student data, and current research to develop clear goals for professional development experiences that are on-going, connected, and job-embedded. Living Classrooms will focus on Long-term plan for professional development experiences that are focused around developed goals and prioritized by greatest needs	Barnes/ Martin	Aug 2010 ongoing	Professional development goals with supporting relationship to data Long-term scope and sequence of professional development experiences for the entire year
<b>Professional Development continued</b>	Development of differentiated PD experiences for each staff member	Living Classrooms will create a Professional Development Portfolio –In electronic format, each staff member will identify their own goals in addition to adopting school wide or team wide goals. Sub-goals for each large goal will be outlined and sequenced. PD experiences will be loaded after each occurrence with a rating, reflection, and brief action plan for implementation. Follow up includes space to upload into the electronic portfolio artifacts that evidence the connection between the goals, PD experiences and classroom.	Barnes/ Martin	Aug 2010 ongoing	Professional Development Electronic Portfolios

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Intervention Model : RESTART MODEL

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
<p><b>Professional Development continued</b></p>	<p>Accountability for professional development implementation</p>	<p>Living Classrooms will utilize a variety of accountability measures such as <b>1) <i>Action research</i></b> generated by teachers linked to each professional development experience outlining information learned, next steps for application of the strategy in the classroom, and analysis of implementation. Includes sample of student work to exemplify the implementation  <b>2. <i>Instructional Rounds</i></b> by all staff focused on implementation of strategies from PD and analysis of effectiveness of implementation, recommendations for next steps for developing skill sets for follow up PD  <b>3. <i>Student Data</i></b> a variety of student data points, including benchmark data, standardized test data, student work samples, qualitative teacher and student data will be collected and analyzed to determine effectiveness of specific PD</p>			<ul style="list-style-type: none"> <li>• Teacher action research documents</li> <li>• Instructional Rounds Summaries of trends and recommendations of next steps</li> <li>• Impact on student achievement through data collection</li> </ul>

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Intervention Model : RESTART MODEL

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
<b>Professional Development continued</b>	Development of common shared language for professional development	Living Classrooms will engage in <i>Book study groups</i> – selection of professional books aligned with school-wide goals for PD, creation of protocols for interactions in groups, clearly set outcomes, school-wide sharing during PD of main tenants learned from research books to guide school-wide discussion on next steps for possible implementation of ideas learned. <i>Student Work Sample Analysis</i> –by looking at student work, teachers define a commonly shared language and set the parameters for common definitions for what the language introduced in their professional development experiences			<ul style="list-style-type: none"> <li>• Book study group presentations and subsequent staff recommendations for next steps</li> <li>• Collaborative meetings around student work</li> </ul>
	Shared decision making around Professional Development with teacher input	Living Classrooms will focus on <i>Teacher Growth Self Assessments</i> – on-going self assessments of teachers’ growth in each competency area in order to guide professional development experiences provided <i>Stake-holder Committee</i> of teachers responsible for outlining PD experiences throughout the school year.			<ul style="list-style-type: none"> <li>• Teacher self assessment survey results</li> <li>• PD Committee minutes</li> </ul>

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Intervention Model : RESTART MODEL

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
<b>Professional Development continued</b>	Professional Development Experiences tailored to adult-learning styles	Living Classrooms will develop a Professional Development planning template that will frame all professional development activities to ensure they are relevant to school-wide goals, practical in the implementation of strategies immediately, and hands-on in delivery. All PD experiences will mirror expectations for teaching students - taking into account learning styles of participants, attached meaning to real-world experiences, checks for understanding, support, etc			<ul style="list-style-type: none"> <li>• PD planning template</li> <li>• Collection of PD plans for entire year</li> </ul>
	Integration of opportunities for follow-up and application	Living Classrooms will focus on On-going PD experiences linked together – experiences will be both sequential as they are prioritized and build from one another, and cyclical in that they will be revisited to build deeper understandings and allow feedback from implementation to guide and shape next steps of the work and define new needs. <i>Action research</i> generated by teachers will be linked to each professional development experience outlining information learned, next steps for application of the strategy in the classroom, and analysis of implementation. Includes sample of student work to exemplify the implementation			<ul style="list-style-type: none"> <li>• PD long-term plan</li> <li>• Teacher Action Research</li> </ul>

**School Name and Number: Commodore John Rogers**

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**Intervention Model : RESTART MODEL**

<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
<b>Professional Development continued</b>	Increase professional learning opportunities	Living Classrooms will engage in Differentiated Professional Development Opportunities – <ul style="list-style-type: none"><li>• Mix of whole group, small group, targeted professional development through workshops, lesson study, book studies, action research, cross-visitation</li></ul>	Barnes/ Martin	Aug. 2010 Ongoing	Sign-in sheets and PD plans
	Improve modeling	Living Classrooms will use videos of class instruction and Staff Observations	Barnes/ Martin	Sept. 2010 Ongoing	Videos and notes from observations
	Improve Data Collection	Living Classrooms will provide PD on use the benchmarks.	Barnes/ Martin	Aug. 2010 Ongoing	Regular data collection
	Improve instructional strategies derived from data	Living Classrooms will focus on weekly data analysis informing and improving classroom instruction and differentiation.	Barnes/ Martin	Sept. 2010 Ongoing	Data collection records

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Intervention Model : RESTART MODEL

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
<p><b>Organizational Structure and Resources</b></p>	<p>Increase teacher collaboration and access to resources</p>	<p>To increase teacher Collaboration, Living Classrooms will utilize a Teacher Collaboration Center that will provide:</p> <ul style="list-style-type: none"> <li>• Professional collaboration space that promotes collegiality and access to both resources of all kinds including human resources</li> <li>• Teachers’ personal desks are housed in this center along with their own professional resources</li> <li>• Curricular guides, professional books, educational magazines/articles</li> <li>• Copiers, poster makers, laminators and a variety of teacher tools</li> <li>• Strategy boards: platform to highlight successful strategies linked to goals</li> <li>• Cross visitation scheduling board: platform to organize weekly cross visitation between teachers</li> </ul> <p><b>SharePoint Site</b> – electronic platform designed for</p> <ul style="list-style-type: none"> <li>• Grade level/content area teachers to post unit plans and daily lesson plans for access and collaboration by others</li> <li>• Templates and action plans for collaborative meetings</li> <li>• Individual portfolio links</li> <li>• Data collection documents for all students.</li> </ul>	<p>Barnes</p>	<p>August 2010 On-going</p>	<p>Existence of Teacher Collaboration Center in School SharePoint Site</p>

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**Intervention Model : RESTART MODEL**

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
	Increase Effectiveness of Collaborative Planning time with CFIP: Classroom Focused Improvement Process	<b>CFIP Strategy –</b> <ul style="list-style-type: none"> <li>• Develop common planning time with grade-level teams or vertical teams who share common assessments one hour/ week</li> <li>• Utilize developed CFIP norms and templates to guide meeting discussions</li> <li>• Develop questions to answer in data dialogue</li> <li>• Notice trends and patterns in students strengths and needs</li> <li>• Determine instructional practices that could have contributed to weaknesses and create action plan to address</li> <li>• Identified students who excelled and need assistance and develop intervention strategies</li> <li>• Identify 1-2 areas of improvement in instruction to implement</li> </ul>	Barnes/ Martin	Sept 2010 Ongoing	CFIP templates used to progress and document the movement of the strategy
	Extend time on task	The Living Classroom will extend the learning day schedule by 10%	Martin/LCF	Sept. 2010	Master schedule

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**Intervention Model : RESTART MODEL**

The Need	Needs Assessment	Strategy to Address	Party(ies) Responsible	Estimated Date of Completion	Documentation of Successful Completion
	Improve teacher development through deep reflection processes	<p><b>Recognized National Board Certified Teacher Development Site –</b></p> <ul style="list-style-type: none"> <li>• Under MSDE’s guidance a Baltimore NBCT (Dean of Instruction) will coach and mentor 30% of total teaching staff through the NBC process on site</li> <li>• Support process will pull from successes of PG County model and other national models that have increased the number of NBCT</li> </ul>	Barnes	Sept. 2010	MSDE recognized National Board Certified Teachers – increasing total city’s NBCT population by 25%
<b>Organizational Structure and Resources continued</b>	Teacher Leader Initiative High-Concentration Cluster	<p><b>Baltimore City Teacher Leader Program–</b></p> <ul style="list-style-type: none"> <li>• 10% of the City’s Teacher Leader force will work as classroom teachers .5 of the school day, providing “Master Teacher” developmental support to other teaching staff. These teachers are successful as evidenced by standardized test data and exemplary model classroom video submissions approved by the Office of Teaching and Learning.</li> <li>• Teacher Leaders are tasked with supporting the district during the other .5 of their day with the exception of one half day per week which will be solely focused on supporting teachers and interventions with students on site.</li> </ul>	Barnes	Sept. 2010	Data Collection from Teacher Leader impact conducted by Office of Teaching and Learning

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**Intervention Model : RESTART MODEL**

<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
<b>Comprehensive and Effective Planning</b>	Assess students	All CJR students will have comprehensive, diagnostic testing that occurs in the Fall. This testing will help to identify skill deficiencies that need to be improved upon before students are able to perform grade level work	Barnes/ Martin	Oct. 2010	Data results
	Planned interventions	Comprehensive, diagnostic testing will result in education plans for each child. These will be helpful when small group interventions are taking place and will assist with differentiated instruction.	Barnes	Sept. 2010 Ongoing	Data results
	Improve attendance	Parent/Community support and regular parent communication – see attendance strategies under student profile section	Henry/LCF	Sept. 2010 Ongoing	Increased attendance to 92.5% for 2010-11
	Increase safety	School-wide discipline program PBIS	Sams/LCF	Sept. 2010 Ongoing	Increase in Climate Survey results for 2010-11
	Increase Overall Parent/Community Satisfaction with CJR	Improve achievement, safety, parent involvement and communication – see previous sections	Martin/LCF	Sept. 2010 Ongoing	Increase in Climate Survey results for 2010-11
	Improve reading achievement	Improved instruction and time on task - see student achievement section	Barnes/ Martin	Aug. 2010 Ongoing	Growth of 1.5 years in reading assessments
	Improve math achievement	Improved instruction and time on task - see student achievement section	Barnes/ Martin	Aug. 2010 Ongoing	Growth of 1.5 years in math assessments
	Increase special ed. students' hours in regular classroom settings	Accelerate learning and improve behavior so students can spend more time in regular classrooms - see student achievement section	Barnes/ Martin/Spec. Ed. Team	Aug. 2010 Ongoing	Spec. Ed. Data records

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**Intervention Model : RESTART MODEL**

<b>The Need</b>	<b>Needs Assessment</b>	<b>Strategy to Address</b>	<b>Party(ies) Responsible</b>	<b>Estimated Date of Completion</b>	<b>Documentation of Successful Completion</b>
<b>Effective Leadership</b>	Increase accountability	All formative assessment info will be shared with teachers, leadership, and the Living Classrooms (LCF). This will allow LCF to work with the Principal and Dean of Instruction to hold the school accountable for student achievement, attendance, homework completion, and other important measures that will lead to improved outcomes.	Barnes/ Martin/LCF	Sept. 2010 Ongoing	Assessment data analysis: daily quizzes and formative assessments
	Extended time on task to lengthen instruction	LCF will work with City Schools and other funding partners to make available extended learning hours throughout the year. LCF will also explore Saturday learning opportunities as well as summer school options.	Barnes/ Martin/LCF	Sept. 2010 Ongoing	Master schedule
	Improve oversight of school budget	Monthly meetings with Principal and Operator will be held to review financial records and assess financial needs/concerns.	Martin/LCF	Sept. 2010 Ongoing	Budget records
	Assessment of school leadership	Principal observation and assessment between LCF and City Schools	LCF/City Schools	Sept. 2010 Ongoing	Principal Evaluation documents
	Creation of the Dean of Instruction position	Living Classrooms will hire and develop this individual.	Martin	Aug. 2010 Ongoing	Data results

**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.

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**Intervention Model : RESTART MODEL**

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:

- Executive Director Secondary Schools met with the principal to discuss recommendation prior to public announcement
- All elected officials were informed of recommendation prior to public announcement
- Recommendation for school closure & opening of new school published in Baltimore Sun & Afro
- Letters with information about the recommendation & community meeting notices mailed home to each student
- Family & Community Engagement Office made phone calls or arranged meetings with key school partners
- School-based community meetings with parents and partners
- School-based staff meetings with Human Capital Office leadership
- Two Board of School Commissioners Public Hearings
- School-based community meetings with parents and partners to gather feedback on eligible school operators
- 

Community Meetings were held Wed March 24, 2010 through Friday March 26, 2010 at each school selected for turnaround. Community members heard from several operators under consideration and were asked to provide input and give feedback on which specific operator they believed would best serve the needs of the students in their community. City Schools held 4 community meetings in 3 days; 200 surveys were distributed and 122 surveys were received. Based partially on the feedback received from the community meetings, City School's matched each turnaround operator with the school whose needs were most closely aligned with their programmatic strengths and capacity.

**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 2009 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 2010-2011 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 Commodore John Rogers for transformation.

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**Intervention Model : RESTART MODEL**

Commodore John Rogers has demonstrated some improvement in recent years, but not the type of acceleration necessary to ensure that student success. Commodore John Rogers was identified in this process as a school in need of transformation. Once Commodore John Rogers was identified City Schools determined which transformation strategy would be most effective in improving student achievement.

To help guide these strategies, City Schools referenced the School Improvement Grant guidelines under ARRA, which reflect national best practices in school intervention. These options include changing a school's leadership and staff, using reform principles to improve a school (e.g.: extended learning time, embedded professional development, etc.), closing a school and re-opening it under the management of a new operator and closing a school altogether and transferring its students to a higher performing school.

The decision was made to transform **Commodore John Rogers** under the Restart model 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 on 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. 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.

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**Intervention Model : RESTART MODEL**

**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.

Commodore John Rogers will receive a Title I Part A allocation (Schoolwide model) of \$281,359, \$228,820 IDEA, \$23,715 in Third Party Billing which will 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, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

**2.D Timeline for LEA Monitoring of Tier I and II schools.**

**Timeline for LEA Monitoring of Tier I and Tier II schools**

**Intervention Model** Restart **X** **School:** Commodore John Rodgers **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 (SY2010-2011, July-Sept)**

Monitor:

- Minimum of bi-weekly School Support Network visits.
- Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.

Progress

- Adequate Yearly Progress results.
- City Schools' Progress Report results assessed.
- Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.
- Frequency of teachers accessing electronic data display system.
- Frequency of administrators accessing electronic data display system.
- Use of parent portal.
- SMS for attendance.
- Student Support Teams (SST) minutes and documents.
- Suspensions.

	<ul style="list-style-type: none"> <li>• Progress toward defined school improvement strategies for upcoming school year as defined by the Operator.</li> <li>• Quarterly benchmark data.</li> </ul>
<b>Year 1: Q2 (SY2010-2011, Oct-Dec)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<b>Year 1: Q3 (SY2010-2011, Jan-Mar)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<b>Year 1: Q4 (SY2010-2011, April-June)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q1 (SY2011-2012, July-Sept)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for previous school year and current year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q2 (SY2011-2012, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• Mid-contract School Quality Review accountability visit conducted by Achievement and Accountability (low stakes).</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• School Performance on SQR (baseline data).</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<b>Year 2: Q3 (SY2011-2012, Jan-Mar)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for the current school year.</li> </ul>
<b>Year 2: Q4 (SY2011-2012, April-June)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Climate Survey.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>

<p><b>Year 3: Q1 (SY2012-2013, July-Sept)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>•</li> </ul>
<p><b>Year 3: Q2 (SY2012-2013, Oct-Dec)</b></p>	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> </ul> <p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
<p><b>Year 3: Q3 (SY2012-2013, Jan-Mar)</b></p>	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul> <p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• School quality review conducted by Accountability and Achievement Office (high stakes).</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator</li> <li>• School performance on SQR with emphasis on its progress from previous year.</li> </ul>
<p><b>Year 3: Q4 (SY2012-2013, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• D Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> </ul>

## 2.E School Budget Narrative for Tier I and Tier II schools.

Complete a separate budget narrative for each Tier I and Tier II school. The LEA may use this form or request an electronic version from (MSDE) Maryland State Department of Education.

School Budget Narrative –Tier I and Tier II Schools				
Name of School: Commodore John Rodgers			Intervention: Restart	Tier: 2
School Budget Narrative for School Year <u>2010-2011</u>				
Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
<i>Salaries &amp; Wages</i>	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile)	The restart model does not have required/ permissible components.  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	70 hrs x 32 tchrs x \$30/hr 70 hrs x 8 paras x \$21/hr	\$78,960
	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)		1 FTE x \$111,547	\$111,547
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership)		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)		\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$217,507</b>
<i>Fixed Charges</i>	FICA for summer PD, principal pay differential, and vacation buy-out		105,960 x 7.65%	\$8,105.94
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
<b>Total Fixed Charges</b>				<b>\$46,558.94</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$264,065.94</b>

<i>Contracted Services</i>	Contract with EMO - Living Classrooms	Four positions will support interventions in reading and mathematics to support struggling students. (\$400,000)  Schoolwide professional development on student interventions and the curriculum (\$150,000);	start-up flat amount \$550,000	\$550,000
	SMART board, projector installation	The restart model does not have required/missible components	6 classrooms x \$15,000	\$90,000
<b>Total Contracted Services</b>				<b>\$640,000</b>
<i>Supplies &amp; Materials</i>	EMO expected to cover instructional supplies with contract funds & school-based budget general funds			
	94 computers, 7 network printers	The restart model does not have required/missible components	94 x \$900 7 x \$1,200	\$93,000
	Furniture		\$30,000	\$30,000
<b>Total Supplies and Materials</b>				<b>\$123,000</b>
<i>Other Charges</i>				
<b>Total Other Charges</b>				<b>\$-</b>
<i>Equipment</i>				
<b>Total Equipment</b>				<b>\$-</b>
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$1,027,065.94</b>

**School Budget Narrative –Tier I and Tier II Schools**

<b>Name of School: Commodore John Rodgers</b>	<b>Intervention: Restart</b>	<b>Tier: 2</b>
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**School Budget Narrative for School Year 2011-2012**

Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement and school climate and culture	The restart model does not have required/permissible components <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.  <u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school	1 FTE x \$111,547	\$111,547
	Performance Bonus will serve as a financial incentive to attract the highest quality instructional staff and serve as a collective goal of increased student achievement (see needs assessment – staff profile, student achievement)		\$500 x 403 students + 10%	\$221,650
	Principal Pay Differential will help recruit highest quality school leader (see needs assessment – effective leadership)		\$15,000	\$15,000
	Administrative vacation buy-out		\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$360,197</b>
<i>Fixed Charges</i>	FICA for performance bonus, principal pay differential, and vacation buy-out		248,650 x 7.65%	\$19,021.72

	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
<b>Total Fixed Charges</b>				<b>\$57,474.72</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$417,671.72</b>
<i>Contracted Services</i>	Contract with EMO - Living Classrooms	•Consulting Services for Professional development, 5 times per year for Schoolwide professional development on student interventions and the curriculum (to include materials, supplies, facilitation, catering)		\$141,050
Total Contracted Services				\$141,050
<i>Supplies &amp; Materials</i>	None allocated by LEA; EMO expected to cover with contract funds & school-based budget general funds			
	<ul style="list-style-type: none"> <li>• Use daily exit tickets as formative assessments to insure successful classroom learning</li> <li>• Plan and implement differentiated activities and lessons to reach all skill levels and types of learners</li> </ul>			
Total Supplies and Materials				\$-
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$558,721.72</b>

**School Budget Narrative –Tier I and Tier II Schools**

**Name of School: Commodore John Rodgers**

**Intervention: Restart**

**Tier: 2**

**School Budget Narrative for School Year 2012-2013**

<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement & school climate and culture)	The restart model does not have required/permissible components  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	1 FTE x \$111,547	\$111,547
	Performance Bonus will serve as a financial incentive to attract the highest quality instructional staff and serve as a collective goal of increased student achievement (see needs assessment – staff profile, student achievement)	<u>Performance Bonus:</u> In an effort to build school team commitment and to incentivize staff performance, Turnaround schools will be allocated a pool of money that may be used as bonuses for staff when the school meets student achievement targets set by the district. All staff at the school would be eligible to share in the bonus pool. Criteria and individual bonus amounts would be defined by the Office of Human Capital in consultation with school leadership and Office of the Chief Academic Officer. Distribution would occur after the end of your year one and year two when student achievement targets are confirmed by the Office of Achievement and Accountability	\$500 x 403 students + 10%	\$221,650
	Principal Pay Differential will help recruit the highest quality school leader (see needs assessment – effective leadership)	<u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school	\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit the highest quality school leader (see needs assessment – effective leadership)		\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$360,197</b>

<i>Fixed Charges</i>	FICA for performance bonus, principal pay differential, and vacation buy-out	248,650 x 7.65%		\$19,021.72
	Fringe for add'l leadership	13,913 + 22% of salary		\$38,453
<b>Total Fixed Charges</b>				<b>\$57,474.72</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$417,671.72</b>
<i>Contracted Services</i>	Contract with EMO - Living Classrooms	Consulting Services for Professional development, 5 times per year for Schoolwide professional development on student interventions and the curriculum (to include materials, supplies, facilitation, catering)	\$350 x 403 students	\$141,050
Total Contracted Services				\$141,050
<i>Supplies &amp; Materials</i>	None allocated by LEA; EMO expected to cover with contract funds & school-based budget general funds.			
Total Supplies and Materials				\$-
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$558,721.72</b>

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

Commodore John Rogers will receive a Title I Part A allocation (Schoolwide model) of \$281,359, \$228,820 IDEA, \$23,715 in Third Party Billing which will 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, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

## Section 2: Application for Tier I and Tier II Schools

### 2.A Background Information

Complete Table 2.A for each Tier I and Tier II school the LEA will serve.

**Table 2.A**

<b>School Name:</b> Chinquapin Middle #46 <b>Address:</b> 900 Woodbourne Ave. Baltimore, MD 21212	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> Laura Weeldreyer, Deputy Chief of Staff  <b>Phone#:</b> 410 396-8804 <b>Email Address:</b> lweeldreyer@bcps.k12.md.us  <b>Name &amp; Position:</b> Tasha Franklin Johnson, Ph.D. Director, Office of Federal Programs  <b>Phone#:</b> 410 396-8937 <b>Email Address:</b> tjohnson02@bcps.k12.md.us
<b>Grade levels enrolled (SY10):</b> 6-8	<b>Number of Students Enrolled (SY10):</b> 412
<b>Year the school entered school improvement status:</b> 1996	<b>Tier Level</b> <b>Tier I</b> <input checked="" type="checkbox"/> _____ <b>Tier II</b> _____
<b>Differentiated Accountability Status:</b> <input type="checkbox"/> Focus Developing <input type="checkbox"/> Focus Priority <input type="checkbox"/> Comprehensive Developing <input checked="" type="checkbox"/> Comprehensive Priority	<b>School Improvement Status</b> <input type="checkbox"/> School Year 1 <input type="checkbox"/> School Year 2 <input type="checkbox"/> Corrective Action <input type="checkbox"/> Restructuring Planning <input checked="" type="checkbox"/> Restructuring Implementation
<b>Title I Status:</b> <input type="checkbox"/> Schoolwide Program <input checked="" type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School	<b>Intervention Model Selected:</b> <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Restart <input type="checkbox"/> Transformation
<b>Waiver Request:</b> <input checked="" type="checkbox"/> Requested for this School  <input type="checkbox"/> Not Requested for this School	<b>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</b>
	<b>Year 1: SY 2010-11</b> <b>\$465,091</b>
	<b>Year 2: SY 2011-12</b> <b>\$ 463,572.15</b>
	<b>Year 3: SY 2012-13</b> <b>\$ 463,572.15</b>
<b>Total Amount of Funding Requested for this School</b> <b>\$1,392,235.30</b>	

## 2.B Comprehensive Needs Assessment for Tier I and II schools

**Table 2.B**

Name of School: Chinquapin Middle	Tier: I																																																
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																
<p><b>1 Student Profile Information( include trend analysis)</b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups - # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Total enrollment: 2009 – 490; 2008 – 637; 2007 - 789</li> <li>• Grade level: <table border="1" data-bbox="957 529 1465 662"> <thead> <tr> <th></th> <th>Total</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>490</td> <td>145</td> <td>174</td> <td>171</td> </tr> <tr> <td>2008</td> <td>637</td> <td>176</td> <td>209</td> <td>252</td> </tr> <tr> <td>2007</td> <td>789</td> <td>207</td> <td>274</td> <td>308</td> </tr> </tbody> </table> </li> <li>• Subgroups: <table border="1" data-bbox="957 727 1682 860"> <thead> <tr> <th></th> <th>Total</th> <th>Am Ind</th> <th>Asian</th> <th>Af Am</th> <th>White</th> <th>Hisp</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>490</td> <td>2</td> <td>2</td> <td>475</td> <td>8</td> <td>3</td> </tr> <tr> <td>2008</td> <td>637</td> <td>0</td> <td>2</td> <td>627</td> <td>6</td> <td>2</td> </tr> <tr> <td>2007</td> <td>789</td> <td>1</td> <td>2</td> <td>770</td> <td>12</td> <td>4</td> </tr> </tbody> </table> </li> <li>• Mobility %: 2009 – 23.1% (Ents), 19.3% (Wdrs); 2008 – 25.1% (Ents), 19.4% (Wdrs); 2007 – 23.5% (Ents), 24.6% (Wdrs)</li> <li>• Attendance %: 2009 – 92.9%; 2008 – 90.8%; 2007 – 87.8%</li> <li>• Expulsions #: 2009 - 9; 2008 - 9; 2007 - 16</li> <li>• Suspensions #: 2009 - 128; 2008 - 160; 2007 - 145</li> <li>• Dropout rate: NA</li> <li>• Advance Coursework: NA</li> <li>• Graduation rate: NA</li> <li>• High School Diploma Rate: NA</li> </ul> <p><b>Conclusions:</b> Enrollment declined by 301 students in the past two years; 31 fewer 6th graders enrolled in 2009 and 38 7th graders did not return for 8th grade in 2009. Mobility has stayed consistent and attendance has increased over the past two years. Expulsions decreased from 2007 to 2008 and remained consistent from 2008 to 2009 while suspensions spiked in 2008 and dropped to 128 in 2009. Attendance is trending in the right direction and must increase in order to ensure that students are present for classroom instruction. The time is ripe for new approaches to engage students in their learning and maximize their potential.</p>		Total	6	7	8	2009	490	145	174	171	2008	637	176	209	252	2007	789	207	274	308		Total	Am Ind	Asian	Af Am	White	Hisp	2009	490	2	2	475	8	3	2008	637	0	2	627	6	2	2007	789	1	2	770	12	4
	Total	6	7	8																																													
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<p><b>3 Student Achievement</b></p> <ul style="list-style-type: none"> <li>Student achievement data for reading and math on State assessments by the “all student” category and all subgroups</li> <li>Graduation Rate</li> </ul>	<table border="1"> <thead> <tr> <th colspan="7">Student Achievement (AYP)</th> </tr> <tr> <th></th> <th colspan="6">Reading</th> </tr> <tr> <th></th> <th>All</th> <th>Af Am</th> <th>White</th> <th>Sp Ed</th> <th>ELL</th> <th>FARMS</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>54.1</td> <td>54.3</td> <td>50.0</td> <td>25.4</td> <td>33.3</td> <td>53.6</td> </tr> <tr> <td>2008</td> <td>52.9</td> <td>52.9</td> <td>60.0</td> <td>24.2</td> <td>--</td> <td>49.4</td> </tr> <tr> <td>2007</td> <td>45.1</td> <td>45.2</td> <td>40.0</td> <td>28.8</td> <td>--</td> <td>43.0</td> </tr> <tr> <th></th> <th colspan="6">Mathematics</th> </tr> <tr> <th></th> <th>All</th> <th>Af Am</th> <th>White</th> <th>Sp Ed</th> <th>ELL</th> <th>FARMS</th> </tr> <tr> <td>2009</td> <td>27.7</td> <td>27.4</td> <td>37.5</td> <td>19.0</td> <td>50.0</td> <td>26.9</td> </tr> <tr> <td>2008</td> <td>24.3</td> <td>24.2</td> <td>20.0</td> <td>11.5</td> <td>--</td> <td>22.1</td> </tr> <tr> <td>2007</td> <td>26.5</td> <td>26.4</td> <td>33.3</td> <td>23.8</td> <td>--</td> <td>24.9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Graduation rate: NA</li> </ul> <p><b>Conclusions:</b> Overall student achievement has slowly increased over the past two years but Special Education students have decreased achievement in mathematics and reading over the past two years. The leadership must put in place a challenging, engaging curriculum that will improve student achievement, particularly for its subgroups. Efforts must be made to be sure that instruction is differentiated for special education students to ensure their progress.</p>			Student Achievement (AYP)								Reading							All	Af Am	White	Sp Ed	ELL	FARMS	2009	54.1	54.3	50.0	25.4	33.3	53.6	2008	52.9	52.9	60.0	24.2	--	49.4	2007	45.1	45.2	40.0	28.8	--	43.0		Mathematics							All	Af Am	White	Sp Ed	ELL	FARMS	2009	27.7	27.4	37.5	19.0	50.0	26.9	2008	24.3	24.2	20.0	11.5	--	22.1	2007	26.5	26.4	33.3	23.8	--	24.9
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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p><b>4 <u>Rigorous Curriculum</u></b> Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>	<p><sup>1</sup>Teachers base classroom instruction on curriculum mapping partially aligned to state standards (Score=2).</p> <ul style="list-style-type: none"> <li>• Core English/Reading program - Language of Literature (McDougal Littell)</li> <li>• Core Mathematic and algebra programs – City Schools curriculum (Math Works) &amp; Glencoe McGraw</li> <li>• Curriculum Intervention Programs - Study Island, <u>Math Triumphs</u>, Voyager Math, a new textbook – <u>Math Connects</u>, Towson University tutors, laptops in the classroom, and after-school tutoring.</li> <li>• Enrichment Programs - books used have intervention and enrichment incorporated in the program</li> </ul> <p><b>Conclusions:</b> The curricula listed are researched based , however, the student achievement data indicate that the delivery of instruction is not providing students with the skills/knowledge necessary to increase the number of students earning proficient or advanced on the state assessment. Teachers require professional development to assist in improving the quality of instruction. Enrichment programs are necessary to make school interesting and engaging for students so that students want to come to school.</p>	
<p><b>5 <u>Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers depend on grade level and content area faculty to inform areas of needed improvement for student achievement (Score=2). City Schools are required to use curriculums that are pre-approved by the Office of Teaching and Learning which ensures that they are research based.</li> <li>• Some teachers use technology in the classroom. However, there is little evidence that technology is used for remediation, enrichment or to advance student needs (Score=2).</li> <li>• Some teachers differentiate based on class data. Some teachers use assessments at the beginning and middle of an instructional unit to group students accordingly to ability (Score=2).</li> </ul>	

<sup>1</sup> Executive Directors for Elementary and Secondary Education, and School Support Network staff completed a needs assessment review of each of the schools in the School Improvement Grant. As a result of the review, scores were derived based on a common rubric for the various components assessed. A score of “4” denotes high quality, “3” denotes well developed, “2” denotes developing, and “1” denotes beginning.

**Name of School: Chinquapin Middle** **Tier: I**

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

- Master Schedule by Content Area:
 

Language Arts	450 minutes per week
Math	450 minutes per week
Science	450 minutes per week
Social Studies	450 minutes per week
PE	450 minutes per week
Arts (art, music, dance, drama)	Includes foreign language 450 minutes per week – students have either an Arts class or foreign language for the whole year

**Conclusions:** Teachers require more intensive professional development to ensure quality delivery of instruction. Professional development to teach faculty how to use technology in the classroom as a vehicle to engage students in their learning. All teachers must use assessments frequently and analyze that data to inform their classroom instruction. Analyzing data will indicate what skills student have accomplished and what skills need to be re-taught/reviewed

**6 Assessments**

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

- A limited range of assessment procedures is used. Some information is recorded but not enough to evaluate effectiveness of teaching and learning (Score=2).
- Teachers administer the district-produced formative benchmark assessments according to the district timelines and guidelines.
- Teacher and administrator access to the data display s

**Conclusions:** Teachers must be required to use formative, interim and summative assessments consistently so that they can set targets for student progress and know what skills need to be reviewed. Leadership must be sure that teachers know how to access benchmark data from the City Schools data systems and utilize it to set targets for student performance system is current.

Name of School: Chinquapin Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
<p><b>7 School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	<ul style="list-style-type: none"> <li>• <sup>2</sup>School vision, mission and shared values: To accelerate the academic achievement of all students, in partnership with the entire community, to ensure that students develop the attitudes, skills and proficiencies necessary for success in higher education and in the 21<sup>st</sup> century global workforce. To accelerate student progress through effective implementation of the updated Master Plan, focusing on quality of instruction, maintenance of a safe, supportive learning environment and development of a culture of excellence within schools and throughout every aspect of the school system. The school mission is not clearly articulated to stakeholders but it is in the developing stages of implementation (Score=2).</li> <li>• Safety: Suspensions #: 2009 - 128; 2008 - 160; 2007 - 145 <ul style="list-style-type: none"> <li>○ The # of Suspensions has decreased every year from 145 in 2007 to 128 in 2009</li> <li>○ Discipline data is reviewed weekly at Safety Stat and there have been no safety related-issues that have prompted a SafetyStat visit in SY 2010</li> </ul> </li> <li>• Attendance: <ul style="list-style-type: none"> <li>○ Attendance %: 2009 – 92.9%; 2008 – 90.8%; 2007 – 87.8%</li> <li>○ The Attendance rate has increased each year from 87.8% in 2007 to 92.9% in 2009</li> </ul> </li> <li>• Health Services: A nursing aid and part time nursing services</li> <li>• School Environment Survey <ul style="list-style-type: none"> <li>○ Safety (% positive responses, students and parents) 42.9%</li> <li>○ Engagement (% positive responses, students and parents) 57.1%</li> <li>○ Satisfaction (% positive responses, students and parents) 53.3%</li> </ul> </li> <li>• Climate survey<sup>3</sup> The summary score on the SY'08-09 School Climate Index for Chinquapin Middle School was 65.6, compared to the average district score of 78.0. This summary score represents a decrease of 6.7 percentage points from the previous year's score.</li> </ul>

<sup>2</sup> The School Improvement Plan template contains the City Schools' vision and mission to ensure alignment of the schools' planning with the system Master Plan. Schools may develop individualized vision and mission statements as a part of building cohesive school teams.

<sup>3</sup> The Climate Survey is completed each year by students, their families and school level staff. The results provided are a compilation of their ratings of various aspects of school climate, i.e. school safety, parent engagement, etc.

Name of School: Chinquapin Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<ul style="list-style-type: none"> <li>• Summary: Chinquapin needs to implement programs that can enhance school climate and engage their school community. Students and Parent feel disengaged and this can be resolved with implementation of strategies designed to encourage student and community support.</li> </ul> <p><b>Conclusions:</b> Chinquapin needs to implement programs that can enhance school climate and engage their school community. Students and Parents feel disengaged and this can be resolved with implementation of strategies designed to encourage student and community support. Ensuring that the PBIS and the Student Support Team (SST) are in place and utilized to support the school code of conduct. Enforcing the implementation of the code of conduct will improve the school culture.</p>
<p><b>8 <u>Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	<ul style="list-style-type: none"> <li>• All schools with secondary grades will have meaningful Youth Development opportunities for leadership development, service learning, and character development.</li> <li>• Schools will develop partnerships with community agencies and organizations, aligned to the mission and vision of the school.</li> <li>• Students who are not yet proficient and or are not meeting behavioral expectations are provided a plan for improvement. However, evidence of implementation and monitoring is lacking (Score=2).</li> <li>• The school uses quarterly progress reports and report cards to inform parents of their child's academic and behavioral progress. The school has a mechanism for keeping parents informed of the school's activities/meetings. The school has initiated a plan to form an active parent group. There is an annual recognition celebration for student achievement and progress. Current student work is displayed in hallways and classrooms but there is no rubric or feedback next to the work. Some teachers have a system for recognizing student achievement (Score=2).</li> </ul> <p><b>Conclusions:</b> School leadership must follow through with improvement plans for students. The school must have meaningful Youth Development opportunities for leadership, service learning, and character development. They must develop partnerships with community agencies and organizations, to assist in offering programming to engage students in their learning. A plan to engage parents in the school community will assist in accomplishing the school achievement goals</p>

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<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is planned on an ongoing basis to ensure that the staff is able to develop the skills necessary to meet the SIP objectives. It is based on school-wide initiatives and outlined through the school improvement plan. Professional development occurs after-school and on in-service days. It is also embedded within the school day.. School leadership actively plans and provides professional development based on quarterly teacher observations and student performance and progress data. Professional development is not differentiated based on the needs of teachers (Score=2).</li> </ul> <p><b>Conclusions:</b> Professional development must be provided weekly through grade level or team meetings and during collaborative planning. School-wide PD must be offered at least monthly. All professional development must be based on student learning needs and linked to school goals and aligned with state professional development standards. Teachers must be provided feedback on their instruction through frequent walk by's and formal and informal observations.</p>	
<p><b>10 Organizational structure and resources</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning time: School leadership reviews student assessments in collaborative forums with staff to identify ways to improve the quality of assessments, teaching and learning (Score=2).</li> <li>• Class scheduling: Uses team scheduling with weekly collaborative planning by department.</li> <li>• Class configuration: Average 30- original grouping based on SPED percentages then assessment data; students are regrouped throughout the year based on benchmark and teacher assessments.</li> <li>• Resources: The school staffing model is not reflective of the school's needs and goals (Score=2).</li> <li>• Other grants: NA</li> <li>• Learning time: Some teachers take initiative to solve problems but fail to collaborate with one another on improving student achievement and school climate by creating interdisciplinary units, consistent expectations for students, incentive programs, etc. (Score=2).</li> </ul> <p><b>Conclusions:</b> Collaborative planning time is not being used effectively to improve instruction for students. Faculty requires professional development to maximize this collaborative planning time; this training must include learning how to analyze assessment data and in turn adjust instruction accordingly. Increasing learning time for students through after school programming and one on one tutoring will increase student achievement. Leadership must utilize funding in alignment with academic goals for students and improving school climate.</p>	

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<p><b>11 Comprehensive and Effective Planning</b></p> <ul style="list-style-type: none"> <li>Practices for strategic school planning</li> <li>School improvement plan development, implementation and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>In compliance with the City Schools' template and guidance for school improvement plans, the school developed a plan that included analysis of data, determination of root cause, and action plans in the following areas: family and community engagement, reading/language arts, mathematics, science, attendance, and climate. The school also developed a professional development plan, and addressed required Title I and NCLB requirements.</li> <li>Although the action plans include <i>timeline</i>, <i>person responsible</i>, and <i>monitoring/evidence</i>, it is not clear whether the school has a process for systematic implementation and monitoring of the plan in order for it to be an effective tool that addresses the root causes for its lack of progress in meeting goals and objectives.</li> </ul> <p><b>Conclusions:</b> The school improvement plan must reflect the goals of student achievement and align resources with these priorities. It is important that the school include parents and community members in formulating the plan so that they have maximum support as they begin SY 2010.</p>	
<p><b>12 Effective Leadership</b></p> <ul style="list-style-type: none"> <li>Instructional leadership to promote teaching and learning</li> <li>Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>Impact on the school culture for teaching and learning</li> <li>Use of assessment data using technology</li> <li>Recruitment and retention of effective staff</li> <li>Identification and coordination of resources to meet school needs</li> <li>Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>	<ul style="list-style-type: none"> <li>Instructional leadership: Leaders model high expectations, yet the pace of learning is inconsistent. Some students are engaged while others are passive. Teachers do not check consistently for student understanding. The assignments/tasks do not require much thought and are easy to complete (Score=2).</li> <li>Monitoring curriculum: School leadership provides only mid-year and end of year written feedback to staff on curriculum planning and implementation. Leadership solicits informal feedback from staff on the effectiveness of professional development sessions (Score=2).</li> <li>School Culture: School wide rules and code of conduct for all students are generally communicated to students and parents. Usually, infractions are tracked and communicated with teachers, parents and case managers. Short term and long term interventions are beginning to be utilized and are aligned with the school's mission (Score=2). Many students model school wide expectations, take opportunities to reflect on poor decisions, and accept redirection from staff in a positive manner. Some students demonstrate leadership in classrooms or school wide activities, such as clubs, tutoring, etc. (Score=3).</li> <li>Data: Teachers meet during their planning time to discuss assessment data (Score=2).</li> <li>Recruitment: Standard recruitment fairs and resources are used to recruit teachers; Instructional Support Teachers and full time teacher mentor to support teachers' growth and increase retention.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Resources: The school leader does not coordinate resources to meet the school's needs and goals (Score=2).</li> <li>• Engagement: The school uses quarterly progress reports and report cards to inform parents of their child's academic and behavioral progress. The school has a mechanism for keeping parents informed of the school's activities/meetings. The school has initiated a plan to form an active parent group. The school does not actively utilize partnerships with community-based organizations and businesses (Score=2).</li> </ul> <p><b>Conclusions:</b> Leadership must ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must receive frequent feedback on their instructional practices, and mentoring on how to improve it. As mentioned above, professional development must be provided for faculty to ensure effective instruction – topics such as collaborative planning, assessment data analysis, technology in the classroom, etc. As well, resources must be aligned with school goals, and parent and community engagement is instrumental in implementing an effective school improvement plan. Recruiting faculty with proven teaching effectiveness and providing professional development will facilitate retaining competent staff.</p>

## 2.C.2 Restart Model'

**School Name and Number: Chinquapin MS Tier: I**

**Intervention Model : RESTART MODEL**

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

Year	Overall	African-American	White	FARMS	Special Education	ELL
SY 2011	74.7	74.8	72.6	74.4	60.3	64.3
SY 2012	84.9	85.0	83.9	84.8	77.8	79.7
SY 2013	95.2	95.2	95.2	95.2	95.2	95.2

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)

Quarter	Overall	African-American	White	FARMS	Special Education	ELL
Q1	69.5	69.6	67.0	69.2	51.6	56.5
Q2	72.1	72.2	69.8	71.8	55.9	60.4
Q3	74.7	74.8	72.6	74.4	60.3	64.3
Q4	77.2	77.3	75.4	77.0	64.7	68.1

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as rough estimates.

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

Year	Overall	African-American	White	FARMS	Special Education	ELL
SY 2011	60.3	60.2	65.2	59.9	56.0	71.5
SY 2012	76.6	76.5	79.1	76.4	74.4	82.2
SY 2013	92.9	92.9	92.9	92.9	92.9	92.9

**School Name and Number:** Chinquapin MS **Tier:** I

**Intervention Model :** RESTART MODEL

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)

Quarter	Overall	African-American	White	FARMS	Special Education	ELL
Q1	52.2	52.0	58.3	51.7	46.7	66.1
Q2	56.2	56.1	61.7	55.8	51.3	68.8
Q3	60.3	60.2	65.2	59.9	56.0	71.5
Q4	64.4	64.2	68.7	64.0	60.6	74.1

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as rough estimates.

**Describe the LEA’s Restart Process** Indicate which steps have been completed to date and which will be completed prior to 6/30/2010, including those related to recruiting, screening, and selecting an external provider to ensure quality. All other steps should be reflected in 2D.

**Evaluation Process:** Transformation School (as defined by City Schools) applications for fall 2010 were due to the Office of New Initiatives on September 4, 2009. A concept paper for those who submit applications for 2011 was due on November 6, 2009. Six applications were received from six different applicants. The six applicants were presented to the school board on November 10<sup>th</sup>. The board voted to approve the application on December 8<sup>th</sup>. The written application was read and scored by a cross functional team of staff and community partners. We have attached a copy of the application scoring rubric. Applicants were interviewed on Tuesday, October 13, 2009. Members of the New Schools Advisory board and several external partners were invited to participate in the review process, as well as internal staff. Attached is a sample of the rubric used to evaluate them.

The initial application was for a start-up transformation school, starting with 6<sup>th</sup>-7<sup>th</sup> grade, however, after conducting a needs assessment it was determined that all current 6<sup>th</sup> and 7<sup>th</sup> grade students currently attending Chinquapin should be allowed to attend the new Baltimore IT. The result will be a fully enrolled middle school, grades 6<sup>th</sup>-8<sup>th</sup> grades.

**Baltimore IT:** BIT Academy proposes to be a Career Preparation school with certification tracks in information technologies for middle and high school students. BIT Academy will offer a rigorous hands-on education in mathematics and information technologies targeting popular IT certifications. BIT Academy founders met with numerous elected officials and other community leaders to assess the need for an IT-focused public school in Baltimore. The BIT Academy idea received a tremendous level of support and interest from the community. Support letters from Councilmen Mr. Bill Cole and Mr. Bill Henry, Senator Ms. Verna Jones, and Delegate Mr. Sandy Rosenberg can be found in **Appendix VII**. In particular, Councilman Henry expressed his strong support and interest to have BIT Academy in his district and suggested that Chinquapin Middle School would be an excellent facility to house the school.

**School Name and Number:** Chinquapin MS      **Tier:** I

**Intervention Model :** RESTART MODEL

BIT Academy will implement CSP's rigorous academic program with a special focus on mathematics and information technologies. There are other public schools in Baltimore City offering similar programs. However, BIT Academy will provide City youth a unique opportunity to attend a career-oriented program that will prepare them both for high paying jobs in the IT industry as well as for advanced degree programs in local colleges and universities, especially in the sciences and engineering.

**Conceptual Overview:** The Mission of BIT Academy is to provide an excellent educational experience for middle and high school students, with a special focus on mathematics and information technologies. This will be accomplished by (1) implementing an innovative curriculum that reflects the increasing role of computers and technology in today's world, and (2) establishing a pact among students, parents, staff, and the community to provide a nurturing, safe, and dynamic learning environment. The Vision of BIT Academy is to provide a unique opportunity for Baltimore youth to pursue professional careers and college educations in the high-paying and growing field of information technologies.

**Needs Assessment --Baltimore IT Academy**

Average Application Score (0-3.0 scale): 2.273

Average Interview Score (out of a possible 35 points): 33.75

1. School Concept (Mission, Vision, and Need): The proposal is to create a school focusing on math and information technologies. One of the outcomes of the curriculum is for students to receive a certificate in an IT field that will allow the student to have immediate qualifications for careers. This concept will add value to City Schools' portfolio of options. The school will be modeled after Chesapeake Science Point Public Charter School, a successful charter school in Anne Arundel County. The planning team has extensive knowledge of IT certificates as well as experience operating a 6-8 school and the IT theme is apparent throughout the proposal.
2. Academic Design-Curriculum, Instruction, and Assessment: Academic plan is aligned to VSC, Core Learning Goals, and national technology standards. The instructional methodology is to focus on learning with technology as much as it focuses on learning about technology. This philosophy is apparent throughout the application in the school goals, the course sequence, and in the sample lessons and assessments. The school will utilize a student information system that provides real-time updates on students' academics, attendance, and discipline status.
3. Organizational Viability: The applicant has already selected a veteran Principal who transformed Coral Academy of Science in Reno Nevada (Ben Karaduman). The proposed Board represents all of the critical areas of expertise for a charter school: facilities and development, finance, education, etc. The proposal outlines a sound budget and process for managing the school operations.

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

An extremely important part of this 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:

**School Name and Number:** Chinquapin MS      **Tier:** I

**Intervention Model :** RESTART MODEL

- Executive Director Secondary Schools met with the principal to discuss recommendation prior to public announcement
- All elected officials were informed of recommendation prior to public announcement
- Information provided at City Council District 4 community meetings
- Recommendation for school closure & opening of new school published in Baltimore Sun & Afro
- Letters with information about the recommendation & community meeting notices mailed & backpacked home to each student
- Phone calls made by Family & Community Engagement Office to key school partners
- School-based community meetings with parents and partners
- School-based staff meetings with Human Capital Office leadership
- School-based Steering Committee meetings (including principal, PTA president, representative from Executive Director of Secondary Schools)
- PTA President meeting with CEO
- Two Board of School Commissioners Public Hearings

**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 2009 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 2010-2011 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 Chinquapin for transformation. Chinquapin has demonstrated some improvement in recent years, but not the type of acceleration necessary to ensure that student success. Chinquapin was identified in this process as a school in need of transformation. Once Chinquapin was identified City Schools determined which transformation strategy would be most effective in improving student achievement.

To help guide these strategies, City Schools referenced the School Improvement Grant guidelines under ARRA, which reflect national best practices in school intervention. These options include changing a school's leadership and staff, using reform principles to improve a school (e.g.: extended learning time, embedded professional development, etc.), closing a school and re-opening it under the management of a new operator and closing a school altogether and transferring its students to a higher performing school.

**School Name and Number:** Chinquapin MS **Tier:** I

**Intervention Model :** RESTART MODEL

The decision was made to transform Chinquapin under the Turnaround model 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 on 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. 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.

Chinquapin, as a closing school, has not been allocated SY 2010-11 Title I A or Title I ARRA funds; once new lunch data are established, Baltimore IT will be reassessed and an appropriate allocation will be made. It will receive \$112,695 which will 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, in particular Essential #5: Resources that

**School Name and Number:** Chinquapin MS **Tier:** I

**Intervention Model :** RESTART MODEL

Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

## 2.D Timeline for LEA Monitoring of Tier I and II schools.

**Timeline for LEA Monitoring of Tier I and Tier II schools**

**Intervention Model** Restart **X** **School:** Chinquapin **Tier:** I

**Year 1: Q1 (SY2010-2011, July-Sept)**

Monitor:

- Minimum of bi-weekly School Support Network visits.
- Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.
- 

Progress

- Adequate Yearly Progress results.
- City Schools' Progress Report results assessed.
- Benchmark data (subjects: Reading, Math and Science).
- Frequency of teachers accessing electronic data display system.
- Frequency of administrators accessing electronic data display system.
- Use of parent portal.
- SMS for attendance.
- Student Support Teams (SST) minutes and documents.
- Suspensions.
- Progress toward defined school improvement strategies for upcoming school year as defined by the Operator.
- Quarterly benchmark data.

<p><b>Year 1: Q2 (SY2010-2011, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
<p><b>Year 1: Q3 (SY2010-2011, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
<p><b>Year 1: Q4 (SY2010-2011, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team .</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q1 (SY2011-2012, July-Sept)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for previous school year and current year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q2 (SY2011-2012, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• Mid-contract School Quality Review accountability visit conducted by Achievement and Accountability (low stakes).</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• School Performance on SQR (baseline data).</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q3 (SY2011-2012, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for the current school year.</li> </ul>
<p><b>Year 2: Q4 (SY2011-2012, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> </ul>

	<ul style="list-style-type: none"> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Climate Survey.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator</li> </ul>
<b>Year 3: Q1 (SY2012-2013, July-Sept)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> </ul>
<b>Year 3: Q2 (SY2012-2013, Oct-Dec)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>

<p><b>Year 3: Q3 (SY2012-2013, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• School quality review conducted by Accountability and Achievement Office (high stakes).</li> </ul> <hr/> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> <li>• School performance on SQR with emphasis on its progress from previous year.</li> </ul>
<p><b>Year 3: Q4 (SY2012-2013, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul> <hr/> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• D Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> </ul>

**2.E School Budget Narrative for Tier I and Tier II schools.**

Complete a separate budget narrative for each Tier I and Tier II school. The LEA may use this form or request an electronic version from (MSDE) Maryland State Department of Education.

School Budget Narrative –Tier I and Tier II Schools				
Name of School: Chinquapin (new school - Baltimore IT Academy)		Intervention: Restart		Tier: 1
School Budget Narrative for School Year <u>2010-2011</u>				
Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
<i>Salaries &amp; Wages</i>	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile)	The restart model does not have required/permissible components.  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	70 hrs x 34 tchrs x \$30/hr 70 hrs x 22 paras x \$21/hr	\$103,740
	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)		1 FTE x \$111,547	\$111,547
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership)	In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)		\$12,000	\$12,000
	<b>Total Salaries and Wages</b>			

<i>Fixed Charges</i>	FICA for summer PD, principal pay differential, and vacation buy-out		Wages x 7.65%	\$10,001.61
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
<b>Total Fixed Charges</b>				<b>\$48,454.61</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$290,7421.61</b>
<i>Contracted Services</i>	\$550,000 of Start-up funds for EMO covered by alternative fund source; \$174,350 of contractual services supported by the following:			\$174,350
Total Contracted Services				\$174,350
<i>Supplies &amp; Materials</i>				
<i>Other Charges</i>				
Total Other Charges				\$
<i>Equipment</i>				
Total Equipment				\$
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$465,091</b>

**School Budget Narrative –Tier I and Tier II Schools**

<b>Name of School: Chinquapin (new school - Baltimore IT Academy)</b>	<b>Intervention: Restart</b>	<b>Tier: 1</b>
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**School Budget Narrative for School Year 2011-2012**

<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)	The restart model does not have required/permissible components.  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	1 FTE x \$111,547	\$111,547
	Performance Bonus will help recruit high quality school leaders (see needs assessment – leadership)		\$500 x 302 students + 10%	\$166,100
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership)		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)	<u>Performance Bonus:</u> In an effort to build school team commitment and to incentivize staff performance, Turnaround schools will be allocated a pool of money that may be used as bonuses for staff when the school meets student achievement targets. All staff would be eligible for the bonus pool. Criteria and individual bonus amounts would be defined by the Office of Human Capital in consultation with school leadership and the CAO. Distribution would occur after the end of year one and year two when student achievement targets are confirmed by the Office of Achievement and Accountability.	\$12,000	\$12,000

		<u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.		
<b>Total Salaries and Wages</b>				<b>\$304,647</b>
<i>Fixed Charges</i>	FICA for performance bonus, principal pay differential, and vacation buy-out		193,100 x 7.65%	\$14,772.15
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
<b>Total Fixed Charges</b>				<b>\$53,225.15</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$357,872.15</b>
<i>Contracted Services</i>	Contract with EMO Baltimore IT	Allocation for operator to spend	\$350 x 302 students	\$105,700
Total Contracted Services				\$105,700
<i>Supplies &amp; Materials</i>	none allocated by LEA; EMO expected to cover with contract funds & school-based budget general funds			
Total Supplies and Materials				\$-
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$463,572.15</b>

**School Budget Narrative –Tier I and Tier II Schools**

<b>Name of School: Chinquapin (new school - Baltimore IT Academy)</b>	<b>Intervention: Restart</b>	<b>Tier: 1</b>
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**School Budget Narrative for School Year 2012-2013**

<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	The restart model does not have required/permissible components.  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	1 FTE x \$111,547	\$111,547
	Performance Bonus will help recruit high quality school leaders (see needs assessment – leadership)		\$500 x 302 students + 10%	\$166,100
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership)		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)	<u>Performance Bonus:</u> In an effort to build school team commitment and to incentivize staff performance, Turnaround schools will be allocated a pool of money that may be used as bonuses for staff when the school meets student achievement targets. All staff would be eligible for the bonus pool. Criteria and individual bonus amounts would be defined by the Office of Human Capital in consultation with school leadership and the CAO. Distribution would occur after the end of year one and year two when student achievement targets are confirmed by the Office of Achievement and Accountability.	\$12,000	\$12,000

		<u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.		
<b>Total Salaries and Wages</b>				<b>\$304,647</b>
<i>Fixed Charges</i>	FICA for performance bonus, principal pay differential, and vacation buy-out		Wages x 7.65%	\$14,772.15
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
Total Fixed Charges				\$53,225
Total Salaries and Wages <u>and</u> Fixed Charges				\$357,872
<i>Contracted Services</i>	Contract with EMO – Baltimore IT	Allocation for operator to spend using their discretion.	\$350 x 302 students	\$105,700
Total Contracted Services				\$105,700
<i>Supplies &amp; Materials</i>	none allocated by LEA; EMO expected to cover with contract funds & school-based budget general funds			
Total Supplies and Materials				\$-
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$463,572.15</b>

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

Chinquapin, as a closing school, has not been allocated SY 2010-11 Title I A or Title I ARRA funds; once new lunch data are established, Baltimore IT will be reassessed and an appropriate allocation will be made. It will receive \$112,695 which will 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, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

## Section 2: Application for Tier I and Tier II Schools

### 2.A Background Information

Complete Table 2.A for each Tier I and Tier II school the LEA will serve.

**Table 2.A**

<b>School Name:</b> Garrison Middle #42 <b>Address:</b> 3910 Barrington Rd. Baltimore, MD 21207	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> Laura Weeldreyer, Deputy Chief of Staff  <b>Phone#:</b> 410 396-8804 <b>Email Address:</b> <a href="mailto:lweeldreyer@bcps.k12.md.us">lweeldreyer@bcps.k12.md.us</a>  <b>Name &amp; Position:</b> Tasha Franklin Johnson, Ph.D. Director, Office of Federal Programs  <b>Phone#:</b> 410 396-8937 <b>Email Address:</b> <a href="mailto:tjohnson02@bcps.k12.md.us">tjohnson02@bcps.k12.md.us</a>	
<b>Grade levels enrolled (SY10):</b> 6-8	<b>Number of Students Enrolled (SY10):</b> 456	
<b>Year the school entered school improvement status:</b> 1998	<b>Tier Level</b> <b>Tier I</b> <input checked="" type="checkbox"/> _____ <b>Tier II</b> _____	
<b>Differentiated Accountability Status:</b> <input type="checkbox"/> Focus Developing <input type="checkbox"/> Focus Priority <input type="checkbox"/> Comprehensive Developing <input checked="" type="checkbox"/> Comprehensive Priority	<b>School Improvement Status</b> <input type="checkbox"/> School Year 1 <input type="checkbox"/> School Year 2 <input type="checkbox"/> Corrective Action <input type="checkbox"/> Restructuring Planning <input checked="" type="checkbox"/> Restructuring Implementation	
<b>Title I Status:</b> <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School	<b>Intervention Model Selected:</b> <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Restart <input type="checkbox"/> Transformation	
<b>Waiver Request:</b> <input checked="" type="checkbox"/> Requested for this School  <input type="checkbox"/> Not Requested for this School	<b>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</b>	
	<b>Year 1: SY 2010-11</b>	<b>\$1,207,070.76</b>
	<b>Year 2: SY 2011-12</b>	<b>\$678,365.25</b>
	<b>Year 3: SY 2012-13</b>	<b>\$678,365.25</b>
<b>Total Amount of Funding Requested for this School</b>	<b>\$2,563,801.26</b>	

## 2.B Comprehensive Needs Assessment for Tier I and II schools

**Table 2.B**

<b>Name of School: Garrison Middle</b>	<b>Tier: I</b>																																																
<b>Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges</b>	<b>LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>																																																
<p><b>1 Student Profile Information( include trend analysis)</b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups - # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Total enrollment: 2009 - 523; 2008 - 640; 2007 - 641</li> <li>• Grade level enrollment: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Total</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td><b>2009</b></td> <td>523</td> <td>133</td> <td>140</td> <td>250</td> </tr> <tr> <td><b>2008</b></td> <td>640</td> <td>145</td> <td>248</td> <td>247</td> </tr> <tr> <td><b>2007</b></td> <td>641</td> <td>199</td> <td>222</td> <td>220</td> </tr> </tbody> </table> </li> <li>• Subgroups : <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Total</th> <th>Am Ind</th> <th>Asian</th> <th>Af Am</th> <th>White</th> <th>Hisp</th> </tr> </thead> <tbody> <tr> <td><b>2009</b></td> <td>523</td> <td>1</td> <td>0</td> <td>520</td> <td>1</td> <td>1</td> </tr> <tr> <td><b>2008</b></td> <td>640</td> <td>1</td> <td>1</td> <td>635</td> <td>2</td> <td>1</td> </tr> <tr> <td><b>2007</b></td> <td>641</td> <td>1</td> <td>4</td> <td>630</td> <td>4</td> <td>2</td> </tr> </tbody> </table> </li> <li>• Mobility %: 2009 - 28.8% (Ents), 23.6% (Wdrs); 2008 - 28.1% (Ents), 29.1% (Wdrs); 2007 - 28.0% (Ents), 20.9% (Wdrs)</li> <li>• Attendance %: 2009 - 95.1%; 2008 - 90.6%; 2007 - 90.4%</li> <li>• Expulsions #: 2009 - 12; 2008 - 15; 2007 - 17</li> <li>• Suspensions #: 2009 - 79; 2008 - 132; 2007 - 58</li> <li>• Dropout rate: NA</li> <li>• Advance Coursework: NA</li> <li>• Graduation rate: NA</li> <li>• High School Diploma Rate: NA</li> </ul>		Total	6	7	8	<b>2009</b>	523	133	140	250	<b>2008</b>	640	145	248	247	<b>2007</b>	641	199	222	220		Total	Am Ind	Asian	Af Am	White	Hisp	<b>2009</b>	523	1	0	520	1	1	<b>2008</b>	640	1	1	635	2	1	<b>2007</b>	641	1	4	630	4	2
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Name of School: Garrison Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Conclusions:</b> Enrollment declined by 117 students in 2009. The restart school must examine the programming, especially in 6th grade, to determine what caused fewer 5th graders to enroll at Garrison Middle School for 6th grade. Mobility was consistent over the past two years, while attendance improved in 2009. Expulsions and suspensions declined in the past year which is a positive trend. The restart school has some positive trends that will provide momentum as they begin the 2010 school year.</p> <p><b>Next Steps:</b>  The operator has conducted a mass mailing brochure to the community to increase student enrollment. City Schools has identified 300 students that have not chosen a middle school and the operator will target these students with the brochure. In looking at the incoming 6<sup>th</sup> grade, the operator may have to reduce to 3 homerooms to stay within the school budget. In order to counteract the mobility rate, the operator is working to increase parent involvement and establish a culture that supports rigorous academic achievement. The operator will re-image the school through renovations and a marketing effort.</p> <p>Specific steps that are in process now: GPS will provide a Project Manager to schedule and coordinate student and family recruitment events to increase enrollment. GPS Project Manager will secure list from BCPS of unassigned 5th graders or those on waiting list and call parents regarding changes at Garrison. GPS Project Manager and Community Liaison will coordinate outreach to community groups and faith-based groups to send the message of positive change at Garrison. GPS Project Manager will coordinate media and community outreach to publicize early wins and incremental improvements to enhance image of Garrison. Principal will communicate early wins to parents and community, i.e. overall improvements to school climate, student behavior, teacher and student attendance, teaching and learning, professional collaboration, school culture, and family and community engagement through newsletters, school events, etc. GPS will hire a Community Liaison to facilitate connections to key stakeholders to bring the message of change to the broader community. GPS senior leaders will be a strong presence at Garrison to establish early connections with City Schools partners, existing school staff and administration, students and parents.</p> <p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>1. Increase in student enrollment</li> <li>2. Reduction in losses and gains during 2010-2011</li> <li>3. Decrease in suspension and expulsions</li> <li>4. Upward trajectory in improved attendance</li> </ol>

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		5. Log of recruitment events, fairs, etc. 6. Establishment of GPS recruitment office to facilitate parent contacts; field teacher and staff questions; conduct teacher, staff, principal and parent interviews; set up local phone contact for questions about GPS																															
<b>2 Staff Profile</b> <ul style="list-style-type: none"> <li>• Principal – Length of time at the school</li> <li>• Number of Assistant Principal/s and other administrators</li> <li>• Number and % of teaching faculty's total classroom instruction experience:               <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of teaching faculty's service at this school:               <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> <li>• Number of school-based reading and English resource personnel</li> <li>• Number of school-based mathematics and data/analysis resource personnel</li> <li>• Number and % of paraprofessionals who are qualified</li> </ul>		<ul style="list-style-type: none"> <li>• Principal – Length of time at the school <b>.54</b></li> <li>• Number of Assistant Principal/s and other administrators <b>3</b></li> <li>• Number and % of teaching faculty's total classroom instruction experience:               <table border="0" style="margin-left: 20px;"> <tr> <td><b>0-5</b></td> <td><b>8</b></td> <td><b>21.62</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>7</b></td> <td><b>18.92</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>6</b></td> <td><b>16.22</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>16</b></td> <td><b>43.24</b></td> </tr> </table> </li> <li>• Number and % of teaching faculty's service at this school:               <table border="0" style="margin-left: 20px;"> <tr> <td><b>0-5</b></td> <td><b>27</b></td> <td><b>72.97</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>3</b></td> <td><b>8.11</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>1</b></td> <td><b>2.70</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>6</b></td> <td><b>16.22</b></td> </tr> </table> </li> <li>• Number and % of HQ teachers : 94.8%</li> <li>• Number of school-based reading and English teachers of record: 11</li> <li>• Number of school-based mathematics and data/analysis teachers of record: 12</li> <li>• Number of school-based reading and English resource personnel: 1 per school</li> <li>• Number of school-based mathematics and data/analysis resource personnel: 1 per school</li> <li>• Number and % of paraprofessionals who are qualified: 100%</li> <li>• Number of mentor teachers and number of teachers being supported : 1</li> <li>• Teacher and administrator attendance %</li> </ul> <table border="1" style="margin-left: 20px; width: 100%;"> <thead> <tr> <th>HRS</th> <th>ABS HRS</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>42725.89</b></td> <td><b>6325.62</b></td> <td><b>85.19</b></td> </tr> </tbody> </table>		<b>0-5</b>	<b>8</b>	<b>21.62</b>	<b>6-10</b>	<b>7</b>	<b>18.92</b>	<b>11-15</b>	<b>6</b>	<b>16.22</b>	<b>16+years</b>	<b>16</b>	<b>43.24</b>	<b>0-5</b>	<b>27</b>	<b>72.97</b>	<b>6-10</b>	<b>3</b>	<b>8.11</b>	<b>11-15</b>	<b>1</b>	<b>2.70</b>	<b>16+years</b>	<b>6</b>	<b>16.22</b>	HRS	ABS HRS	%	<b>42725.89</b>	<b>6325.62</b>	<b>85.19</b>
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		<p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>100% completion of all required teacher and staff evaluations</li> <li>Minutes/logs of training sessions during common planning periods</li> <li>Record of training dates, content and participant logs of staff participation in CORE training</li> </ol>																																																								
<p><b>3 Student Achievement</b></p> <ul style="list-style-type: none"> <li>Student achievement data for reading and math on State assessments by the "all student" category and all subgroups</li> <li>Graduation Rate</li> </ul>		<table border="1"> <thead> <tr> <th colspan="5"><b>Student Achievement (AYP)</b></th> </tr> <tr> <th></th> <th colspan="4"><b>Reading</b></th> </tr> <tr> <th></th> <th><b>All</b></th> <th><b>Af Am</b></th> <th><b>Sp Ed</b></th> <th><b>FARMS</b></th> </tr> </thead> <tbody> <tr> <td><b>2009</b></td> <td>49.9</td> <td>49.9</td> <td>34.3</td> <td>51.1</td> </tr> <tr> <td><b>2008</b></td> <td>47.9</td> <td>48.0</td> <td>27.9</td> <td>47.5</td> </tr> <tr> <td><b>2007</b></td> <td>36.3</td> <td>36.6</td> <td>13.3</td> <td>34.4</td> </tr> <tr> <th></th> <th colspan="4"><b>Mathematics</b></th> </tr> <tr> <th></th> <th><b>All</b></th> <th><b>Af Am</b></th> <th><b>Sp Ed</b></th> <th><b>FARMS</b></th> </tr> <tr> <td><b>2009</b></td> <td>29.4</td> <td>29.3</td> <td>30.4</td> <td>29.9</td> </tr> <tr> <td><b>2008</b></td> <td>26.4</td> <td>26.4</td> <td>23.1</td> <td>26.7</td> </tr> <tr> <td><b>2007</b></td> <td>19.7</td> <td>19.7</td> <td>5.6</td> <td>19.2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Graduation Rate: NA</li> </ul> <p><b>Conclusions:</b> Reading and Mathematics achievement on the MSA have improved over the past two years. Additionally, Special Education students have made dramatic increases. The Restart leadership team must analyze what aspects of the current curriculum are working, and take steps to improve the delivery of instruction. It is important that supports to special education students continue so that their performance will progress. The school leadership needs to review the accommodations for special education students identified on their IEPs to determine that they are appropriate and effective in allowing students to access the general education curriculum and improve student achievement. Accommodations identified should enable the students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills. The implementation of the accommodations for daily classroom instruction should be monitored through classroom visits and lesson plan reviews to determine the effectiveness of these supports and to ensure that they are being implemented with fidelity. In addition, the provision of these accommodations during classroom, district, and statewide assessments should be planned in advance and monitored to ensure that they are implemented and students are able to successfully participate.</p>		<b>Student Achievement (AYP)</b>						<b>Reading</b>					<b>All</b>	<b>Af Am</b>	<b>Sp Ed</b>	<b>FARMS</b>	<b>2009</b>	49.9	49.9	34.3	51.1	<b>2008</b>	47.9	48.0	27.9	47.5	<b>2007</b>	36.3	36.6	13.3	34.4		<b>Mathematics</b>					<b>All</b>	<b>Af Am</b>	<b>Sp Ed</b>	<b>FARMS</b>	<b>2009</b>	29.4	29.3	30.4	29.9	<b>2008</b>	26.4	26.4	23.1	26.7	<b>2007</b>	19.7	19.7	5.6	19.2
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<b>2009</b>	29.4	29.3	30.4	29.9																																																						
<b>2008</b>	26.4	26.4	23.1	26.7																																																						
<b>2007</b>	19.7	19.7	5.6	19.2																																																						

Name of School: Garrison Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Next Steps:</b> The operator will complete annual reviews before the school year begins and ensure that special education services (including team meetings) are delivered to those students according to their IEPs during the school year. Due to the inordinately large sped population, it is our intent to hire an AP with a strong sped background. Staff to ensure these services are delivered are as follows: 1 special education teacher for 3 days per week, 1 school psychologist for 3 days per week, 2 IEP Associate for 5 days per week, and 1 administrator for 3 days per week for Special Education planning . The 2 IEP Associates will monitor student needs and respond with appropriate interventions. IEPA's will meet with teacher teams during common planning periods to develop pre-referral interventions.</p> <p><b>Steps for General Instruction:</b> CORE coaches will work with admin team, Teacher/Staff Developer and the GPS Change Leader to identify instructional gaps. Rapid response intensives and curricular units (up to 5 per year) will be developed to address the most critical needs of students. CORE will provide a compendium of instructional strategies and activities to draw from to improve instructional capacity to structure meaningful lessons that respond to the needs of students. Teachers will be trained to embed quality practices into daily lessons in order to stay on pace to continuously move students toward more proficient outcomes. The GPS Change Leader will assist with developing MSA testing protocols, data analysis sessions and curriculum pacing plans. CORE will provide checklists which can be used to measure fidelity to the curriculum.</p> <p>How the operator will measure effectiveness of their efforts:  1. Continued growth in MSA Reading and Math results for all subgroups  2. Improvement in benchmark assessment scores from Fall 2010 to Spring 2011 in all subgroups</p>
<p><b>4 Rigorous Curriculum</b> Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>	<p><sup>1</sup>Teachers base classroom instruction on curriculum mapping partially aligned to state standards (Score=2).</p> <ul style="list-style-type: none"> <li>• Core English/Reading program - Language of Literature (McDougal Littell)</li> <li>• Core Mathematic and algebra programs - BCPS curriculum (Math Works) &amp; Glencoe McGraw</li> <li>• Curriculum Intervention Programs - Study Island, Saturday School Sessions, SES providers</li> </ul>

<sup>1</sup> Executive Directors for Elementary and Secondary Education, and School Support Network staff completed a needs assessment review of each of the schools in the School Improvement Grant. As a result of the review, scores were derived based on a common rubric for the various components assessed. A score of “4” denotes high quality, “3” denotes well developed, “2” denotes developing, and “1” denotes beginning.

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	<ul style="list-style-type: none"> <li>• Enrichment Programs - books used have intervention and enrichment incorporated in the program</li> </ul> <p><b>Conclusions:</b> The curricula in use at Garrison are in compliance with state standards, however, the achievement data suggests that the delivery of instruction is not providing students with the skills/knowledge necessary to achieve scores of proficient or advanced. The Restart leadership team must examine the entire curriculum to ensure that it is rigorous and instructional delivery is effective. After school programs and/or an extended day would benefit students in two ways - more time for instruction and an opportunity for the extra-curricular programming which will facilitate student engagement/interest in school.</p> <p><b>Next Steps:</b></p> <ol style="list-style-type: none"> <li>1. See above strategies to address academic improvement.</li> <li>2. CORE has reviewed the Maryland Curriculum Standards and the Professional Development Standards to ensure that the student's academic curriculum and the PD for staff are aligned with these standards.</li> <li>3. GPS has found little evidence to evaluate the success of SY 2009-2010 intervention and enrichment programs.</li> <li>4. GPS and CORE professional development will assist teachers in using more problem-solving and project based work, as well as more challenging instructional inquiry in their lessons (i.e. Lemov's <i>Teach Like A Champion</i> strategies, 2010).</li> <li>5. To address persistent academic shortcomings, GPS and CORE coaches will: Enhance teacher and administrator knowledge and understanding of research-based instructional practices, particularly for reading and math instruction. Support fidelity of proven curriculum and, if necessary, supplement curriculum with rapid response units.</li> <li>6. Develop leadership and institutional capacity for sustainable improvements and high-quality implementation.</li> <li>7. Extend student day to 7.5 hours.</li> <li>8. Provide afterschool programming through SES funds</li> </ol> <p><b>How the operator will measure effectiveness of their efforts:</b></p> <ol style="list-style-type: none"> <li>1. Measure impact of professional development through informal and formal teacher observations.</li> <li>2. Determine quality of professional development through staff evaluations.</li> <li>3. Gauge impact of longer day through staff, parent and student surveys.</li> <li>4. Measure success of afterschool programs through program assessments</li> </ol>

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

- 5 Instructional Program**
- Planning and implementation of research-based instructional practices
  - Use of technology-based tools
  - Use of data analysis to inform and differentiate instruction
  - Master Schedule by content area (include minutes of instruction)

- Teachers base classroom instruction on curriculum mapping partially aligned to state standards (Score=2). City Schools are required to use curriculums that are pre-approved by the Office of Teaching and Learning which ensures that they are research based.
- Some teachers use technology in the classroom but it is rarely used to help students access information outside the classroom (Score=2).
- Some teachers differentiate based on class data and deliver instruction by using a variety of methods to meet the learning needs of all students. Grouping may occur based on testing at the beginning of a unit (Score=2).

- Master Schedule

	Garrison #42 Grades 6-8
Language Arts	375 minutes per week
Math	375 minutes per week
Science	375 minutes per week
Social studies	375 minutes per week
P.E.	375 minutes per week
Arts (art, music, dance, drama)	375 minutes per week

**Conclusions:** Teachers base classroom instruction on curriculum mapping that is partially aligned to state standards. The Restart leadership must take steps to ensure that the curriculum is always aligned with state standards. Teachers require more intensive professional development to ensure quality delivery of instruction. Professional development should be used to teach faculty how to use technology in the classroom as a vehicle to engage students in their learning. All teachers must use assessments frequently and analyze that data to inform their classroom instruction. Analyzing data will indicate what skills student have accomplished and what skills need to be re-taught/reviewed.

**Next Steps:** 75 to 100 days of professional development will be provided by GPS staff, CORE coaches and Garrison Teacher/Staff Developer. Technology Teacher (if feasible) will conduct technology PD during common planning periods each week. Teachers will have SMART Board training and GPS Synaptic Mash training during the summer. Each classroom has a pc and a Smartboard, and students will have access to computer labs.

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	<p>The Operator proposes to use their contractual funds to support two wireless carts for laptops; there will be 4 classrooms that have wireless access. The Operator's contractual funds will also support the hiring of a Technology Support Teacher to work with teachers and students on the quality use of technology to support instruction and on-line learning. GPS is also researching an e-learning software for accelerated learning for overage students.</p> <p>GPS and CORE leaders will train teachers and then monitor data analysis sessions during the common planning period so that teachers frequently use data to track student progress and inform/adapt instruction. GPS Synaptic Mash will provide a monthly assessment benchmark in addition to City Schools' quarterly benchmark. GPS and CORE coaches will be familiar with SchoolNet, Math and Reading Works, etc. which align to the Maryland State Curriculum. GPS and CORE staff will keep themselves apprised of the new Common Core Standards as they are phased into the Maryland Standards.</p> <p><b>PD Plan:</b></p> <ol style="list-style-type: none"> <li>1. An additional five days of summer training will be focused on the use of Blackboard to support instruction; turnaround teacher competencies; and 2 other days at principal discretion in concert with the GPS Change Leader. Two days will be devoted to Blackboard training. The remaining three days will focus on turnaround competencies for teachers, SIP review and data analysis of MSA results. These 5 days, as well as the 5 days for CORE training equals 10 days of summer training for teachers.</li> <li>2. CORE Training (5 days each of Reading and Math in the summer) and 40 days of training in Reading and Math coaching during the school year. Current turnaround research from Mass Insight and Public Insight cites on-going mentoring and coaching of teachers as a critical element in dramatically improving school outcomes. In-classroom support has proven to be far more productive than the typical episodic training that teachers often get on typical professional development days. GPS and its partner CORE (Consortium on Reading Excellence) will begin with an intensive week of professional development training during the summer (5 days for Reading and 5 days for Math) on the fundamentals of reading and math instruction in the CORE Reading and Math Academy. Social Studies and Science teachers will join the Reading Academy for content area strategies. Since CORE takes an agnostic approach to specific curricular programs, the Academies connect to the curriculum adopted by City Schools through the use of best practice strategies.</li> </ol>

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	<p>The CORE Academies train teachers in the scientific research behind quality reading and math instruction, pedagogy and research-based practices. CORE's Adolescent Solutions course is specifically designed for educators teaching in middle schools and is focused on content area strategies training to improve content learning. In addition, CORE provides professional development in writing that addresses explicit instruction in the basics of writing as well as proper language usage. CORE's vocabulary and comprehension training focuses extensively on proven ways to support struggling readers. CORE follows with 20 days of Math and 20 days of reading support directly in class rooms with teachers to enhance the quality of their instruction. CORE will also conduct fidelity assessments to insure that teachers are properly teaching the specified curriculum and are doing so at the prescribed pace. CORE will commit to the development of five "rapid response" curriculum units to address gaps identified in terms of content, pedagogy or both and the development of the opening nine-week pacing guide pace for the instructional program.</p> <p>3. Five days of summer PD will be spent on establishing a school culture, collaborative planning, professional learning communities, team building and classroom management. These topics will have follow up sessions during the school year.</p> <p><b>How the operator will measure effectiveness of their efforts:</b></p> <ol style="list-style-type: none"> <li>1. Data walls/rooms should be evidenced throughout the school.</li> <li>2. Teachers must be able to articulate percentage of students and numbers needed to reach true AYP or through Safe Harbor targets.</li> <li>3. Students should know their benchmark scores and be able to set their own targets.</li> <li>4. Teachers must be able to identify strands/areas of concern after each benchmark and articulate what they are doing to address deficiencies.</li> </ol>
<p><b>6 Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments are used by teachers to plan lessons (Score=2).</li> <li>• Teachers have administered the district-produced formative benchmark assessments for reading, mathematics, and science in accordance with district guidelines.</li> <li>• Teachers and administrators have used the data display system for accessing instructional information. Usage is current.</li> </ul>

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<ul style="list-style-type: none"> <li>• Use of universal design principles</li> </ul>	<ul style="list-style-type: none"> <li>• Universal design ideas ensure that if students are to be effective in diverse classrooms, curricula must present information in ways that are perceptible to all students and their learning styles. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all students by (1) providing the same information through different sensory modalities (e.g., through vision, hearing, or touch); (2) providing information in a format that will allow for adjustments by the user (e.g., text that can be enlarged, sounds that can be amplified). Leadership and staff will work to utilize technology in the classroom to meet the learning needs of all students.</li> </ul> <p><b>Conclusions:</b> Gains are evident among certain subgroups but there is limited instructional and leadership capacity to codify lessons learned and recreate best practices school-wide. Teachers base classroom instruction on curriculum mapping that is partially aligned to state standards. Grouping may occur based on testing in the beginning of a unit, but falls off toward the end. Technology is rarely used to help student's access information outside of the classroom. Teachers require professional development to ensure the quality delivery of instruction is consistent across grade levels. The use of data to inform classroom instruction is minimal and disconnected and there is currently no way to monitor teacher comfort level with accessing benchmark data from data systems. The use of formative, interim and benchmark assessments are inconsistent and informal; there is not strategy in place to monitor student mastery. Teachers conduct a paper review of the assessment data. There is not thoughtful alignment of resources toward driving student achievement. Teachers must be required to use formative, interim and summative assessments consistently so that they can set targets for student progress and know what skills need to be reviewed. Leadership must be sure that teachers know how to access benchmark data from the City Schools data systems.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Entry data "deep dive," including analysis of SIP, MSA data, curriculum/instructional materials assessment;</li> <li>• On-site assessment of literacy and math curricula and textbooks by the team of CORE consultants and GPS staff to determine strengths, weaknesses and resources of support to intensify instruction and to guide decisions about continuation/cessation of practices or use of materials;</li> <li>• Comprehensive GPS review of existing data and analysis to determine highest priority needs; assess staff quality to determine go/no go teachers in concert with district and school recommendations;</li> </ul>

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	<ul style="list-style-type: none"> <li>• Integration of City Schools' formative assessment platform, school and student performance dashboards, professional collaboration platform provided through GPS Synaptic Mash;</li> <li>• As mentioned in question 5, teachers will use Smartboard technology and computers as methods for accommodating the various learning styles of their students.</li> </ul> <ol style="list-style-type: none"> <li>1. GPS Education Change Leader will use GPS technology platform to track student participation and progress on benchmarks as part of our performance dashboard.</li> <li>2. Principal, APs and Teacher/Staff developer will be required to present progress data every 6 weeks based on goals and accountabilities as outlined in the SIP. These achievement summits will be attended by other GPS leaders.</li> <li>3. GPS intends to develop monthly benchmarks and train teachers on a more effective use of Blackboard to create formative assessments.</li> </ol> <p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>1. GPS Performance Dashboards</li> <li>2. Benchmark data</li> <li>3. Accountability Matrix from SIP</li> </ol>
<p><b>7 <u>School Culture and Climate</u></b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	<ul style="list-style-type: none"> <li>• <sup>2</sup>School vision, mission and shared values: To accelerate the academic achievement of all students, in partnership with the entire community, to ensure that students develop the attitudes, skills and proficiencies necessary for success in higher education and in the 21<sup>st</sup> century global workforce. To accelerate student progress through effective implementation of the updated Master Plan, focusing on quality of instruction, maintenance of a safe, supportive learning environment and development of a culture of excellence within schools and throughout every aspect of the school system. Staff find that the mission is not clearly articulated to stakeholders (Score=1.5).</li> <li>• Safety: <ul style="list-style-type: none"> <li>○ Suspensions #: 2009 - 79; 2008 - 132; 2007 -58</li> <li>○ The # of Suspensions has increased from 58 in 2007 to 79 in 2009</li> <li>○ Discipline data is reviewed weekly at Safety Stat and there have been no safety related-issues that have prompted a SafetyStat visit in SY 2010</li> </ul> </li> </ul>

<sup>2</sup> The School Improvement Plan template contains the City Schools' vision and mission to ensure alignment of the schools' planning with the system Master Plan. Schools may develop individualized vision and mission statements as a part of building cohesive school teams.

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	<ul style="list-style-type: none"> <li>• Attendance: <ul style="list-style-type: none"> <li>○ Attendance %: 2009 - 95.1%; 2008 - 90.6%; 2007 - 90.4%</li> <li>○ The Attendance rate has decreased from 90.4% in 2007 to 95.1% in 2009</li> </ul> </li> <li>• Health Services: A nursing aid and part time nursing services</li> <li>• School Environment Survey <ul style="list-style-type: none"> <li>○ Safety (% positive responses, students and parents) 43.3%</li> <li>○ Engagement (% positive responses, students and parents) 67.5%</li> <li>○ Satisfaction (% positive responses, students and parents) 63.9%</li> </ul> </li> <li>• Climate survey: <sup>3</sup> The summary score. on the SY'08-09 School Climate Index for Garrison Middle School was 67.2 compared to the average district score of 78.0. This summary score represents an increase of 4.3 percentage points from the previous year's score.</li> <li>• Summary: Garrison needs to implement programs that can enhance school climate and engage their school community. Students and Parent feel disengaged and this can be resolved with implementation of strategies designed to encourage student and community support.</li> </ul> <p><b>Conclusions:</b> Climate surveys show that students and parents feel disengaged from the Garrison school community. The SST generates report and referrals for students in need of support or who are not meeting behavioral expectations but evidence of implementation and monitoring is lacking. Garrison needs to implement programs that can enhance school climate and engage their school community. Students and parent feels disengaged and this can be resolved with implementation of strategies designed to encourage student and community support. Utilizing the Student Support Team (SST) to provide support to students that are not following the school code of conduct will assist in improving the safety dimension on the school climate survey. Early identification of students that have at-risk factors, such as truancy and misconduct, and putting programs in place will assist in promoting an improved climate.</p> <p>Next Steps:</p> <ol style="list-style-type: none"> <li>1. New school leadership will establish high expectations for student and teacher behavior.</li> <li>2. GPS leaders will deliver professional development around cultural transformation and values alignment to fully engage staff.</li> </ol>

<sup>3</sup> The Climate Survey is completed each year by students, their families and school level staff. The results provided are a compilation of their ratings of various aspects of school climate, i.e. school safety, parent engagement, etc.

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	<p>3. The GPS Change Leader will work with school leadership on family engagement strategies and the marshaling of community resources.</p> <p>4. Garrison will be part of the National Network of Partnership Schools. Professional development, coaching and a toolkit of strategies developed in consultation with Dr. Joyce Epstein (Johns Hopkins) and Dr. Reginald Clarke (Cal Tech) will be used to improve student and family engagement.</p> <p>5. Engagement strategies will focus on six types of involvement – parenting, communicating, volunteering, learning at home, decision making and collaborating with the community.</p> <p>6. Discussion around at-risk students will occur each week during the common planning period.</p> <p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>1. Improved survey results from students and parents.</li> <li>2. Improved dialogue, discussion, intervention support for students at risk as evidenced by documented efforts of SST.</li> <li>3. Visible evidence of improved student behavior and student/teacher attendance.</li> </ol>
<p><b>8 Students, Family, and Community Support</b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	<ol style="list-style-type: none"> <li>1. All schools with secondary grades will have meaningful Youth Development opportunities for leadership development, service learning, and character development. <ul style="list-style-type: none"> <li>• Schools will develop partnerships with community agencies and organizations, aligned to the mission and vision of the school.</li> <li>• Students who are not yet proficient and or not meeting behavioral expectations are provided a plan for improvement but evidence of implementation and monitoring is lacking (Score=2).</li> <li>• The school uses quarterly progress reports and report cards to inform parents of their child's academic and behavioral progress. There is no mechanism for keeping parents informed of the school's activities/meetings. The school does not have a parent group or evidence of plans for forming one (Score=1.5).</li> </ul> </li> </ol> <p><b>Conclusions:</b> There is no evidence of an effective mechanism in place for keeping parents informed about academic and behavioral progress or activities and or meetings. There is no evidence of an organized parent organization. The school must have meaningful youth development opportunities for leadership development, service learning, and character development. Schools must develop partnerships with community agencies and organizations to assist in providing these opportunities to students. As stated above, efforts must be made to engage parents in the education of their students.</p>

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	<p>Next Steps:</p> <ol style="list-style-type: none"> <li>1. GPS Change Leader will work with principal and leadership team to develop a communication strategy, as well as expectations and activities to improve parent/teacher communication.</li> <li>2. GPS Change Leader will utilize strategies from Joyce Epstein's (Johns Hopkins) body of work on Family and Student engagement.</li> <li>3. Teachers will be expected to conduct parent conferences (school, mutual meeting place and/or phone) at least 2 times a year to report student progress.</li> <li>4. Principal will work with Community Partners to organize a more effective PTO.</li> <li>5. Students attending Roland Park and Boys Latin partnership program will possibly be trained as student leaders and ambassadors.</li> <li>6. GPS Community Liaison will assist with identifying community partners for representation of School Community team for principal interviews.</li> </ol> <p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>1. Monthly newsletters to parents and community</li> <li>2. Monthly/quarterly meetings of the PTO</li> <li>3. Parent Contact Logs</li> <li>4. Percent of parent participation in quarterly conferences</li> </ol>
<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is planned on an ongoing basis to ensure that the staff is able to develop the skills necessary to meet the SIP objectives. It is based on school-wide initiatives and outlined through the school improvement plan. Professional development occurs after-school and on in-service days. It is also embedded within the school day.</li> <li>• School leadership actively plans and provides professional development based on quarterly teacher observations and student performance and progress data (Score=2).</li> </ul> <p><b>Conclusions:</b> Professional development must continue to be based on the SIP, and should support collaborative planning by ensuring that new faculty are trained and can participate effectively. All professional development must continue to be based on student learning needs and aligned with state professional development standards. Teachers must continue to receive feedback on their instruction through formal and informal observations.</p> <p>Next Steps:</p> <ol style="list-style-type: none"> <li>1. Principal will review SIP with staff, parents and SIT team as required by SIP process</li> <li>2. SIT Team will schedule a quarterly review of progress toward SIP goals.</li> </ol>

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	<p>3. A professional development calendar will document all themes and topics as they relate to student needs and state PD standards.</p> <p>4. Principal and APs will document all formal and informal observations</p> <p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>1. Documentation of meetings held to review SIP</li> <li>2. PD Calendar</li> <li>3. Completion log of all formal observations</li> <li>4. Log of all informal observations</li> </ol>	
<p><b>10 Organizational structure and resources</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning time: School leadership reviews student assessments in collaborative forums with staff to identify ways to improve the quality of assessments, teaching and learning (Score=2).</li> <li>• Class Scheduling: Uses team scheduling with weekly collaborative planning by department.</li> <li>• Class Configuration: Average 26- original grouping based on SPED percentages then assessment data; students are regrouped throughout the year based on benchmark and teacher assessments</li> <li>• Resources: The school leader does not manage resources and budgets in alignment with school needs and goals (Score=2).</li> <li>• Other grants: Title I Targeted assistance</li> <li>• Increasing learning time: Some teachers take initiative to solve problems but fail to collaborate with one another on improving student achievement and school climate (Score=2)</li> </ul> <p><b>Conclusions:</b> Leadership is not effectively managing school resources, as evidenced by unspent funds in the budget. Leadership lacks a strategy to implement the school improvement plan. Resources are not deliberately aligned with school goals. The new leadership team must examine the current collaborative planning practices and see how they fit into their SIP. They must do the same with the examination of class scheduling and class configuration. Resources must be aligned with school programming that is planned in the SIP.</p> <p><b>Next Steps:</b></p> <ol style="list-style-type: none"> <li>1. GPS Change Leader will schedule meetings with principal to review budget in the Principals Dashboard to insure funds are aligned and being used to support school needs.</li> </ol>	

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	<p>2. The SIP will be an integral part of the accountability expectations as established by the GPS Change Leader. Quarterly reviews of the SIP by the Change Leader and the Leadership Team will be required.</p> <p>3. A new schedule will be developed by GPS staff and the principal to maximize instruction and provide opportunities for double reading and math periods on a rotational basis.</p> <p>4. Self-contained 6th grades will be implemented to improve 6th grade outcomes.</p> <p>5. GPS staff will coordinate all startup activities to prepare for the opening of school: scheduling; class configurations and staffing; budget; recruiting, interviewing and hiring staff; student recruitment; facility configuration and renovation; parent and teacher meetings; attendance at all operator meetings; transition activities with existing staff and principal; coordination of community outreach, establishment of startup office; liaison with NY headquarter staff; deep dive into school data, needs assessment, SIP, parent/staff/student satisfaction surveys, etc. to determine necessary interventions to address with SIT team, principal and leadership team.</p> <p>6. Teachers will be trained on Collaborative Planning over the summer, and will continue to train during the school year through support from GPS and CORE. A key element of the training is to teach staff how to analyze the data and then re-tool their lesson plans. School leadership will monitor Collaborative planning meetings.</p> <p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>1. Budget Management as reflected by successful drill down of expenses versus revenue</li> <li>2. Documentation of Quarterly Reviews of SIP</li> <li>3. Schedule that reflects longer day and extended content area classes</li> <li>4. Improved behavior and academic results for 6th graders</li> </ol>
<p><b>11 Comprehensive and Effective Planning</b></p> <ul style="list-style-type: none"> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• In compliance with the City Schools' template and guidance for school improvement plans, the school developed a plan that included analysis of data, determination of root cause, and action plans in the following areas: family and community engagement, reading/language arts, mathematics, science, attendance, and climate. The school also developed a professional development plan, and addressed required Title I and NCLB requirements.</li> <li>• Although the action plans include <i>timeline</i>, <i>person responsible</i>, and <i>monitoring/evidence</i>, it is not clear whether the school has a process for systematic implementation and monitoring of the plan in order for it to be an effective tool that addresses the root causes for its lack of progress in meeting goals and objectives.</li> </ul>

Name of School: Garrison Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Conclusions:</b> The school improvement plan must reflect the goals of student achievement and align resources with these priorities. It is important that the restart school include parents and community members in formulating the plan so that they have maximum support as they begin SY 2010. The school must determine a plan for monitoring the implementation of the SIP, and remediation of the plan when necessary.</p> <p><b>Next Steps:</b> See Organizational Structure and Professional Development Sections</p> <ol style="list-style-type: none"> <li>1. The principal working with the Education Change Leader will establish SIT Team which will review the current SIP, and make necessary updates. The Education Change Leader is a proven principal from a neighboring Maryland school district and has experience writing a SIP and implementing a SIP. This support will be most advantageous to the Garrison principal.</li> <li>2. GPS Change Leader to conduct quarterly review of SIP and progress toward goals.</li> </ol> <p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>1. Minutes from quarterly review meetings.</li> <li>2. Accomplishment of targets set in the SIP.</li> </ol>
<p><b>12 Effective Leadership</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional leadership: Leaders model high expectations, yet the students are too dependent on the teacher and do not have high expectations of themselves (Score=1.5).</li> <li>• Monitoring of curriculum: School leadership provides only mid-year and end of year written feedback to staff on curriculum planning and implementation (Score=2).</li> <li>• School culture: Very little evidence that school-wide rules and code of conduct are communicated to students and parents. The school culture is not conducive to learning (Score=1.5).</li> <li>• Assessment data: Teachers meet during their planning time to discuss data (Score=2). The leadership has not provided teachers with a framework and tools for collecting, analyzing and sharing data.</li> <li>• Recruitment: Standard City Schools' fairs and resources are used for recruitment; Instructional Support Teachers are available to support teachers' growth and increase retention.</li> <li>• Resources: The staffing model is not reflective of the school's needs and goals (Score=2).</li> </ul>

Name of School: Garrison Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<ul style="list-style-type: none"> <li>Engagement: The school uses quarterly progress reports and report cards to inform parents of their child's academic and behavioral progress. There is no mechanism for keeping parents informed of the school's activities/meetings. The school does not have a parent group or evidence of plans for forming one. There is an annual recognition celebration for student achievement and progress. The school has partnerships with community-based organizations and businesses, however it does not actively utilize these (Score-1.8).</li> </ul> <p><b>Conclusions:</b> Leadership must ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must receive frequent feedback on their instructional practices, and mentoring on how to improve it. Professional development must be provided for faculty to ensure effective instruction – topics such as collaborative planning, assessment data analysis, technology in the classroom, etc. As well, resources must be aligned with school goals, and parent and community engagement is instrumental in implementing an effective school improvement plan. Recruiting faculty with proven teaching effectiveness and providing professional development will facilitate retaining good staff.</p> <p><b>Next Steps:</b>  The Education Change Leader (ECL) is a successful senior educator hired by GPS to provide on-the-ground leadership of turnaround and transformation at each school. The ECL assures the highest quality delivery of support to a school and continuously monitors progress against the GPS Essential Standards of School Excellence. The ECL serves as the first point of contact for district and community officials. This position is fully dedicated to Garrison Middle School and will provide on-site, instructive coaching working with the administrators and teachers on high-leverage strategies such as effective use of formative assessments, strategies for Special Education, powerful professional collaborations in the analysis of student work and coordination of instructional rounds. The Change Leader will be a daily presence at the school and will help principals to build their capacity as instructional leaders, provide a sounding board for ideas, and to implement the GPS leadership development program. The application of the GPS coaching model creates a chain of improved practices from coach to principal and from principal to faculty. It allows the principal to learn from a proven school leader, while also improving his or her own leadership capacity. The daily, on-site support from the Education Change Leader also grows a school's capacity for distributed leadership through the development of teacher leaders and teacher coaches.</p>

Name of School: Garrison Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Lack of connection to the community and parents was a recurrent theme throughout the needs assessment. The Community Liaison facilitates meetings with key community members and is well known to the school staff, parents and students. The Liaison is a member of the SIT and assists GPS with coordinating interviews, meetings and debriefings with the SIT team. The term of employment is for May and June until the GPS Change Leader takes on full responsibility of coordinating all aspects of community and parent outreach with the new principal.</p> <p>Project Manager (April-August) will coordinate startup events such as to schedule and coordinate student and family recruitment events to increase enrollment; coordinate outreach to community groups and faith-based groups to send the message of positive change at Garrison; coordinate media and community outreach to publicize early wins and incremental improvements to enhance image of Garrison. The position will act as a liaison to current staff and administration and GPS as issues, questions and concerns arise; schedule interviews for GPS SVPs with staff who are staying at or leaving Garrison; arrange interviews with SIT and GPS staff for principal; represent GPS at recruitment fairs; coordinate GPS booth at all meetings, fairs and events; and handle all print materials dissemination. An important element of this work will be to work with the Community Liaison to facilitate connections to key stakeholders to establish positive relationships between GPS and community; establish early connections with Garrison partners, existing school staff and administration, and students and parents. This position will manage the GPS office at Garrison; field any questions from Garrison teachers and parents and forward critical questions and concerns to GPS SVPs.</p> <p>See all of the above with regard to rigor, instruction, coaching, PD, data analysis, technology training, use of resources and parent and community engagement.</p> <ol style="list-style-type: none"> <li>1. GPS Change Leader will create a performance dashboard that reflects progress toward each of the items listed under effective leadership.</li> <li>2. Quarterly dashboards will be presented to GPS senior leaders as well as to BCPS network staff via the principal and GPS Change Leader.</li> <li>3. GPS staff will work in concert with BCPS Human Capital department to recruit and retain quality staff.</li> </ol> <p>How the operator will measure effectiveness of their efforts:</p> <ol style="list-style-type: none"> <li>1. Performance Dashboards</li> <li>2. Percent or number of staff who remain at Garrison</li> <li>3. Percent or number of staff meeting NCLB certification requirements</li> <li>4. Percent of teachers on PIPs</li> </ol>

## 2.C.2 Restart Model

**School Name and Number:** Garrison MS **Tier: I**

**Intervention Model : RESTART MODEL**

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

Year	Overall	African-American	FARMS	Special Education
SY 2011	72.6	72.6	73.2	64.8
SY 2012	83.9	83.9	84.2	80.0
SY 2013	95.2	95.2	95.2	95.2

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)

Quarter	Overall	African-American	FARMS	Special Education
Q1	66.9	66.9	67.6	57.1
Q2	69.7	69.7	70.4	60.9
Q3	72.6	72.6	73.2	64.8
Q4	75.4	75.4	75.9	68.6

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as estimates.

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

Year	Overall	African-American	FARMS	Special Education
SY 2011	61.2	61.1	61.4	61.7
SY 2012	77.0	77.0	77.2	77.3
SY 2013	92.9	92.9	92.9	92.9

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)

**School Name and Number:** Garrison MS

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**Intervention Model : RESTART MODEL**

Quarter	Overall	African-American	FARMS	Special Education
Q1	53.2	53.2	53.5	53.8
Q2	57.2	57.1	57.5	57.7
Q3	61.2	61.1	61.4	61.7
Q4	65.1	65.1	65.3	65.6

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as estimates.

**Describe the LEA’s Restart Process** Indicate which steps have been completed to date and which will be completed prior to 6/30/2010, including those related to recruiting, screening, and selecting an external provider to ensure quality. All other steps should be reflected in 2D.

**The Context**

On February 1, 2010 city Schools’ released RFP-10047, a “Request for Proposals Restart Program”. City Schools, through the Office of New Initiatives (ONI) invited responses from organizations that were interested in assisting City Schools by serving as Restart Partners 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.

Organizations that were selected as a result of this process became members of the Districts’ Restart 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.

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. Restart Partners will receive funding based on Fair Student Funding and \$550,000 in start-up costs. Applicants were told that City Schools intended to make multiple awards as a result of this RFP, but City Schools did not guarantee that any organization’s services would be utilized.

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**Intervention Model :** RESTART MODEL

**Scope of Services**

As part of the scope of services, Operators shall:

1. Ensure that services are aligned with Maryland state academic standards meet all applicable Federal, State, and local health, safety and civil rights laws.

**Corresponding Needs Assessment #4, #5:**

2. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.

**Corresponding Need Assessment #5:**

3. Employ research-based strategies that provide an immediate and dramatic restart in student achievement.

**Corresponding Needs Assessment #2, #4, #5:**

4. Work with the District to recruit and recommend teachers and a leader(s) who have a proven record of success in increasing student achievement.

**Corresponding Needs Assessment #2:**

5. Recommend necessary restructuring of teacher and leader contracts.

6. Develop and engage teachers and the leader in professional development aligned to programmatic goals.

**Corresponding Needs Assessment #9:**

7. Promote student motivation for learning.

**Corresponding Needs Assessment #7:**

8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community; evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.

**Corresponding Needs Assessment #7, #8:**

9. Develop constructive relationships with existing school personnel.

**Corresponding Needs Assessment #2:**

10. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.

**Corresponding Needs assessments# 3:**

11. Require commitment from parents to allow for additional time for instruction (i.e. after and before school opportunities).

**Corresponding Needs Assessments #12:**

12. Work in partnership with the District to obtain a commitment from teachers to allow for additional time for instruction and professional development.

**Corresponding Needs Assessments #2:**

13. Provide comprehensive, coherent, manageable and integrated instructional and support programs.

**Corresponding Needs Assessments #10, #11:**

14. Recommend which existing programs are to be continued and which programs are to be eliminated.

**Corresponding Needs Assessment #8:**

15. Consistent with state Standards recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.

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**Corresponding Needs Assessments # 6:**

16. Organize programming to engage students' sense of adventure, camaraderie, and competition.

**Corresponding Needs Assessments #7:**

17. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.

**Corresponding Needs Assessment #7, #12:**

18. Identify and recommend supporting partners to address social, emotional and behavioral issues (i.e. over-aged or parents- to-soon).

**Corresponding Needs Assessment #8:**

19. Develop and recommend a budget to the school Board based on available per pupil amounts, Title monies, and special education funding in addition to other sources identified and aligned specifically for school restart or restarts.

**Corresponding Needs assessment #12:**

20. Work with the District to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.

**Corresponding Needs Assessment# 8, #12:**

21. Integrate all academic and support services; produce and provide quarterly achievement data disaggregated in chart and table form that demonstrates the effectiveness of services in increasing student achievement.

**Corresponding Needs Assessment #6:**

Maintain open enrollment for all eligible students.

**Experience & Capabilities**

A pre-proposal meeting was originally scheduled for Monday February 8, 2010 at 10:30 am local time, at 200 E North Ave, Baltimore, MD Room 301. Due to inclement weather the pre-proposal meeting was held via conference call on Thursday February 11, 2010 at 10:30am. All proposals were due to the City Schools Office of Materials Management no later than 11:00am local time on Tuesday February 16 in Room 401 (A two day extension was granted due to inclement weather). The Office of Material Management was the point of contact to receive proposals and the Office of New Initiatives was the lead project management team. Applicants were asked to provide past and current experience with rendering services similar to those being sought in the RFP. 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.

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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 written narrative explaining the following: In the Applicant's opinion, what does it take to be successful in a turnaround environment; and why they believe their organization should be selected to perform this service?

#### **Evaluation & Selection**

Evaluation of the proposals was performed by an Evaluation Committee established for that purpose. The Committee evaluated each technical proposal by assessing the applicant's approach to satisfying the requirements; applicant's experience and capabilities/references; and the applicants fiscal Integrity/financial stability. Applicants were told that the contract(s) resulting from this RFP were to be awarded to the Applicant(s) whose proposal was the most advantageous to City Schools, considering price and technical factors. The Evaluation Committee was charged with making the final determination about acceptability of 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 RFP, whether any deviation from the requirements of the RFP were substantial in nature, reject in whole or in part any and all proposals, and waive minor irregularities. As part of this evaluation, the Committee held discussions with all qualified Applicants. Those applicant's whose technical proposals were ultimately deemed reasonably susceptible of being selected and who were determined to be "responsive" were considered "Qualified Applicants." Any Applicant who did not meet the requirements was declared "not responsive" or "not reasonably susceptible of being selected for an award" and their financial proposals were returned unopened.

Following the completion of the technical evaluation of all technical proposals, including any discussions, the Committee ranked each qualified Applicant's technical proposal. On Tuesday March 2nd and Wednesday March 3<sup>rd</sup> the Evaluation Committee met with seven 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.

In sum, City Schools received 13 proposals, 6 were deemed non-responsive; 7 were deemed responsive, of those, 3 were rejected and 4 were recommended. On March 23, the Board of Education Commissioners accepted the recommendation that Global Partnerships be given the opportunity to restart Garrison because City Schools believed that the "surround care" model proposed would most effectively meet the needs of the Garrison student community. Garrison sits in a community with a high population of adolescent group homes and children in foster care. In addition, GPS is part of a global network of education companies that includes a provider that offers direct services for International Baccalaureate (IB) schools and those becoming IB schools; that provider's CEO is on the Global Partnership Schools advisory board. Garrison has a fledgling IB program, parents and community expressed an interest in growing the program to capacity. The company's leadership has a long record of turning around schools and rapidly boosting student and organizational performance in comparable urban districts.

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**Stakeholder Involvement:**

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

An extremely important part of this 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:

- Executive Director Secondary Schools met with the principal to discuss recommendation prior to public announcement
- All elected officials were informed of recommendation prior to public announcement
- Recommendation for school closure & opening of new school published in Baltimore Sun & Afro
- Letters with information about the recommendation & community meeting notices mailed home to each student
- Family & Community Engagement Office made phone calls or arranged meetings with key school partners
- School-based community meetings with parents and partners
- School-based staff meetings with Human Capital Office leadership
- Two Board of School Commissioners Public Hearings
- School-based community meetings with parents and partners to gather feedback on eligible school operators

**Community Involvement**

Community Meetings were held Wed March 24, 2010 through Friday March 26, 2010 at each school selected for turnaround. Community members heard from several operators under consideration and were asked to provide input and give feedback on which specific operator they believed would best serve the needs of the students in their community. City Schools held 4 community meetings in 3 days; 200 surveys were distributed and 122 surveys were received. Based partially on the feedback received from the community meetings, City School's matched each turnaround operator with the school whose needs were most closely aligned with their programmatic strengths and capacity.

**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 2009 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 2010-2011 initiative.

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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 **Garrison** for transformation. **Garrison** has demonstrated some improvement in recent years, but not the type of acceleration necessary to ensure that student success. **Garrison** was identified in this process as a school in need of transformation. Once **Garrison** was identified City Schools determined which transformation strategy would be most effective in improving student achievement.

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

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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.

Garrison will receive a Title I Part A allocation of \$384,869.00 to support the coordination of efforts between the School Improvement grant and the Title I Part A Schoolwide model. It will also receive funding from the following sources: \$499,398 (IDEA); \$45,124 in Third Party Billing and \$1,051,843 in external funding which will support the coordination of efforts between other sources of funds and the School Improvement grant. In particular, the support from IDEA will assist Garrison in supporting the necessary modification and adjustments required for students with special needs. Each of the funds will support implementation of City Schools' Essentials, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

**2.D Timeline for LEA Monitoring of Tier I and II schools.**

<b>Timeline for LEA Monitoring of Tier I and Tier II schools</b> <b>Intervention Model <u>Restart</u> <u>X</u> School: <u>Garrison</u> Tier: <u>I</u></b>	
<b>Year 1: Q1 (SY2010-2011, July-Sept)</b>	<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator .</li> </ul>
	<b>Progress</b> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results/</li> <li>• City Schools' Progress Report results assessed.</li> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for upcoming school year as defined by the Operator.</li> <li>• Quarterly benchmark data.</li> </ul>
<b>Year 1: Q2 (SY2010-2011, Oct-Dec)</b>	<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<b>Progress assessed:</b> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>

<b>Year 1: Q3 (SY2010-2011, Jan-Mar)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	Progress assessed: <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<b>Year 1: Q4 (SY2010-2011, April-June)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	Progress assessed: <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<b>Year 2: Q1 (SY2011-2012, July-Sept)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul>
	Progress assessed: <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> </ul>

	<ul style="list-style-type: none"> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for previous school year and current year as defined by the Operator.</li> </ul>
<b>Year 2: Q2 (SY2011-2012, Oct-Dec)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• Mid-contract School Quality Review accountability visit conducted by Achievement and Accountability (low stakes).</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• School Performance on SQR (baseline data).</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<b>Year 2: Q3 (SY2011-2012, Jan-Mar)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> </ul>

	<ul style="list-style-type: none"> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for the current school year.</li> </ul>
<b>Year 2: Q4 (SY2011-2012, April-June)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Climate Survey.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<b>Year 3: Q1 (SY2012-2013, July-Sept)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>•</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> </ul>

<p><b>Year 3: Q2 (SY2012-2013, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<p><b>Year 3: Q3 (SY2012-2013, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• School quality review conducted by Accountability and Achievement Office (high stakes).</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> <li>• School performance on SQR with emphasis on its progress from previous year.</li> </ul>
<p><b>Year 3: Q4 (SY2012-2013, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"><li>• D Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade.</li><li>• Frequency of teachers accessing electronic data display system.</li><li>• Frequency of administrators accessing electronic data display system.</li><li>• Use of parent portal.</li><li>• SMS for attendance.</li><li>• SST minutes and documents.</li></ul>
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**2.E School Budget Narrative for Tier I and Tier II schools.**

Complete a separate budget narrative for each Tier I and Tier II school. The LEA may use this form or request an electronic version from (MSDE) Maryland State Department of Education.

**School Budget Narrative –Tier I and Tier II Schools**

<b>Name of School: Garrison</b>		<b>Intervention: Restart</b>		<b>Tier: 1</b>
<b>School Budget Narrative for School Year <u>2010-2011</u></b>				
<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile)	The restart model does not have required/permissible components  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	70 hrs x 47 tchrs x \$30/hr 70 hrs x 14 paras x \$21/hr	\$119,280
	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)		1 FTE x \$111,547	\$111,547
	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)		\$12,000	\$12,000
	<b>Total Salaries and Wages</b>			
<i>Fixed Charges</i>	FICA for summer PD, principal pay differential, and vacation buy-out		146,280 x 7.65%	\$11,190.42
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
<b>Total Fixed Charges</b>				<b>\$49,643.76</b>
<b>Total Salaries and Wages <u>and</u> Fixed Charges</b>				<b>\$307,470.76</b>

<i>Contracted Services</i>	Contract with EMO - Global Partnership Schools smart board, projector installation	Education Change Leader	\$171,500	Start-up flat amount \$550,000	\$550,000
		CORE foundational literacy PD	\$20,500		
		CORE literacy instructional coaching	\$46,300		
		CORE foundational math PD	\$16,000		
		CORE math instructional coaching	\$46,300		
		Instructional technology support	\$5,000		
		Parent/community outreach coordinator	\$10,000		
		Technology/communication	\$1,950		
		Operator Premium	\$117,185		
		Summer Planning	\$46,834		
		Office Renovation Costs	\$27,962		
		Project Manager	\$34,090		
		Sped Closeout and Program Planning	\$6379		
		The restart model does not have required/permisible components		10 classrooms x \$15,000	\$150,000
<b>Total Contracted Services</b>					<b>\$700,000</b>
<i>Supplies &amp; Materials</i>	EMO expected to cover instructional supplies with contract funds & school-based budget general funds				
	168 computers, 12 network printers	The restart model does not have required/permisible components		168 x \$900	\$165,600
	furniture			12 x \$1,200	
			\$34,000	\$34,000	
<b>Total Supplies and Materials</b>					<b>\$199,600</b>
<i>Other Charges</i>					
<b>Total Other Charges</b>					<b>\$-</b>
<i>Equipment</i>					
<b>Total Equipment</b>					<b>\$-</b>
<b>Total Costs</b>					
<b>Total Fixed Charges</b>					
<b>Total Requested</b>					<b>\$1,207,070.76</b>

**School Budget Narrative –Tier I and Tier II Schools**

**Name of School: Garrison**

**Intervention: Restart**

**Tier: 1**

**School Budget Narrative for School Year 2011-2012**

<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	The restart model does not have required/permissible components  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	1 FTE x \$111,547	\$111,547
	Performance Bonus will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership		\$500 x 530 students + 10%	\$291,500
	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	<u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$430,047</b>
<i>Fixed Charges</i>	FICA for performance bonus, principal pay differential, and vacation buy-out		318,500 x 7.65%	\$24,365.25

	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
<b>Total Fixed Charges</b>				<b>\$62,818.25</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$492,865</b>
<i>Contracted Services</i>	Contract with EMO – Global Partnerships	Allocation for operator to spend using their discretion.	\$350 x 530 students	\$185,500
<b>Total Contracted Services</b>				<b>\$185,500</b>
<i>Supplies &amp; Materials</i>	none allocated by LEA; EMO expected to cover with contract funds & school-based budget			
Total Supplies and Materials				\$-
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$678,365</b>

**School Budget Narrative –Tier I and Tier II Schools**

<b>Name of School: Garrison</b>		<b>Intervention: Restart</b>		<b>Tier: 1</b>
<b>School Budget Narrative for School Year _2012-2013_</b>				
<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	The restart model does not have required/permissible components  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	1 FTE x \$111,547	\$111,547
	Performance Bonus will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership		\$500 x 530 students + 10%	\$291,500
	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	<u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$430,047</b>

<i>Fixed Charges</i>	FICA for performance bonus, principal pay differential, and vacation buy-out		318,500 x 7.65%	\$24,365.25
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
<b>Total Fixed Charges</b>				<b>\$62,818.25</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$492,865.25</b>
<i>Contracted Services</i>	Contract with EMO – Global Partnership	Allocation for operator to spend using their discretion.	\$350 x 530 students	\$185,500
<b>Total Contracted Services</b>				<b>\$185,500</b>
<i>Supplies &amp; Materials</i>	None allocated by LEA; EMO expected to cover with contract funds & school-based budget general funds			
Total Supplies and Materials				\$-
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$678,365.25</b>

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

Garrison will receive a Title I Part A allocation of \$384,869.00 to support the coordination of efforts between the School Improvement grant and the Title I Part A Schoolwide model. It will also receive funding from the following sources: \$499,398 (IDEA); \$45,124 in Third Party Billing and \$1,051,843 in external funding which will support the coordination of efforts between other sources of funds and the School Improvement grant. In particular, the support from IDEA will assist Garrison in supporting the necessary modification and adjustments required for students with special needs. Each of the funds will support implementation of City Schools' Essentials, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

## 2.A Background Information

Complete Table 2.A for each Tier I and Tier II school the LEA will serve.

**Table 2.A**

<p><b>School Name:</b> William C. March School #263  <b>Address:</b> 2050 N. Wolfe Street          Baltimore, MD          21213</p>	<p><b>LEA Point of Contact (POC)</b>  <b>Name &amp; Position:</b> Laura Weeldreyer, Deputy Chief of Staff   <b>Phone#:</b> 410 396-8804  <b>Email Address:</b> <a href="mailto:lweeldreyer@bcps.k12.md.us">lweeldreyer@bcps.k12.md.us</a>   <b>Name &amp; Position:</b> Tasha Franklin Johnson, Ph.D.          Director, Office of Federal Programs   <b>Phone#:</b> 410 396-8937  <b>Email Address:</b> <a href="mailto:tjohnson02@bcps.k12.md.us">tjohnson02@bcps.k12.md.us</a></p>	
<p><b>Grade levels enrolled (SY10):</b> 6-8</p>	<p><b>Number of Students Enrolled (SY10):</b> 439</p>	
<p><b>Year the school entered school improvement status:</b> 2008</p>	<p><b>Tier Level</b>  <b>Tier I</b> <input checked="" type="checkbox"/> _____  <b>Tier II</b> _____</p>	
<p><b>Differentiated Accountability Status:</b>          _____ <b>Focus Developing</b>          _____ <b>Focus Priority</b>  <input checked="" type="checkbox"/> <b>Comprehensive Developing</b>          _____ <b>Comprehensive Priority</b></p>	<p><b>School Improvement Status</b>          _____ <b>School Year 1</b>  <input checked="" type="checkbox"/> <b>School Year 2</b>          _____ <b>Corrective Action</b>          _____ <b>Restructuring Planning</b>          _____ <b>Restructuring Implementation</b></p>	
<p><b>Title I Status:</b>  <input checked="" type="checkbox"/> <b>Schoolwide Program</b>          _____ <b>Targeted Assistance Program</b>          _____ <b>Title I Eligible School</b></p>	<p><b>Intervention Model Selected:</b>          _____ <b>Turnaround Model</b>          _____ <b>Closure</b>  <input checked="" type="checkbox"/> <b>Restart</b>          _____ <b>Transformation</b></p>	
<p><b>Waiver Request:</b>  <input checked="" type="checkbox"/> <b>Requested for this School</b>           _____ <b>Not Requested for this School</b></p>	<p><b>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</b></p>	
	<p><b>Year 1: SY 2010-11</b></p>	<p><b>\$956,456.91</b></p>
	<p><b>Year 2: SY 2011-12</b></p>	<p><b>\$605,754</b></p>
	<p><b>Year 3: SY 2012-13</b></p>	<p><b>\$605,754</b></p>
<p><b>Total Amount of Funding Requested for this School</b></p>	<p><b>\$2,167,964.91</b></p>	

## 2.B Comprehensive Needs Assessment for Tier I and II schools

Table 2.B

Name of School: William C. March Middle	Tier: I																																																
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																
<p><b>1 Student Profile Information( include trend analysis)</b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups - # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Total enrollment: 2009 – 553; 2008 – 432; 2007 - 212</li> <li>• Grade level enrollment: <table border="1" data-bbox="957 662 1451 800"> <thead> <tr> <th></th> <th>Total</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td><b>2009</b></td> <td>553</td> <td>161</td> <td>176</td> <td>216</td> </tr> <tr> <td><b>2008</b></td> <td>432</td> <td>195</td> <td>237</td> <td>--</td> </tr> <tr> <td><b>2007</b></td> <td>212</td> <td>212</td> <td>--</td> <td>--</td> </tr> </tbody> </table> </li> <li>• Subgroups: <table border="1" data-bbox="957 865 1667 1003"> <thead> <tr> <th></th> <th>Total</th> <th>Am Ind</th> <th>Asian</th> <th>Af Am</th> <th>White</th> <th>Hisp</th> </tr> </thead> <tbody> <tr> <td><b>2009</b></td> <td>553</td> <td>1</td> <td>0</td> <td>549</td> <td>0</td> <td>3</td> </tr> <tr> <td><b>2008</b></td> <td>432</td> <td>0</td> <td>0</td> <td>428</td> <td>1</td> <td>3</td> </tr> <tr> <td><b>2007</b></td> <td>212</td> <td>0</td> <td>0</td> <td>212</td> <td>0</td> <td>0</td> </tr> </tbody> </table> </li> <li>• Mobility %: 2009 – 24.9% (Ents), 24.9% (Wdrs); 2008 – 24.8% (Ents), 18.5% (Wdrs), 2007 – 31.0% (Ents), 17.5% (Wdrs)</li> <li>• Attendance %: 2009 – 89.5%; 2008 – 86.8%; 2007 – 90.0%</li> <li>• Expulsions #: 2009 – 9; 2008 – 9; 2007 - 1</li> <li>• Suspensions #: 2009 – 216; 2008 – 326; 2007 - 98</li> <li>• Dropout rate: NA</li> <li>• Advance Coursework: NA</li> <li>• Graduation rate: NA</li> <li>• High School Diploma Rate: NA</li> </ul>		Total	6	7	8	<b>2009</b>	553	161	176	216	<b>2008</b>	432	195	237	--	<b>2007</b>	212	212	--	--		Total	Am Ind	Asian	Af Am	White	Hisp	<b>2009</b>	553	1	0	549	0	3	<b>2008</b>	432	0	0	428	1	3	<b>2007</b>	212	0	0	212	0	0
	Total	6	7	8																																													
<b>2009</b>	553	161	176	216																																													
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Name of School: William C. March Middle		Tier: I																								
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																									
	<p><b>Conclusions:</b> Enrollment has increased over the past year; seventh and eighth grades had the greatest increase in enrollment. Additionally, attendance has increased since last year. Attendance must increase in order to ensure that students are present for classroom instruction. Expulsions have remained the same in the last year, but suspensions have decreased. These trends are moving in the right direction, and the time is right for new approaches to engage students in their learning and maximize their potential.</p> <p>Next Steps: The operator will reduce the truancy rate from 9.5% to 7%. Inter-disciplinary teams will develop incentives, strategies, and interventions to facilitate regular attendance, and will with the approval of the principal or his/her designee, refer students to a guidance counselor, school social worker, or other student services staff member, when necessary. Attendance records will be analyzed to measure the effectiveness of these efforts.</p>																									
<p><b>2 Staff Profile</b></p> <ul style="list-style-type: none"> <li>• Principal – Length of time at the school</li> <li>• Number of Assistant Principal/s and other administrators</li> <li>• Number and % of teaching faculty's total classroom instruction experience: <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of teaching faculty's service at this school: <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> </ul>	<ul style="list-style-type: none"> <li>• Principal – Length of time at the school <b>.62</b></li> <li>• Number of Assistant Principal/s and other administrators <b>1</b></li> <li>• Number and % of teaching faculty's total classroom instruction experience: <table style="margin-left: 20px;"> <tr> <td><b>0-5</b></td> <td><b>12</b></td> <td><b>35.29</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>7</b></td> <td><b>20.59</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>6</b></td> <td><b>17.65</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>9</b></td> <td><b>26.47</b></td> </tr> </table> </li> <li>• Number and % of teaching faculty's service at this school: <table style="margin-left: 20px;"> <tr> <td><b>0-5</b></td> <td><b>34</b></td> <td><b>100</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> </table> </li> <li>• Number and % of HQ teachers: 87.1%</li> <li>• Number of school-based reading and English teachers of record: 13</li> <li>• Number of school-based mathematics and data/analysis teachers of record: 8</li> <li>• Number of school-based reading and English resource personnel: 2 per school</li> <li>• Number of school-based mathematics and data/analysis resource personnel: 2 per school</li> <li>• Number and % of paraprofessionals who are qualified: 100%</li> </ul>		<b>0-5</b>	<b>12</b>	<b>35.29</b>	<b>6-10</b>	<b>7</b>	<b>20.59</b>	<b>11-15</b>	<b>6</b>	<b>17.65</b>	<b>16+years</b>	<b>9</b>	<b>26.47</b>	<b>0-5</b>	<b>34</b>	<b>100</b>	<b>6-10</b>	<b>0</b>	<b>0.00</b>	<b>11-15</b>	<b>0</b>	<b>0.00</b>	<b>16+years</b>	<b>0</b>	<b>0.00</b>
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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																		
<ul style="list-style-type: none"> <li>• Number of school-based reading and English resource personnel</li> <li>• Number of school-based mathematics and data/analysis resource personnel</li> <li>• Number and % of paraprofessionals who are qualified</li> <li>• Number of mentor teachers and number of teachers being supported</li> <li>• Teacher and administrator attendance %</li> </ul>	<ul style="list-style-type: none"> <li>• Number of mentor teachers and number of teachers being supported: <b>4 per school</b></li> <li>• Teacher and administrator attendance %</li> </ul> <table border="1" data-bbox="861 414 1228 479"> <thead> <tr> <th>HRS</th> <th>ABS HRS</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>39424.13</td> <td>2608.29</td> <td>93.38</td> </tr> </tbody> </table> <p><b>Teachers:</b></p> <table border="1" data-bbox="861 544 1680 641"> <thead> <tr> <th>CALENDAR HOURS</th> <th>ABSENCE HOURS</th> <th>ATTENDANCE PERCENT</th> </tr> </thead> <tbody> <tr> <td>37539.86</td> <td>2069.33</td> <td>94.48</td> </tr> </tbody> </table> <p><b>Administrators:</b></p> <table border="1" data-bbox="945 673 1774 738"> <thead> <tr> <th>CALENDAR HOURS</th> <th>ABSENCE HOURS</th> <th>ATTENDANCE PERCENT</th> </tr> </thead> <tbody> <tr> <td>2434.53</td> <td>602.64</td> <td>75.24</td> </tr> </tbody> </table> <p><b>Conclusions:</b> 35% of their teachers have five or fewer years of teaching experience. Teachers with less than 5 years experience should be provided assistance such as teacher mentoring and peer coaching. Additionally, continuing to hire teachers that are highly qualified will ensure that students have teachers that are capable in their content area.</p> <p><b>Next Steps:</b> Teachers with less than 5 years experience will have coaches available to co-teach, model, assist with lesson planning and lesson differentiation, and provide confidential feedback.</p>	HRS	ABS HRS	%	39424.13	2608.29	93.38	CALENDAR HOURS	ABSENCE HOURS	ATTENDANCE PERCENT	37539.86	2069.33	94.48	CALENDAR HOURS	ABSENCE HOURS	ATTENDANCE PERCENT	2434.53	602.64	75.24
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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges		LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment					
<b>3 Student Achievement</b> <ul style="list-style-type: none"> <li>Student achievement data for reading and math on State assessments by the "all student" category and all subgroups</li> <li>Graduation Rate</li> </ul>	<b>Student Achievement (AYP)</b>						
	<b>Reading</b>						
		<b>All</b>	<b>Af Am</b>	<b>Sp Ed</b>	<b>ELL</b>	<b>FARMS</b>	
	<b>2009</b>	48.0	47.9	20.7	--	46.2	
	<b>2008</b>	49.5	49.2	19.2	--	47.5	
	<b>2007</b>	50.0	50.0	29.4	--	51.5	
	<b>Mathematics</b>						
		<b>All</b>	<b>Af Am</b>	<b>Sp Ed</b>	<b>ELL</b>	<b>FARMS</b>	
	<b>2009</b>	27.8	27.5	8.0	--	27.2	
	<b>2008</b>	23.7	23.4	6.8	--	23.5	
<b>2007</b>	39.6	39.6	5.9	--	41.6		
<ul style="list-style-type: none"> <li>Graduation rate: NA</li> </ul> <p><b>Conclusions:</b> Student achievement has declined over the past two years even though enrollment and attendance have increased. Only Special Education students have increased achievement in mathematics. The restart leadership must put in place a challenging, engaging curriculum that will improve student achievement.</p> <p><b>Next Steps:</b> The operator will reduce course failure rates in math, science and English by 25%. Reverse the decline in percentage of students making AYP in reading and math. Savvy Readers Lab and Math Acceleration Lab will provide literacy and math supports to students who struggle to master coursework. Homework and assignment completion assistance will be provided as part of extended learning program. Math, English, and Science coaches will assist teachers in differentiating instruction and learning and implementing more effective and engaging instructional practices.</p>							
<b>4 Rigorous Curriculum</b> Alignment of curriculum implementation with state standards across grade levels	<sup>1</sup> Teachers base classroom instruction on curriculum mapping partially aligned to state standards (Score=2). <ul style="list-style-type: none"> <li>Core English/Reading program – Language of Literature (McDougal Littell)</li> </ul>						

<sup>1</sup> Executive Directors for Elementary and Secondary Education, and School Support Network staff completed a needs assessment review of each of the schools in the School Improvement Grant. As a result of the review, scores were derived based on a common rubric for the various components assessed. A score of "4" denotes high quality, "3" denotes well developed, "2" denotes developing, and "1" denotes beginning.

Name of School: William C. March Middle		Tier: I										
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<ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Core Mathematic and algebra programs – BCPS curriculum (Math Works) &amp; Glencoe McGraw</li> <li>• Curriculum Intervention Programs – Study Island, SES providers</li> <li>• Enrichment Programs – IB curriculum used for students to accelerate learning. Books used have intervention and enrichment incorporated in the program.</li> </ul> <p><b>Conclusions:</b> : The curricula listed are researched based curricula, however, the student achievement data indicate that the delivery of instruction is not providing students with the skills/knowledge necessary to achieve scores of proficient or advanced. Teachers require professional development to assist in improving the quality of instruction. Students must receive after school academic supports and in school individualized interventions, such as tutoring. March does not offer any afterschool academic programming besides debate club.</p> <p><b>Next Steps:</b> The Johns Hopkins University's Talent Development team will be replacing key components of the Core English/Reading Program, Core Mathematics Program, and Curriculum Intervention Programs to support better learning opportunities for students and stronger alignment with State Standards (see page 2C.2 for further discussion).</p>											
<p><b>5 Instructional Program</b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers depend on grade level and content area faculty to inform areas of needed improvement for student achievement (Score=2). City Schools are required to use curriculums that are pre-approved by the Office of Teaching and Learning which ensures that they are research based.</li> <li>• Few teachers use technology in the classroom. Technology is rarely used to help students access information outside the classroom (Score=2).</li> <li>• Some teachers use assessment data to differentiate instruction to meet the student needs. Some teachers use data at the beginning of instructional units to group students (Score=2).</li> <li>• Master Schedule by Content Area: <table border="1" style="margin-left: 20px;"> <tr> <td>Language Arts</td> <td>450 minutes per week</td> </tr> <tr> <td>Math</td> <td>450 minutes per week</td> </tr> <tr> <td>Science</td> <td>450 minutes per week</td> </tr> <tr> <td>Social Studies</td> <td>450 minutes per week</td> </tr> <tr> <td>PE</td> <td>450 minutes per week</td> </tr> </table> </li> </ul>		Language Arts	450 minutes per week	Math	450 minutes per week	Science	450 minutes per week	Social Studies	450 minutes per week	PE	450 minutes per week
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**Name of School: William C. March Middle** **Tier: I**

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

Arts (art, music, dance, drama)	Includes foreign language 450 minutes per week – students have either an Arts class or foreign language for the one semester and then choose another class for 2 <sup>nd</sup> semester in this category
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**Conclusions:** Leadership must review all the school curricula and institute curricula that will be engaging and challenging for students. As stated earlier, teachers require more intensive professional development to ensure quality delivery of instruction. Professional development to teach faculty how to use technology in the classroom as a vehicle to engage students in their learning is necessary. All teachers must use assessments frequently and analyze that data to inform their classroom instruction. Analyzing data will indicate what skills students have accomplished and what skills need to be re-taught/reviewed.

**Operator Next Steps:** Much regarding the instructional program at March Middle School will be different next year. The primary objectives will be elevating teacher practice through job-embedded professional development, selecting standards-based materials, implementing engaging, research-based instructional strategies, and providing timely and effective support for students in need of assistance (see Section 2.C.2 for more discussion).

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

- A limited range of assessments is used. Some teachers set targets for student progress (Score=2).
- Teachers have administered the district-produced formative benchmark assessments for reading, mathematics, and science according to the district guidelines and timelines.
- Teachers and administrator access to the assessment data display system is current.
- Universal design ideas ensure that if students are to be effective in diverse classrooms, curricula must present information in ways that are perceptible to all students and their learning styles. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all students by (1) providing the same information through different sensory modalities (e.g., through vision, hearing, or touch); (2) providing information in a format that will allow for adjustments by the user (e.g., text that can be enlarged, sounds that can be amplified). Leadership and staff will work to utilize technology in the classroom to meet the learning needs of all students.

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Conclusions:</b> Teachers must be required to use formative, interim and summative assessments consistently so that they can set targets for student progress and know what skills need to be reviewed. Leadership must be sure that teachers know how to access benchmark data from the City Schools data systems.</p> <p><b>Next Steps:</b> The March teaching staff will receive extensive training in the use of formative assessments to inform classroom instruction. In addition, the school will implement curricula that lend itself to the periodic assessment of student content mastery. Curriculum-based comprehension tests will be administered at the end of each unit.; these tests follow the same format as the MSA. The School's Turnaround Director, with the assistance of researchers and research assistants from Johns Hopkins University, will be responsible for the collection, analysis, and dissemination of data in a form that will be useful to the multi-disciplinary teacher teams that will be most directly responsible for the delivery of curriculum and instruction. Full-time, onsite curriculum coaches will provide daily in-classroom guidance and support to all teachers. Their constant presence will serve to ensure that formative assessments, tests and quizzes are administered regularly, and that the data they yield will be used to inform effective and successful instruction. The principal, as the leader of curriculum and instruction, will provide the evaluative and supervisory authority necessary to support and enforce the effective use of data and the practices deemed appropriate by the school leadership team and the school's operator. Senior instructional facilitators from Johns Hopkins University will provide ongoing professional development in using technology in the classroom (Smart Boards and a mobile laptop library, for example) as teaching tools to meet the varied learning styles of the students.</p>
<p><b>7 School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	<ul style="list-style-type: none"> <li>• <sup>2</sup>School vision, mission and shared values: To accelerate the academic achievement of all students, in partnership with the entire community, to ensure that students develop the attitudes, skills and proficiencies necessary for success in higher education and in the 21<sup>st</sup> century global workforce.</li> </ul>

<sup>2</sup> The School Improvement Plan template contains the City Schools' vision and mission to ensure alignment of the schools' planning with the system Master Plan. Schools may develop individualized vision and mission statements as a part of building cohesive school teams.

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	<ul style="list-style-type: none"> <li>• To accelerate student progress through effective implementation of the updated Master Plan, focusing on quality of instruction, maintenance of a safe, supportive learning environment and development of a culture of excellence within schools and throughout every aspect of the school system. The schools mission is not effectively communicated to all stakeholders (Score=2).</li> <li>• Suspensions <ul style="list-style-type: none"> <li>○ Suspensions #: 2009 – 216; 2008 – 326; 2007 – 98</li> <li>○ The # of Suspensions has increased from 98 in 2007 to 216 in 2009</li> <li>○ Discipline data is reviewed weekly at Safety Stat. There was a Safety Stat visit to the school on 12/11/09. Great teaching and learning was observed on 1<sup>st</sup> floor; lack of instructional focus noted on the 2<sup>nd</sup> floor.</li> </ul> </li> <li>• Attendance <ul style="list-style-type: none"> <li>○ Attendance %: 2009 – 89.5%; 2008 – 86.8%; 2007 – 90.0%</li> <li>○ The Attendance rate has decreased from 90% in 2007 to 89.5% in 2009</li> </ul> </li> <li>• Health Services: A school based health center</li> <li>• School Environment Survey <ul style="list-style-type: none"> <li>○ Safety (% positive responses, students and parents) 43.3%</li> <li>○ Engagement (% positive responses, students and parents) 67.5%</li> <li>○ Satisfaction (% positive responses, students and parents) 63.9%</li> </ul> </li> <li>• Climate survey: <sup>3</sup> The summary score on the SY'08-09 School Climate Index for William C. March Middle School was 67.8, compared to the average district score of 78.0. This summary score represents a decrease of 4.4 percentage points from the previous year's score..</li> <li>• Summary: William C. March needs to implement programs that can enhance school climate and engage their school community. Students and Parent feel disengaged and this can be resolved with implementation of strategies designed to encourage student and community support.</li> </ul>

<sup>3</sup> The Climate Survey is completed each year by students, their families and school level staff. The results provided are a compilation of their ratings of various aspects of school climate, i.e. school safety, parent engagement, etc.

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Conclusions:</b> There is a high level of arrest incidences taking place. William C. March must implement programs that can enhance school climate and engage their school community. Students and Parents feel disengaged and this can be resolved with implementation of strategies designed to encourage student and community support. Early identification of students that have at-risk factors, such as truancy and misconduct, and putting programs in place the first day of school will assist in promoting an improved climate. Additionally, there are no resources to support student centered clubs such as student government.</p> <p><b>Next Steps:</b> Schools that serve significant numbers of disadvantaged and underserved students, such as William C. March, often are dysfunctional institutions characterized by debilitating practices, attitudes, and relationships that produce a school climate of alienation, danger, disorder, low morale, and negative personal and institutional self-images. To improve such a climate, a school must be helped to implement organizational and interpersonal supports that nurture positive and mutually supportive interpersonal relations among members of the school community. To address these challenges, the school will establish communal organizational structures: a school-wide professional learning community, inter-disciplinary teaming, and, where appropriate, the looping of instructional staff. Finally, maintaining a welcoming school environment, and engaging, challenging, and interactive instructional practices, will encourage students to attend school regularly and on time.</p> <p>One of the most important responsibilities of the multi-disciplinary teams is to develop strategies, rewards, and interventions to increase and maintain high student attendance rates. The fact that students who do not attend school regularly are disproportionately represented among students who fail has been well-documented. For that reason, attendance will be a daily school-wide point of emphasis. Charts and depicting daily attendance rates will be posted prominently within team areas. Students and teams that maintain high attendance will be rewarded. The multi-disciplinary teams will contact students who do not attend regularly and their parents. When necessary, the teams will meet with students and their parents/guardians to determine and address any barriers to regular attendance. The teams will refer cases to the school social workers, or implement other measures, when appropriate.</p> <p>The operator will reduce the number of students with misbehavior Early Warning Indicator by 25%. Inter-disciplinary teams will implement Schoolwide Climate/ Discipline/Positive Behavior Supports Program with assistance from Climate Manager and the Suspension Alternative Manager. Success of the program will be measured by decreased suspension numbers and teacher reports.</p>

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<p><b>8 Students, Family, and Community Support</b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	<ul style="list-style-type: none"> <li>• All schools with secondary grades will have meaningful Youth Development opportunities for leadership development, service learning, and character development.</li> <li>• Schools will develop partnerships with community agencies and organizations, aligned to the mission and vision of the school.</li> <li>• Students who are not yet proficient and or are not meeting behavioral expectations are provided a plan for improvement. However, evidence of implementation and monitoring is lacking (Score=2).</li> <li>• The school uses quarterly progress reports and report cards to inform parents of their child's academic and behavioral progress. The school communicates with parents to inform them of school activities/meetings. The school is in the process of initiating a plan to form an active parent group. The school annually recognizes student achievement and some teachers regularly recognize student achievement in their classrooms. Some student work is displayed but there are no accompanying rubrics (Score=2).</li> </ul> <p><b>Conclusions:</b> The school must develop partnerships with community agencies and organizations, aligned to the mission and vision of the school. Leadership is not allocating resources effectively to drive student achievement. There are no structured academic or support related partnerships in place outside of the Ravens and the March Family Funeral home - the only sustainable community partnerships - and there is no qualitative measure to determine the depth or effectiveness of the relationship.</p> <p><b>Next Steps:</b> William C. March will participate in Johns Hopkins University's National Network of Partnership Schools (NNPS), which works with schools to develop effective school, family, and community partnerships. The Network will facilitate the establishment of an "Action Team." Led by a Family and Community Partnership Coordinator, the teams will use methods to increase parental and communal involvement that have been proven effective in other similar school settings. The multi-disciplinary teams will work to establish positive relationships with parents from the beginning of school to pave the way for a more cooperative school-parent partnership should students face challenges that prevent regular attendance, exhibit conduct that does not conform to the expectations of the school community, or experience academic difficulties.</p>

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<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is planned on an ongoing basis to ensure that the staff is able to develop the skills necessary to meet the SIP objectives. It is based on school-wide initiatives and outlined through the school improvement plan. Professional development occurs after-school and on in-service days. It is also embedded within the school day</li> <li>• School leadership provides only mid-year and end of year written feedback to staff on curriculum and implementation. Leadership does solicit informal feedback from staff regarding professional development sessions (Score=2).</li> </ul> <p>Conclusions:  Teachers are not give timely evaluation feedback and classroom observation and feedback is sporadic. Faculty are not encouraged to serve as peer mentors; there is no process in place to observe best practices, team teach, mentor or coach new or struggling teachers. High-level of negative student teacher interaction. Large class size is a hindrance in establishing meaningful adult-student relationships. All professional development must be based on student learning needs and linked to school goals and aligned with state professional development standards. Teachers must be provided feedback on their instruction.</p> <p><b>Next Steps:</b> The school will ensure that professional development is implemented with fidelity though the deployment of two tiers of teacher support. The first tier is composed of senior instructional facilitators, who will conduct ongoing subject- (and, in many cases, grade level-) specific professional development activities. Initial training in core subject areas generally require two to three days, with monthly or bi-monthly half-day follow-up professional development sessions. Lesson simulations included in the training will leave teachers feeling confident in their ability to put the newly-learned approaches to instruction into action.</p> <p>Facilitators also will train school-based subject area coaches in subject-specific approaches to instruction and in the art and science of teacher coaching. The school-based coaches represent the second tier of support, ensuring that what is discussed, demonstrated, and practiced in the context of professional development sessions actually transfers to classroom use. School-based coaches co-teach, conduct classroom demonstrations and non-evaluative observations of lessons, co-plan, and give teachers the feedback required to foster reflective practice.</p>

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p>School-based coaches also maintain ongoing communication with Johns Hopkins senior instructional facilitators, who can be called upon at any time to engage in problem-solving if teachers seem not to be implementing or are implementing poorly that which was conveyed during their training. Facilitators return to the school periodically to meet with and advise school-based coaches. During their visits, they also observe teachers in action, conduct follow-up professional development activities, and refine teachers' general practice and specific program implementation over time.</p>	
<p><b>10 Organizational structure and resources</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning time: School leadership reviews student assessments in collaborative forums with staff to identify ways to improve the quality of assessments, teaching and learning (Score=2).</li> <li>• Class scheduling: Use team scheduling with weekly collaborative planning by grade level.</li> <li>• Class configuration: Average 30- original grouping based on SPED percentages then assessment data; students are regrouped throughout the year based on benchmark and teacher assessments.</li> <li>• Resources: The use of resources and staffing does not reflect the school's needs and goals (Score=2).</li> <li>• Other grants: IB grant from City Schools</li> <li>• Learning time: Some teachers take initiative to solve problems but fail to collaborate with one another on improving student achievement and school climate (Score=2).</li> </ul> <p><b>Conclusions:</b> Collaborative planning time is not being used effectively to improve instruction for students. There is no professional development in place to maximize cross content area or grade level planning time. Team level meetings are not being monitored and team members are not being held accountable for results. The school improvement plan does not align resources the student achievement priorities. The school improvement plan lacks creative and thoughtful approaches to parent involvement. Faculty requires professional development to maximize this collaborative planning time; this training must include learning how to analyze assessment data and in turn adjust instruction accordingly. Increasing learning time for students through after school programming and one on one tutoring will increase student achievement. Leadership must utilize funding in alignment with academic goals for students and improving school climate.</p> <p><b>Next Steps:</b> Changes in organizational structures and resources are needed at March. Collaborative planning time has not been used effectively to improve instruction for students. Professional development has not maximized cross content area or grade level planning time.</p>	

Name of School: William C. March Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Team level meetings have not been monitored and team members have not been held accountable for results. Prior school improvement plans have not aligned resources to match student achievement priorities and have lacked creative and thoughtful approaches to parent involvement.</p> <p>Common planning time drives the success of the inter-disciplinary teams. In addition to preparation time, teachers will be afforded regular opportunities to work together on the “ABC’s” of student success: attendance, behavior, and course performance. Along with the Turnaround Director and organizational facilitators from Johns Hopkins, each team will develop a calendar that allows opportunities to focus on major tasks. In addition to dealing with attendance and student conduct, the teams will adopt reflective practices by reviewing student work with the use of such procedures as tuning protocols. With the help of the team, teachers will be expected to adjust their teaching methods to include the agreed upon best practices.</p> <p>The master schedule will feature extended class periods. Students will spend more time on task, have opportunities for guided practice, work in pairs and groups, and perform some tasks independently. The additional time in each period will also permit the deeper exploration of course content, marking the difference between “covering” and “teaching.”</p> <p>In the opinion of the operator, the optimum class size is twenty-five students. Whether that level can be reached and maintained is determined by factors that are not within the control of the school or the operator: budget, and the staffing the budget permits. The school will use flexible scheduling to maintain a desirable class size within the context of budgeting and staffing.</p> <p>William C. March Middle School serves a large population of students with special needs. Approximately 28% of the student body had Individual Education Plans in 2009-10, and the projection for 2010-11 is 33%. In order to meet the needs of those students whose IEP’s call for inclusion, the school will deploy resource teachers to co-teach with their general education counterparts. Currently, the role of resource teachers has involved interpreting IEP’s and providing pull-out support when appropriate. Beginning in the 2010-11 school year, the responsibilities of the resource teachers will be expanded.</p> <p>This change will be facilitated by intensive professional development for resource teachers and general education teachers. To supplement professional development opportunities afforded by Baltimore City Public Schools, the operators will provide teacher training from Johns Hopkins faculty and staff members who are familiar with best practices in this area.</p>

Name of School: William C. March Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>The principal and the assistant principal will provide leadership by ensuring that staff members are aware of expectations, making effective team teaching a part of the evaluation process, providing support, and conducting casual and formal classroom observations. Johns Hopkins faculty and staff members will provide periodic onsite, in-classroom technical assistance, and will be available to troubleshoot where necessary.</p>
<p><b>11 Comprehensive and Effective Planning</b></p> <ul style="list-style-type: none"> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• In compliance with the City Schools' template and guidance for school improvement plans, the school developed a plan that included analysis of data, determination of root cause, and action plans in the following areas: family and community engagement, reading/language arts, mathematics, science, attendance, and climate. The school also developed a professional development plan, and addressed required Title I and NCLB requirements.</li> <li>• Although the action plans include <i>timeline</i>, <i>person responsible</i>, and <i>monitoring/evidence</i>, it is not clear whether the school has a process for systematic implementation and monitoring of the plan in order for it to be an effective tool addressing the root causes for lack of progress in meeting its goals and objectives.</li> </ul> <p><b>Conclusions:</b> The school improvement plan must reflect the goals of student achievement and align resources with these priorities. It is important that the restart school include parents and community members in formulating the plan so that they have maximum support as they begin SY 2010.</p> <p><b>Next Steps:</b> The principal will provide instructional and operational leadership, with the assistance of the assistant principal and the Turnaround Director. In addition, he/she will chair a leadership team that will consist of the curriculum coaches and team leaders. Other members of the school community will be called upon to participate in leadership discussions, as needed. The Leadership Team will meet not less than once each month, and will direct the school program.</p> <p>The Turnaround Director, with the assistance of researchers and research assistants from Johns Hopkins University, will be responsible for the collection, analysis, and dissemination of data in a form that will be useful to the principal and the other members of the leadership team. The principal, in his/her role as the leader of curriculum and instruction, will review assessment data daily, and will consult with the instructional leadership (curriculum coaches and team leaders), when necessary. The leadership team will meet no less than once each month, and part of every meeting will involve the review of assessment data and the use of the data to inform instruction.</p>

Name of School: William C. March Middle		Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p>The principal and the assistant principal will provide leadership by ensuring that staff members are aware of expectations, making effective use of assessment data a part of the evaluation process, providing support, and conducting casual and formal classroom observations. Johns Hopkins faculty and staff members will provide periodic onsite, in-classroom technical assistance, and will be available to troubleshoot where necessary.</p> <p>The principal, assistant principal and staff will develop a school improvement plan in conjunction with the Family School Council.</p>	
<p><b>12 Effective Leadership</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional leadership: Leaders model high expectations, yet the pace of learning is inconsistent. Some students are engaged during class and complete assignments and others do not (Score=2).</li> <li>• Monitoring curriculum: As stated above, leadership provides written feedback to teachers two times per year. There is little evidence that leadership provides weekly or monthly feedback to teachers (Score=2).</li> <li>• School culture: School wide rules and code of conduct for all students are usually communicated to students and parents. Infractions may be tracked and communicated to teacher and parents but this is not consistent (Score=2). Some students demonstrate leadership in the classroom and in school wide activities, and most students model school-wide expectations (Score=3).</li> <li>• Data: Teachers meet during planning time to discuss assessment data (Score=2).</li> <li>• Recruitment: Standard BCPSS recruitment fairs and resources; use of Instructional Support Teachers to support teachers' growth.</li> <li>• Resources: Recruitment of staff and use of staff does not match school needs (Score=2).</li> <li>• Engagement: Parents receive progress reports and report cards in a timely manner. Parents are informed of school meetings/activities. There is school wide recognition of student achievement at least annually and some teachers recognize student achievement in their classrooms. The school does not actively engage community-base organizations and businesses (Score=2).</li> </ul>	

Name of School: William C. March Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Conclusions:</b> March students lack sufficient instructional time, teachers spend an inordinate amount of time maintaining discipline. Leadership must ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must receive frequent feedback on their instructional practices, and mentoring on how to improve it. As mentioned above, professional development must be provided for faculty to ensure effective instruction – topics such as collaborative planning, assessment data analysis, technology in the classroom, etc. As well, resources must be aligned with school goals, and parent and community engagement is instrumental in implementing an effective school improvement plan. Recruiting faculty with proven teaching effectiveness and providing professional development will facilitate retaining good staff.</p> <p><b>Next Steps:</b> Teachers spend an inordinate amount of time maintaining discipline, which results in a lack of sufficient instructional time for students despite an extended block schedule. Leadership has not ensured that curriculum is rigorous and that instruction is effective and engaging. Faculty have not received frequent feedback on their instructional practice nor mentoring on how to improve it and have not received curriculum-specific ongoing professional development in effective instructional practices. Resources have not been aligned well with school goals and parent and community engagement at the school has been low. The school has also struggled in recruiting faculty with proven teaching effectiveness. Therefore, the following changes will be implemented:</p> <ol style="list-style-type: none"> <li>1. Talent Development's High Five School-wide Climate program will drastically reduce disruptive behavior in the classroom and hallways at March. The program includes a variety of tiered supports and interventions to provide positive behavior supports, attendance supports, tardiness reduction, and suspension alternatives. The program also includes professional development for teachers in classroom management.</li> <li>2. The leadership team will be expanded to include a full-time team of content-area coaches (1 for math, 1 for English, and 1 for science) who will provide frequent feedback to teachers on their instructional practice and mentoring and assistance in making improvements. These coaches will receive training, mentoring, and on-going assistance from Johns Hopkins University's instructional facilitators. These facilitators will also support the coaches in their use of assessment data and in summarizing that data in ways that are teacher-friendly and actionable. They will assist the teachers and coaches in planning and implementing re-teaching of content as needed based upon the results of the assessment data.</li> </ol>

<b>Name of School: William C. March Middle</b>	<b>Tier: I</b>
<b>Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges</b>	<b>LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>
	<ol style="list-style-type: none"> <li>3. The leadership team will be expanded to include a full-time turnaround director to assist the principal in coordinating professional development, mentoring, and feedback for the faculty.</li> <li>4. With technical assistance and training from the National Network of Partnership Schools, a family-community involvement action team will be formed with an Action Team leader and a diverse group of team members drawn from administration, faculty, parents, and community to plan and implement a comprehensive program of parent-community involvement.</li> <li>5. Teachers with poor teaching effectiveness will be replaced with those who have a proven track record or by new teachers with stellar recommendations, strong training, creativity, and potential.</li> </ol>

## 2.C.2 Restart Model

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

Year	Overall	African-American	FARMS	Special Education
SY 2011	71.6	71.6	70.7	58.0
SY 2012	83.4	83.4	83.0	76.6
SY 2013	95.2	95.2	95.2	95.2

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)

Quarter	Overall	African-American	FARMS	Special Education
Q1	65.7	65.6	64.6	48.6
Q2	68.7	68.6	67.6	53.3
Q3	71.6	71.6	70.7	58.0
Q4	74.6	74.5	73.8	62.6

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as rough estimates.

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

Year	Overall	African-American	FARMS	Special Education
SY 2011	60.4	60.2	60.1	50.5
SY 2012	76.6	76.6	76.5	71.7
SY 2013	92.9	92.9	92.9	92.9

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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<b>Quarter</b>	<b>Overall</b>	<b>African-American</b>	<b>FARMS</b>	<b>Special Education</b>
Q1	52.2	52.0	51.8	39.8
Q2	56.3	56.1	55.9	45.1
Q3	60.4	60.2	60.1	50.5
Q4	64.4	64.3	64.2	55.8

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as estimates.

**Describe the LEA’s Restart Process** Indicate which steps have been completed to date and which will be completed prior to 6/30/2010, including those related to recruiting, screening, and selecting an external provider to ensure quality. All other steps should be reflected in 2D.

- Issued Restart/Turnaround RFP on Feb 1, 2010
- Pre-Proposal Orientation Conference held Feb 11
- Proposal deadline Feb 16
- Extended deadline due to weather Feb 19
  - ✓ Received 13 applications; 6 applications deemed unresponsive by Evaluation Committee; 7 applicants granted an interview
  - ✓ 4 applicants were recommended to the Board
- Evaluation Committee orientation meeting Feb 24
  - ✓ Committee included representative from Chief Academic Officers Office, Teaching and Learning, Student Services, Office of New Initiatives, Chief of Staffs’ Office, Dept Research, Evaluation & Accountability
- Evaluation Committee Review held Mar 1
- Applicant Interviews held Mar 2
- Applicant Interviews held Mar 3
- Evaluation Committee Recommendations Mar 4
- Board of Ed Commissioners vote to approve recommendation Mar 9
- Turnaround/Restart School Community Meetings held Mar 24 at **William C. March MS** 6pm-7pm
- Matching recommendations presented on Apr 2
  - ✓ Restart operator for **William C. March Middle School** will be JHU Center for Talent Development

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### **The Context**

On February 1, 2010 City Schools' released RFP-10047, a "Request for Proposals Restart Program". City Schools, through the Office of New Initiatives (ONI) invited responses from organizations that were interested in assisting City Schools by serving as Restart Partners 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.

Organizations that were selected as a result of this process became members of the Districts' Restart 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.

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. Restart Partners will receive funding based on Fair Student Funding and \$550,000 in start-up costs. Applicants were told that City Schools intended to make multiple awards as a result of this RFP, but City Schools did not guarantee that any organization's services would be utilized.

### **Scope of Services**

As part of the scope of services, Operators shall:

1. Ensure that services are aligned with Maryland state academic standards meet all applicable Federal, State, and local health, safety and civil rights laws.

#### **Corresponding Need Assessment #4, #5:**

2. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.

#### **Corresponding Need Assessment #5:**

3. Employ research-based strategies that provide an immediate and dramatic restart in student achievement.

#### **Corresponding Needs Assessment #2, #4, #5:**

4. Work with the District to recruit and recommend teachers and a leader(s) who have a proven record of success in increasing student achievement.

#### **Corresponding Needs Assessment #2:**

5. Recommend necessary restructuring of teacher and leader contracts.

6. Develop and engage teachers and the leader in professional development aligned to programmatic goals.

#### **Corresponding Needs Assessment #9:**

7. Promote student motivation for learning.

#### **Corresponding Needs Assessment #7:**

8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community; evaluate teacher and leader

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performance and outcomes and make staffing recommendations accordingly.

**Corresponding Needs Assessment #7, #8:**

9. Develop constructive relationships with existing school personnel.

**Corresponding Needs Assessment #2:**

10. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.

**Corresponding Needs assessments# 3:**

11. Require commitment from parents to allow for additional time for instruction (i.e. after and before school opportunities).

**Corresponding Needs Assessments #12:** 12. Work in partnership with the District to obtain a commitment from teachers to allow for additional time for instruction and professional development.

**Corresponding Needs Assessments #2:**

13. Provide comprehensive, coherent, manageable and integrated instructional and support programs.

**Corresponding Needs Assessments #10, #11:**

14. Recommend which existing programs are to be continued and which programs are to be eliminated.

**Corresponding Needs Assessment #8:**

15. Consistent with state Standards recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.

**Corresponding Needs Assessments # 6:**

16. Organize programming to engage students' sense of adventure, camaraderie, and competition.

**Corresponding Needs Assessments #7:**

17. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.

**Corresponding Needs Assessment #7, #12:**

18. Identify and recommend supporting partners to address social, emotional and behavioral issues (i.e. over-aged or parents- to-soon).

**Corresponding Needs Assessment #8:**

19. Develop and recommend a budget to the school Board based on available per pupil amounts, Title monies, and special education funding in addition to other sources identified and aligned specifically for school restart or restarts.

**Corresponding Needs assessment #12:**

20. Work with the District to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.

**Corresponding Needs Assessment# 8, #12:**

21. Integrate all academic and support services; produce and provide quarterly achievement data disaggregated in chart and table form that demonstrates the effectiveness of services in increasing student achievement.

**Corresponding Needs Assessment #6:**

22. Maintain open enrollment for all eligible students.

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### **Experience & Capabilities**

A pre-proposal meeting was originally scheduled for Monday February 8, 2010 at 10:30 am local time, at 200 E North Ave, Baltimore, MD Room 301. Due to inclement weather the pre-proposal meeting was held via conference call on Thursday February 11, 2010 at 10:30am. All proposals were due to the City Schools Office of Materials Management no later than 11:00am local time on Tuesday February 16 in Room 401 (A two day extension was granted due to inclement weather). The Office of Material Management was the point of contact to receive proposals and the Office of New Initiatives was the lead project management team. Applicants were asked to provide past and current experience with rendering services similar to those being sought in the RFP. 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.
6. In addition to addressing each requirement, the Applicant was asked to submit a written narrative explaining the following: In the Applicant's opinion, what does it take to be successful in a turnaround environment; and why they believe their organization should be selected to perform this service?

### **Evaluation & Selection**

Evaluation of the proposals was performed by an Evaluation Committee established for that purpose. The Committee evaluated each technical proposal by assessing the applicant's approach to satisfying the requirements; applicant's experience and capabilities/references; and the applicants fiscal Integrity/financial stability. Applicants were told that the contract(s) resulting from this RFP were to be awarded to the Applicant(s) whose proposal was the most advantageous to City Schools, considering price and technical factors. The Evaluation Committee was charged with making the final determination about acceptability of 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 RFP, whether any deviation from the requirements of the RFP were substantial in nature, reject in whole or in part any and all proposals, and waive minor irregularities. As part of this evaluation, the Committee held discussions with all qualified Applicants. Those applicant's whose technical proposals were ultimately deemed reasonably susceptible of being selected and who were determined to be "responsive" were considered "Qualified Applicants."

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Any Applicant that did not meet the requirements was declared “not responsive” or “not reasonably susceptible of being selected for an award” and its financial proposals were returned unopened. Following the completion of the technical evaluation of all technical proposals, including any discussions, the Committee ranked each qualified Applicant’s technical proposal. On Tuesday March 2nd and Wednesday March 3<sup>rd</sup> the Evaluation Committee met with seven 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.

On March 23, the Board of Education Commissioners accepted the recommendation that the four organizations-Global Johns Hopkins University/Talent Development High School- be approved as Restart/Turnaround providers at March Middle School. Talent Development was chosen because they have an established comprehensive secondary school reform model and technical assistance organization that supports state and local education associations in meeting federal criteria for the transformation and turnaround approaches. In addition, Talent Development was selected because of their track record of operating a highly successful high school, Baltimore Talent Development High School, a partnership of the Baltimore City Public Schools and Johns Hopkins Talent Development for seven years, was designed to enable students who enter high school significantly below grade level, and often increasingly disengaged from school, to graduate and attend college or career training programs. More than two-thirds of the school’s first two classes performed at seventh-grade level or below when they entered (25 percent read at fifth grade level). Through the design of the school, the supports provided, and the investment of teachers and administrators, more than 80 percent graduated on time, and 90 percent of those were accepted into college or a substantial career training program. Baltimore Talent Development High School made Adequate Yearly Progress (AYP) in 2008 and 2009. Its students pass the Maryland State High School Assessments at higher rates than students in an average Baltimore high school. March students arrive as proficient 6<sup>th</sup> graders but by 8<sup>th</sup> grade less than half are proficient, therefore, City Schools sought out Talent Development for their research-based approach to middle grade success designed to further support their work in high schools. Talent Development integrates sound research, a standards-based curriculum, and extensive professional development to create a challenging, positive learning environment. The delivery of instruction at March is not providing students with the skills/knowledge necessary to achieve scores of proficient or advanced. The March staff requires professional development to assist in improving the quality of instruction. Knowledge and resources for whole-school redesign – organizational, instructional, professional development and leadership structures to get the quick wins necessary at March

The following represents the Operator’s implementation of the Restart plan:

**Rigorous Curriculum:** Student achievement data indicate that the curricula and instruction at March are not providing students with the skills and knowledge necessary to achieve scores of proficient or advanced. Therefore, the Johns Hopkins University’s Talent Development team will be replacing key components of the Core English/Reading Program, Core Mathematics Program, and Curriculum Intervention Programs to support better learning opportunities for students and stronger alignment with State Standards.

In mathematics, a team of Johns Hopkins University mathematics instructional facilitators are working with March Middle School’s math coach this month to consider modifications to the Core mathematics and Algebra programs that were used at March (the BCPS curriculum – Math Works & Glencoe McGraw). For example, this group is considering replacing parts of the BCPS curriculum with Carnegie Learning’s *Bridge to Algebra* program or UCSMP’s *Everyday Mathematics* and *Transition Mathematics* program in order to:

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- Provide stronger alignment with state standards;
- Build upon the students' prior math knowledge, intuition, and number sense intentionally and systematically;
- Present students with well-elaborated, varied, and realistic problem situations drawn from everyday life;
- Introduce advanced mathematics topics early and often by including substantial strands featuring geometry, data and statistics, and algebra each year with investigations of these topics becoming more sophisticated in each passing grade;
- Teach students how to use manipulatives (such as pegboards, pegs, and yarn to make broken line graphs) and visual tools (such as rate tables, bar models, and double number lines) to represent mathematical situations and support their thinking, analysis, and problem-solving;
- Balance skill development in paper-and-pencil calculation with the development of mathematical intuition, flexible number sense, estimation, mental arithmetic, and prudent use of calculators, spreadsheets, and other technology;
- Feature ongoing informal and formal assessments that match the types of learning activities in which students are engaged;
- Provide students with a coherent sequence of learning activities designed to help them gradually progress from informal notions and simpler problems to using formal mathematical reasoning and representations to model and solve non-routine problems;
- Foster students' development of depth of understanding of key conceptual ideas and of proficiency in communicating these understandings through explanations of their thinking, strategies, and solutions and through evaluations or critiques of the mathematical thinking and strategies of others;
- Include extensive instruction on rational numbers and proportional reasoning, and the concepts and skills needed to solve problems involving fractions, ratios, rates, percents, and decimals; and
- Include regular use of cooperative learning groups.

Teachers at March will be given multiple tiers of professional development to support their implementation of the mathematics curricula. Two weeks of summer training will be followed by monthly 3-hour workshops. The workshops will be grade specific and focused on the unit that teachers will be using during the following month. The math coach and instructional facilitators leading the sessions will preview and model key activities, review core content knowledge, and discuss appropriate classroom management strategies. In addition, the facilitators will provide teachers an opportunity to discuss with each other what is and is not working in their own classrooms.

In addition to the monthly professional development sessions, teachers will have in-classroom implementation support from a full-time math coach who will spend one to two days per week in each classroom working with teachers. Implementation support will be nonjudgmental and will include modeling, explaining, co-teaching, assisting with lesson planning and with adaptations and accommodations, observing lessons and providing confidential feedback, and working to identify and surmount any obstacles to strong implementation.

The current curriculum intervention programs at March are being replaced by Talent Development's *Savvy Readers' Lab* and *Math Acceleration Lab*. These targeted interventions provide intensive extra help to any student who needs it as an elective. Rigorous experimental and non-experimental evaluations of these labs have proven shown the effectiveness of the labs in giving students the additional instruction they need to close their achievement gaps.

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Committees composed of subject area specialists in mathematics, English language arts, social studies, and science from Johns Hopkins University's Talent Development Middle Grades Program and subject area instructional leaders from March Middle School will examine the Maryland State Voluntary Standards for grades six through eight. Next, they will examine the recommendations of governing bodies for those subject areas (the National Council of Teachers of Mathematics, the National Council of Teachers of English, the International Reading Association, the National Council for History Education, and the National Science Foundation) to identify texts those organizations deem most effective for middle grades students. The recommended texts will be examined to determine the extent to which they align with the MSDE standards, and final selections of texts for mathematics, social studies, and science will be made.

The texts that will be chosen for each subject area will be fiction, nonfiction, and poetry trade books, rather than anthologies. Students at the secondary level should begin to adopt the behaviors of literate persons, which means learning and experiencing the joy and sense of accomplishment that comes with reading whole books, rather than the excerpts of books found in most anthologies. Fifteen years of research and field experience indicate that struggling and proficient early adolescent readers are more willing to read, read more, and become more able readers when the selected trade books reflect the students' interests and experiences. Further, using trade books permits the alignment of reading materials to standards and to students' instructional reading levels with great accuracy.

**Instructional Program:** Much regarding the instructional program at March Middle School will be different next year. The primary objectives will be elevating teacher practice through job-embedded professional development, selecting standards-based materials, implementing engaging, research-based instructional strategies, and providing timely and effective support for students in need of assistance. Senior instructional facilitators from Johns Hopkins University will provide ongoing professional development in understanding and responding appropriately to the developmental needs of early adolescents, making better use of extended class periods, and using technology (Smart Boards and a mobile laptop library, for example) as teaching tools.

In some cases, the school will make better use of materials that have been available to teachers but have not been utilized because teachers were not provided with the training required to use them effectively. For example, March Middle School's science teachers have had access to FOSS and SEPUP science kits, but their subject area leader provided no professional development to enable them to use the kits. Johns Hopkins instructional facilitators will provide ongoing professional development in the use of those tools.

Staff members will be trained to use predictors of course failure and will conduct Early Warning Indicator meetings every two weeks, during which students in need of academic intervention will be identified and given for one or two quarters extra help in math and reading labs, which will be embedded in the school's elective alternatives.

A visual and performing arts program including art, music, and drama that helps entice students to come to school every day and helps draw in and involve family and community members. In this same effort, the school will offer physical education, health and fitness program and access to a full range of intramural athletic, health promotion and fitness activities. During after school, students will have the opportunity to participate in a mix of academic supports, clubs, and enrichment activities, including a second shift of adults to help students with assignments. Sixth and 7<sup>th</sup> graders will have the opportunity to learn Spanish and to explore Latin American cultures through the World Language Program.

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**Assessment:** The March teaching staff will receive extensive training in the use of formative assessments to inform classroom instruction. In addition, the school will implement curricula that lend itself to the periodic assessment of student content mastery. Curriculum-based comprehension tests will be administered at the end of each unit. These tests follow the same format as the Maryland Scholastic Assessment. The Turnaround Director, with the assistance of researchers and research assistants from Johns Hopkins University, will be responsible for the collection, analysis, and dissemination of data in a form that will be useful to the multi-disciplinary teacher teams that will be most directly responsible for the delivery of curriculum and instruction. Full-time, onsite curriculum coaches will provide daily in-classroom guidance and support to all teachers. Their constant presence will serve to ensure that formative assessments are administered regularly, and that the data they yield will be used to inform effective and successful instruction. The principal, as the leader of curriculum and instruction, will provide the evaluative and supervisory authority necessary to support and enforce the effective use of data and the practices deemed appropriate by the school leadership team and the school's operator.

**School Culture and Climate:** Schools that serve significant numbers of disadvantaged and underserved students, such as William C. March, often are dysfunctional institutions characterized by debilitating practices, attitudes, and relationships that produce a school climate of alienation, danger, disorder, low morale, and negative personal and institutional self-images. To improve such a climate, a school must be helped to implement organizational and interpersonal supports that nurture positive and mutually supportive interpersonal relations among members of the school community. To address these challenges, the school will establish communal organizational structures: a school-wide professional learning community, inter-disciplinary teaming, and, where appropriate, the looping of instructional staff.

Finally, maintaining a welcoming school environment, and engaging, challenging, and interactive instructional practices, will encourage students to attend school regularly and on time.

One of the most important responsibilities of the multi-disciplinary teams is to develop strategies, rewards, and interventions to increase and maintain high student attendance rates. The fact that students who do not attend school regularly are disproportionately represented among students who fail has been well-documented. For that reason, attendance will be a daily school-wide point of emphasis. Charts and depicting daily attendance rates will be posted prominently within team areas. Students and teams that maintain high attendance will be rewarded. The multi-disciplinary teams will contact students who do not attend regularly and their parents. When necessary, the teams will meet with students and their parents/guardians to determine and address any barriers to regular attendance. The teams will refer cases to the school social workers, or implement other measures, when appropriate.

**Student, Family, and Community Support:** William C. March will participate in Johns Hopkins University's National Network of Partnership Schools (NNPS), which works with schools to develop effective school, family, and community partnerships. The Network will facilitate the establishment of an "Action Team." Led by a Family and Community Partnership Coordinator, the teams will use methods to increase parental and communal involvement that have been proven effective in other similar school settings. The multi-disciplinary teams will work to establish positive relationships with parents from the beginning of school to pave the way for a more cooperative school-parent partnership should students face challenges that prevent regular attendance, exhibit conduct that does not conform to the expectations of the school community, or experience academic difficulties.

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**Professional Development:** The school will ensure that professional development is implemented with fidelity through the deployment of two tiers of teacher support. The first tier is composed of senior instructional facilitators, who will conduct ongoing subject- (and, in many cases, grade level-) specific professional development activities. Initial training in core subject areas generally require two to three days, with monthly or bi-monthly half-day follow-up professional development sessions. Lesson simulations included in the training will leave teachers feeling confident in their ability to put the newly-learned approaches to instruction into action.

Facilitators also train school-based subject area coaches in subject-specific approaches to instruction and in the art and science of teacher coaching. The school-based coaches represent the second tier of support, ensuring that what is discussed, demonstrated, and practiced in the context of professional development sessions actually transfers to classroom use. School-based coaches co-teach, conduct classroom demonstrations and non-evaluative observations of lessons, co-plan, and give teachers the feedback required to foster reflective practice.

School-based coaches also maintain ongoing communication with Johns Hopkins senior instructional facilitators, who can be called upon at any time to engage in problem-solving if teachers seem not to be implementing or are implementing poorly that which was conveyed during their training. Facilitators return to the school periodically to meet with and advise school-based coaches. During their visits, they also observe teachers in action, conduct follow-up professional development activities, and refine teachers' general practice and specific program implementation over time.

**Organizational Structures and Resources:** Changes in organizational structures and resources are needed at March. Collaborative planning time has not been used effectively to improve instruction for students. Professional development has not maximized cross content area or grade level planning time. Team level meetings have not been monitored and team members have not been held accountable for results. Prior school improvement plans have not aligned resources to match student achievement priorities and have lacked creative and thoughtful approaches to parent involvement.

Common planning time drives the success of the inter-disciplinary teams. In addition to preparation time, teachers will be afforded regular opportunities to work together on the "ABC's" of student success: attendance, behavior, and course performance. Along with the Turnaround Director and organizational facilitators from Johns Hopkins, each team will develop a calendar that allows them opportunities to focus on each of their major tasks. In addition to dealing with attendance and student conduct, the teams will adopt reflective practices by reviewing actual student work with the use of such procedures as tuning protocols. With the help of the team, teachers will be expected to adjust their teaching methods and contact to include the agreed upon best practices.

The master schedule will feature extended class periods. Students will spend more time on task, have opportunities for guided practice, work in pairs and groups, and perform some tasks independently. The additional time in each period will also permit the deeper exploration of course content, marking the difference between "covering" and "teaching."

In the opinion of the operator, the optimum class size is twenty-five students. Whether that level can be reached and maintained is determined by factors that are not within the control of the school or the operator: budget, and the staffing the budget permits. The school will use flexible scheduling to maintain a desirable class size within the context of budgeting and staffing.

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William C. March Middle School serves a large population of students with special needs. Approximately 28% of the student body had Individual Education Plans in 2009-10, and the projection for 2010-11 is 33%. In order to meet the needs of those students whose IEP's call for inclusion, the school will deploy resource teachers to co-teach with their general education counterparts. Currently, the role of resource teachers has involved interpreting IEP's and providing pull-out support when appropriate. Beginning in the 2010-11 school year, the responsibilities of the resource teachers will be expanded.

This change will be facilitated by intensive professional development for resource teachers and general education teachers. To supplement professional development opportunities afforded by Baltimore City Public Schools, the operators will provide teacher training from Johns Hopkins faculty and staff members who are familiar with best practices in this area.

The principal and the assistant principal will provide leadership by ensuring that staff members are aware of expectations, making effective team teaching a part of the evaluation process, providing support, and conducting casual and formal classroom observations. Johns Hopkins faculty and staff members will provide periodic onsite, in-classroom technical assistance, and will be available to troubleshoot where necessary.

**Comprehensive and Effective Planning:** The principal will provide instructional and operational leadership, with the assistance of the assistant principal and the Turnaround Director. In addition, he/she will chair a leadership team that will consist of the curriculum coaches and team leaders. Other members of the school community will be called upon to participate in leadership discussions, as needed. The Leadership Team will meet not less than once each month, and will direct the school program.

The Turnaround Director, with the assistance of researchers and research assistants from Johns Hopkins University, will be responsible for the collection, analysis, and dissemination of data in a form that will be useful to the principal and the other members of the leadership team. The principal, in his/her role as the leader of curriculum and instruction, will review assessment data daily, and will consult with the instructional leadership (curriculum coaches and team leaders), when necessary. The leadership team will meet no less than once each month, and part of every meeting will involve the review of assessment data and the use of the data to inform instruction.

The principal and the assistant principal will provide leadership by ensuring that staff members are aware of expectations, making effective use of assessment data a part of the evaluation process, providing support, and conducting casual and formal classroom observations. Johns Hopkins faculty and staff members will provide periodic onsite, in-classroom technical assistance, and will be available to troubleshoot where necessary.

**Effective Leadership:** Teachers spend an inordinate amount of time maintaining discipline, which results in a lack of sufficient instructional time for students despite an extended block schedule. Leadership has not ensured that curriculum is rigorous and that instruction is effective and engaging. Faculty have not received frequent feedback on their instructional practice nor mentoring on how to improve it and have not received curriculum-specific ongoing professional development in effective instructional practices. Resources have not been aligned well with school goals and parent and community engagement at the school has been low. The school has also struggled in recruiting faculty with proven teaching effectiveness.

Therefore, the following changes will be implemented:

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1. Talent Development's High Five School-wide Climate program will drastically reduce disruptive behavior in the classroom and hallways at March. The program includes a variety of tiered supports and interventions to provide positive behavior supports, attendance supports, tardiness reduction, and suspension alternatives. The program also includes professional development for teachers in classroom management.
2. The leadership team will be expanded to include a full-time team of content-area coaches (1 for math, 1 for English, and 1 for science) who will provide frequent feedback to teachers on their instructional practice and mentoring and assistance in making improvements. These coaches will receive training, mentoring, and on-going assistance from Johns Hopkins University's instructional facilitators. These facilitators will also support the coaches in their use of assessment data and in summarizing that data in ways that are teacher-friendly and actionable. They will assist the teachers and coaches in planning and implementing re-teaching of content as needed based upon the results of the assessment data.
3. The leadership team will be expanded to include a full-time turnaround director to assist the principal in coordinating professional development, mentoring, and feedback for the faculty.
4. With technical assistance and training from the National Network of Partnership Schools, a family-community involvement action team will be formed with an Action Team leader and a diverse group of team members drawn from administration, faculty, parents, and community to plan and implement a comprehensive program of parent-community involvement.
5. Teachers with poor teaching effectiveness will be replaced with those who have a proven track record or by new teachers with stellar recommendations, strong training, creativity, and potential.

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

An extremely important part of this 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:

- Executive Director Secondary Schools met with the principal to discuss recommendation prior to public announcement
- All elected officials were informed of recommendation prior to public announcement
- Recommendation for school closure & opening of new school published in Baltimore Sun & Afro
- Letters with information about the recommendation & community meeting notices mailed home to each student
- Family & Community Engagement Office made phone calls or arranged meetings with key school partners
- School-based community meetings with parents and partners
- School-based staff meetings with Human Capital Office leadership
- Two Board of School Commissioners Public Hearings
- School-based community meetings with parents and partners to gather feedback on eligible school operators

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### **Community Involvement**

Community Meetings were held Wed March 24, 2010 through Friday March 26, 2010 at each school selected for turnaround. Community members heard from several operators under consideration and were asked to provide input and give feedback on which specific operator they believed would best serve the needs of the students in their community. City Schools held 4 community meetings in 3 days; 200 surveys were distributed and 122 surveys were received. Based partially on the feedback received from the community meetings, City School's matched each turnaround operator with the school whose needs were most closely aligned with their programmatic strengths and capacity.

**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 2009 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 2010-2011 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 **William C. March** for transformation. **William C. March** has demonstrated some improvement in recent years, but not the type of acceleration necessary to ensure that student success. **William C. March** was identified in this process as a school in need of transformation. Once **William C. March** was identified City Schools determined which transformation strategy would be most effective in improving student achievement.

To help guide these strategies, City Schools referenced the School Improvement Grant guidelines under ARRA, which reflect national best practices in school intervention. These options include changing a school's leadership and staff, using reform principles to improve a school (e.g.: extended learning time, embedded professional development, etc.), closing a school and re-opening it under the management of a new operator and closing a school altogether and transferring its students to a higher performing school. The decision was made to transform **William C. March** under the Turnaround model 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.

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**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.

William C. March will receive a Title I Part A allocation (Schoolwide model) of \$365,108, \$147,702 IDEA, \$43,951 in Third Party Billing which will 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, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

**2.D Timeline for LEA Monitoring of Tier I and II schools.**

<b>Timeline for LEA Monitoring of Tier I and Tier II schools</b> <b>Intervention Model <u>Restart</u> <u>X</u> School: <u>William C. March</u> Tier: <u>I</u></b>	
<b>Year 1: Q1 (SY2010-2011, July-Sept)</b>	<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul>
	<b>Progress: .</b> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results</li> <li>• City Schools’ Progress Report results assessed.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for upcoming school year as defined by the Operator</li> <li>• Quarterly benchmark data.</li> </ul>
<b>Year 1: Q2 (SY2010-2011, Oct-Dec)</b>	<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<b>Progress assessed:</b> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>

<b>Year 1: Q3 (SY2010-2011, Jan-Mar)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	Progress assessed: <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<b>Year 1: Q4 (SY2010-2011, April-June)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	Progress assessed: <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<b>Year 2: Q1 (SY2011-2012, July-Sept)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul>
	Progress assessed: <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> </ul>

	<ul style="list-style-type: none"> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for previous school year and current year as defined by the Operator.</li> </ul>
<b>Year 2: Q2 (SY2011-2012, Oct-Dec)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• Mid-contract School Quality Review accountability visit conducted by Achievement and Accountability (low stakes).</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• School Performance on SQR (baseline data)</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator</li> </ul>
<b>Year 2: Q3 (SY2011-2012, Jan-Mar)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>•</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for the current school year.</li> </ul>
<b>Year 2: Q4 (SY2011-2012, April-June)</b>	<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<b>Progress assessed:</b> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Climate Survey.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<b>Year 3: Q1 (SY2012-2013, July-Sept)</b>	<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul>
	<b>Progress assessed:</b> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> </ul>

<p><b>Year 3: Q2 (SY2012-2013, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<p><b>Year 3: Q3 (SY2012-2013, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• School quality review conducted by Accountability and Achievement Office (high stakes).</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents</li> <li>• Suspensions</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator</li> <li>• School performance on SQR with emphasis on its progress from previous year</li> </ul>
<p><b>Year 3: Q4 (SY2012-2013, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"><li>• D Benchmark data (subjects: Reading, Math and Science).</li><li>• Frequency of teachers accessing electronic data display system.</li><li>• Frequency of administrators accessing electronic data display system.</li><li>• Use of parent portal.</li><li>• SMS for attendance.</li><li>• SST minutes and documents.</li></ul>
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**2.E School Budget Narrative for Tier I and Tier II schools.**

School Budget Narrative –Tier I and Tier II Schools				
Name of School: William C. March		Intervention: Restart		Tier: 1
School Budget Narrative for School Year <u>2010-2011</u>				
Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
<i>Salaries &amp; Wages</i>	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile)	<p>The restart model does not have required/permissible components</p> <p><u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.</p> <p><u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.</p>	70 hrs x 37 tchrs x \$30/hr 70 hrs x 3 paras x \$21/hr	\$82,110
	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)		1 FTE x \$111,547	\$111,547
	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership)		\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$220,657</b>
<i>Fixed Charges</i>	FICA for summer PD, principal pay differential, and vacation buy-out		Wages x 7.65%	\$8,346.91
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
<b>Total Fixed Charges</b>				<b>\$46,799.91</b>
<b>Total Salaries and Wages <u>and</u> Fixed Charges</b>				<b>\$267,457</b>

<p><i>Contracted Services</i></p>	<p>Contract with EMO - JHU Talent Development</p>	<p>The following expenses represents how the contractual funds will be used:</p> <ul style="list-style-type: none"> <li>• <u>Turnaround Director</u> - A JHU employee who provides professional development and assistance to the school leadership team (\$89,044)</li> <li>• <u>Savvy Reader's Lab Instructor</u> (City Schools Teacher on Special Assignment to Operator) - This instructor provides extra help and instructional time to up to 65 struggling readers per quarter during elective &amp; extended learning periods of the school day (the time is in addition to student's regular RELA class) – (\$75,808)</li> <li>• <u>Climate Mgr/Alternatives to Suspension Mgr</u> - This JHU employee oversees implementation of the Schoolwide Climate Program that includes a variety of tiered supports, attendance supports, tardiness reduction, and suspension alternatives. (\$50,000)</li> <li>• <u>Fine Arts Program</u> - A visual and performing arts program including art, music, and drama that helps entice students to come to school every day and helps draw in and involve family and community members.(\$69,000)</li> <li>• <u>Schoolwide Climate/Positive Behavior Supports Program</u> Technical Assistance from JHU's Director of Schoolwide Positive Behavior Supports Program. Program includes a variety of tiered supports and interventions to provide positive behavior supports, attendance supports, tardiness reduction, and suspension alternatives. (\$20,000)</li> <li>• <u>Physical Education, Health, &amp; Fitness Program</u> - A program that helps entice students to come to school every day by giving them access to a full-range of intramural athletic, health promotion, and fitness activities (\$69,000).</li> </ul>	<p>Start-up flat amount \$550,000</p>	<p>\$550,000</p>
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		<ul style="list-style-type: none"> <li>• <u>Extended Learning Program</u> – The school is going to offer a mix of academic supports, clubs, and enrichment activities, including a second shift of adults to help students with assignment completion to keep students on a path for high achievement and high school graduation (\$50,000).</li> <li>• <u>World Language Program</u> - A program that helps entice 6th and 7th graders to come to school every day by giving them opportunities to learn Spanish &amp; to explore Latin American cultures (\$50,000).</li> <li>• <u>School-Family-Community Support</u> - Supplies, Training Materials, Mailing and Publishing Costs for School-Family-Community Action Team for Parent/Community Communication &amp; Involvement Activities(\$2,148)</li> <li>• <u>Student Math Texts, Science Modules, Tradebooks, Discussion Guides</u> - Includes Carnegie Learning's <i>Bridge to Algebra</i> and <i>Algebra</i> Texts JHU's <i>Transition to Advanced Mathematics</i> texts, Instructional materials for Savvy Readers Lab and Math Acceleration Lab, and Programs, Hands-On Minds-On Science Modules from FOSS, STC, &amp; SEPUP, Trade Books &amp; Partner Discussion Guides for RELA Classes, Teacher and Student Materials for A History of Us/History Alive \$25k per grade level x 3 grades (\$75,000)</li> </ul>		
	SMART Board, projector installation		2 classrooms x \$15,000	\$30,000
<b>Total Contracted Services</b>				<b>\$580,000</b>
<i>Supplies &amp; Materials</i>	EMO expected to cover instructional supplies with contract funds & school-based budget general funds			
	88 computers, 4 network printers	The restart model does not have required/permisible components	88 x \$900 4 x \$1,200	\$84,000
	furniture		\$25,000	\$25,000
<b>Total Supplies and Materials</b>				<b>\$109,000</b>
<i>Other Charges</i>				

Total Other Charges			\$-
<i>Equipment</i>			
Total Equipment			\$-
<b>Total Costs</b>			
<b>Total Fixed Charges</b>			
<b>Total Requested</b>			<b>\$956,456.91</b>

**School Budget Narrative –Tier I and Tier II Schools**

Name of School: William C. March		Intervention: Restart		Tier: 1	
School Budget Narrative for School Year <u>2011-2012</u>					
Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total	
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	<p>The restart model does not have required/permissible components.</p> <p><u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.</p> <p><u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.</p>	1 FTE x \$94,500	\$94,500	
	Performance Bonus		\$500 x 475 students + 10%	\$261,250	
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership		\$15,000	\$15,000	
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership		\$12,000	\$12,000	
<b>Total Salaries and Wages</b>				<b>\$382,750</b>	
<i>Fixed Charges</i>	FICA for all components of salary/wage expenditures		\$288,250 X 7.65%	\$22,051	
	Fringe & FICA for add'l leadership		\$13,913 + 22% of salary	\$34,703	
<b>Total Fixed Charges</b>				<b>\$56,754</b>	
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$439,504</b>	
<i>Contracted Services</i>	Contract with EMO - JHU	Allocation for operator to spend using their discretion.	\$350 x 475 students	\$166,250	
<b>Total Contracted Services</b>				<b>\$166,250</b>	
<i>Supplies &amp; Materials</i>	EMO expected to cover instructional supplies with contract funds & school-based budget general funds				

<b>Total Supplies and Materials</b>				\$-
<i>Other Charges</i>				
<b>Total Other Charges</b>				\$-
<i>Equipment</i>				
<b>Total Equipment</b>				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$605,754</b>

**School Budget Narrative –Tier I and Tier II Schools**

<b>Name of School: William C. March</b>		<b>Intervention: Restart</b>	<b>Tier: 1</b>	
<b>School Budget Narrative for School Year <u>2012-2013</u></b>				
<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	The restart model does not have required/permissible components <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.  <u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	1 FTE x \$94,500	\$94,500
	Performance Bonus		\$500 x 475 students + 10%	\$261,250
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership		\$15,000	\$15,000
	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership		\$12,000	\$12,000
<b>Total Salaries and Wages</b>				<b>\$382,750</b>
<i>Fixed Charges</i>	FICA for all components of salary/wage expenditures		\$288,250 Total X 7.65%	\$22,051
	Fringe for add'l leadership		\$13,913 + 22% of salary	\$34,703
<b>Total Fixed Charges</b>				<b>\$89,220</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$471,970</b>
<i>Contracted Services</i>	Contract with EMO – JHU Talent Development	Allocation for operator to spend using their discretion.	\$350 x 475 students	\$166,250
<b>Total Contracted Services</b>				<b>\$166,250</b>

<i>Supplies &amp; Materials</i>	EMO expected to cover instructional supplies with contract funds & school-based budget general funds			
<b>Total Supplies and Materials</b>				\$-
<i>Other Charges</i>				
<b>Total Other Charges</b>				\$-
<i>Equipment</i>				
<b>Total Equipment</b>				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$605,754</b>

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

William C. March will receive a Title I Part A allocation (Schoolwide model) of \$365,108, \$147,702 IDEA, \$43,951 in Third Party Billing which will 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, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.
- 4) The school is transparent about all budget decisions.

**2.A Background Information**

Complete Table 2.A for each Tier I and Tier II school the LEA will serve.

**Table 2.A**

<p><b>School Name:</b> Augusta Fells Savage Institute of Visual Arts High School #430  <b>Address:</b> 1500 Harlem Ave.          Baltimore, MD 21217</p>	<p><b>LEA Point of Contact (POC)</b>  <b>Name &amp; Position:</b> Laura Weeldreyer, Deputy Chief of Staff   <b>Phone#:</b> 410 396-8804  <b>Email Address:</b> <a href="mailto:lweeldreyer@bcps.k12.md.us">lweeldreyer@bcps.k12.md.us</a>   <b>Name &amp; Position:</b> Tasha Franklin Johnson, Ph.D. Director, Office of Federal Programs   <b>Phone#:</b> 410 396-8937  <b>Email Address:</b> <a href="mailto:tjohnson02@bcps.k12.md.us">tjohnson02@bcps.k12.md.us</a></p>		
<p><b>Grade levels enrolled (SY10):</b> 9-12</p>	<p><b>Number of Students Enrolled (SY10):</b> 639</p>		
<p><b>Year the school entered school improvement status:</b> 2005</p>	<p><b>Tier Level</b>          Tier I _____          Tier II _____ <b>X</b> _____</p>		
<p><b>Differentiated Accountability Status:</b>          _____ Focus Developing          _____ Focus Priority          _____ Comprehensive Developing  <b><u>X</u></b> Comprehensive Priority</p>	<p><b>School Improvement Status</b>          _____ School Year 1          _____ School Year 2          _____ Corrective Action          _____ Restructuring Planning  <b><u>X</u></b> Restructuring Implementation</p>		
<p><b>Title I Status:</b>          _____ Schoolwide Program          _____ Targeted Assistance Program  <b><u>X</u></b> Title I Eligible School</p>	<p><b>Intervention Model Selected:</b>  <b><u>X</u></b> Turnaround Model          _____ Closure          _____ Restart          _____ Transformation</p>		
<p><b>Waiver Request:</b>   <u>X</u> Requested for this School           _____ Not Requested for this School</p>	<p><b>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</b></p>		
	<table border="1"> <tr> <td><b>Year 1: SY 2010-11</b></td> <td>\$1,288,480.22</td> </tr> </table>	<b>Year 1: SY 2010-11</b>	\$1,288,480.22
	<b>Year 1: SY 2010-11</b>	\$1,288,480.22	
	<table border="1"> <tr> <td><b>Year 2: SY 2011-12</b></td> <td>\$1,404,453.22</td> </tr> </table>	<b>Year 2: SY 2011-12</b>	\$1,404,453.22
	<b>Year 2: SY 2011-12</b>	\$1,404,453.22	
<table border="1"> <tr> <td><b>Year 3: SY 2012-13</b></td> <td>\$1,404,453.22</td> </tr> </table>	<b>Year 3: SY 2012-13</b>	\$1,404,453.22	
<b>Year 3: SY 2012-13</b>	\$1,404,453.22		
<table border="1"> <tr> <td><b>Total Amount of Funding Requested for this School</b></td> <td><b>\$4,097,386.66</b></td> </tr> </table>	<b>Total Amount of Funding Requested for this School</b>	<b>\$4,097,386.66</b>	
<b>Total Amount of Funding Requested for this School</b>	<b>\$4,097,386.66</b>		

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

Table 2.B

Name of School: Augusta Fells Savage Institute of Visual Arts		Tier: II																																																					
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																						
<p><b>1 Student Profile Information( include trend analysis)</b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups - # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Total enrollment: 2009 – 595; 2008 – 453; 2007 - 653</li> <li>• Grade level enrollment: <table border="1" data-bbox="961 505 1570 641"> <thead> <tr> <th></th> <th>Total</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>595</td> <td>272</td> <td>138</td> <td>117</td> <td>68</td> </tr> <tr> <td>2008</td> <td>453</td> <td>188</td> <td>127</td> <td>74</td> <td>64</td> </tr> <tr> <td>2007</td> <td>653</td> <td>299</td> <td>168</td> <td>118</td> <td>67</td> </tr> </tbody> </table> </li> <li>• Subgroups: <table border="1" data-bbox="961 706 1667 842"> <thead> <tr> <th></th> <th>Total</th> <th>Am Ind</th> <th>Asian</th> <th>Af Am</th> <th>White</th> <th>Hisp</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>595</td> <td>0</td> <td>3</td> <td>557</td> <td>33</td> <td>2</td> </tr> <tr> <td>2008</td> <td>453</td> <td>1</td> <td>2</td> <td>414</td> <td>35</td> <td>1</td> </tr> <tr> <td>2007</td> <td>653</td> <td>2</td> <td>4</td> <td>579</td> <td>66</td> <td>2</td> </tr> </tbody> </table> </li> <li>• Mobility % : 2009 – 38.4% (Ents), 33.3% (Wdrs); 2008 – 30.2% (Ents), 24.4% (Wdrs); 2007 – 40.1% (Ents), 49.9% (Wdrs)</li> <li>• Attendance %: 2009 – 75.1%; 2008 – 72.4%; 2007 – 70.4%</li> <li>• Expulsions #: 2009 – 16; 2008 – 13; 2007 - 22</li> <li>• Suspensions #: 2009 – 138; 2008 – 222; 2007- 266</li> <li>• Dropout rate %: 2009 – 7.1%; 2008 – 5.5%; 2007 – 13.3%</li> <li>• Advance Coursework completion – this school does not offer IB/AP courses. City Schools does not collect early college or dual enrollment class data centrally.</li> <li>• Graduation rate: 2009 – 48.4%; 2008 – 66.4%; 2007 – 84.8%</li> <li>• High School Diploma Rate: 2009 – 65.5%; 2008 – 64.8%; 2007 – 75.3%</li> </ul> <p><b>Conclusions:</b> Enrollment decreased over the last two years. Particularly, the largest numbers of withdrawals were between the freshman and sophomore year. The mobility rate is very high and indicates that students are not engaged in the school community. The attendance rate has increased to 75%, but is still low compared to other City Schools. Expulsions declined from 2007 to 2008 and climbed by 3 in 2009. Suspensions have declined over the past two years.</p>				Total	9	10	11	12	2009	595	272	138	117	68	2008	453	188	127	74	64	2007	653	299	168	118	67		Total	Am Ind	Asian	Af Am	White	Hisp	2009	595	0	3	557	33	2	2008	453	1	2	414	35	1	2007	653	2	4	579	66	2
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Name of School: Augusta Fells Savage Institute of Visual Arts		Tier: II																																								
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges		LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																																								
		The dropout rate has decreased over the past two years, adversely, the graduation rate and the high school diploma rate have also decreased. The school leadership must develop a program to engage students in their education to reverse the trend of these statistics.																																								
<b>2 Staff Profile</b> <ul style="list-style-type: none"> <li>Principal – Length of time at the school</li> <li>Number of Assistant Principal/s and other administrators</li> <li>Number and % of teaching faculty's total classroom instruction experience: <ul style="list-style-type: none"> <li>0-5 years</li> <li>6-10 years</li> <li>11-15 years</li> <li>16+ years</li> </ul> </li> <li>Number and % of teaching faculty's service at this school: <ul style="list-style-type: none"> <li>0-5 years</li> <li>6-10 years</li> <li>11-15 years</li> <li>16+ years</li> </ul> </li> <li>Number and % of HQ teachers</li> <li>Number of school-based reading and English teachers of record</li> <li>Number of school-based mathematics and data/analysis teachers of record</li> <li>Number of school-based reading and English resource personnel</li> <li>Number of school-based mathematics and data/analysis resource personnel</li> <li>Number and % of paraprofessionals who are qualified</li> <li>Number of mentor teachers and number of teachers being supported</li> <li>Teacher and administrator attendance %</li> </ul>		<ul style="list-style-type: none"> <li>Principal – Length of time at the school <b>1.73</b></li> <li>Number of Assistant Principal/s and other administrators <b>4</b></li> <li>Number and % of teaching faculty's total classroom instruction experience: <table border="1"> <tr> <td><b>0-5</b></td> <td><b>20</b></td> <td><b>52.63</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>5</b></td> <td><b>13.16</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>3</b></td> <td><b>7.89</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>10</b></td> <td><b>26.32</b></td> </tr> </table> </li> <li>Number and % of teaching faculty's service at this school: <table border="1"> <tr> <td><b>0-5</b></td> <td><b>38</b></td> <td><b>100</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> </table> </li> <li>Number and % of HQ teachers: 97.4%</li> <li>Number of school-based reading and English teachers of record: 10</li> <li>Number of school-based mathematics and data/analysis teachers of record: 9</li> <li>Number of school-based reading and English resource personnel: 5 per school</li> <li>Number of school-based mathematics and data/analysis resource personnel: 5 per school</li> <li>Number and % of paraprofessionals who are qualified: <b>100%</b></li> <li>Number of mentor teachers and number of teachers being supported: <b>1 per school</b></li> <li>Teacher and administrator attendance % <table border="1"> <thead> <tr> <th>HRS</th> <th>ABS HRS</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>46374.64</b></td> <td><b>1899.76</b></td> <td><b>95.9</b></td> </tr> </tbody> </table> </li> </ul> <table border="1"> <thead> <tr> <th colspan="3">Teachers:</th> </tr> <tr> <th>CALENDAR HOURS</th> <th>ABSENCE HOURS</th> <th>ATTENDANCE PERCENT</th> </tr> </thead> <tbody> <tr> <td>42455.48</td> <td>2091.85</td> <td>95.07</td> </tr> </tbody> </table>		<b>0-5</b>	<b>20</b>	<b>52.63</b>	<b>6-10</b>	<b>5</b>	<b>13.16</b>	<b>11-15</b>	<b>3</b>	<b>7.89</b>	<b>16+years</b>	<b>10</b>	<b>26.32</b>	<b>0-5</b>	<b>38</b>	<b>100</b>	<b>6-10</b>	<b>0</b>	<b>0.00</b>	<b>11-15</b>	<b>0</b>	<b>0.00</b>	<b>16+years</b>	<b>0</b>	<b>0.00</b>	HRS	ABS HRS	%	<b>46374.64</b>	<b>1899.76</b>	<b>95.9</b>	Teachers:			CALENDAR HOURS	ABSENCE HOURS	ATTENDANCE PERCENT	42455.48	2091.85	95.07
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	<p style="text-align: center;"><b>Administrators:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="863 407 1121 440">CALENDAR HOURS</th> <th data-bbox="1121 407 1373 440">ABSENCE HOURS</th> <th data-bbox="1373 407 1696 440">ATTENDANCE PERCENT</th> </tr> </thead> <tbody> <tr> <td data-bbox="953 448 1031 472" style="text-align: center;">5376.9</td> <td data-bbox="1213 448 1281 472" style="text-align: center;">64.22</td> <td data-bbox="1507 448 1562 472" style="text-align: center;">98.8</td> </tr> </tbody> </table> <p><b>Conclusions:</b> 52% of the teachers have five or fewer years of teaching experience. As this school makes plans for new hires, leadership must consider hiring teachers with varied years of experience in order to have a well-rounded teaching staff. Teachers with less than five years of experience should be provided assistances such as teacher mentoring and peer coaching. Additionally, continuing to hire teachers who are highly qualified will ensure that students have teachers who are capable in their content area. This will be vital if the school decides to offer advanced placement courses.</p> <p><b>Next Steps:</b></p> <p>The Office of Teaching and Learning has a New Teacher Support Coordinator whose primary responsibility is to provide support for new teachers. The first layer of support is a mentor for each teacher who does not have tenure. This mentor will be an experienced teacher at the school who will meet at least once a week to provide school-based support for teachers. The mentor will meet with the New Teacher Support Coordinator at least quarterly in order to increase coaching skills.</p> <p>All new teachers to Baltimore City will attend a New Teacher Institute for one week where they will work with experienced content specific facilitators and content teacher leaders. These teacher leaders will be available to meet with the new teacher about content specific support.</p> <p>The New Teacher Support Coordinator links the new teacher with additional supports and communicates with the new teacher on a weekly basis.</p> <p>The Executive Director of Teaching and Learning has reached out to encourage experience teachers throughout the city to transfer to these turnaround schools. At least two highly effective teacher leaders from other schools have transferred to Augusta Fells Savage. 15 experienced and high qualified teachers have transferred to this school as of 6.16.10.</p>	CALENDAR HOURS	ABSENCE HOURS	ATTENDANCE PERCENT	5376.9	64.22	98.8
CALENDAR HOURS	ABSENCE HOURS	ATTENDANCE PERCENT					
5376.9	64.22	98.8					

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

**3 Student Achievement**

- Student achievement data for reading and math on State assessments by the "all student" category and all subgroups
- Graduation Rate

- Student Achievement:
 

	Reading				
	All	Af Am	White	Sp Ed	FARMS
<b>2009</b>	53.8	54.5	--	18.8	52.9
<b>2008</b>	45.1	44.8	--	11.8	47.3
<b>2007</b>	28.0	29.0	16.7	4.8	21.1
	Mathematics				
	All	Af Am	White	Sp Ed	FARMS
<b>2009</b>	38.5	39.0	--	0.0	40.4
<b>2008</b>	27.0	27.5	20.0	4.5	29.3
<b>2007</b>	14.6	12.4	42.9	2.6	13.7
- Graduation rate: 2009 – 48.4%; 2008 – 66.4%; 2007 – 84.8%

**Conclusions:** Student achievement has increased over the past two years but the rates of 53.8% in reading and 38.5% in math are still low. Special education students had gains in reading but declines in math. The leadership must put in place a challenging, engaging curriculum that will improve student achievement and in turn increase the graduation rate.

**Next Steps:**  
 Students will receive two periods of literacy instruction. One period will be for the basic English course. All students who are at the Basic level will be scheduled into a second period of literacy. This will provide reading intervention based on the needs of each student. A diagnostic reading assessment will be given to all students during the first quarter. The diagnostic reading assessment will be decided during the summer of 2010. This data will be loaded into the new School Net data management system so that teachers, school leaders, and district leaders will be able to monitor and review the students' needs and the progress that is being made throughout the year. A variety of interventions such as *Read 180*, *Reading Apprenticeship*, and *Corrective Reading* will be in place for students for the second semester.

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	<p>An algebra readiness course has been created by the Office of Teaching and Learning for ninth grade students who scored below 300 on the MSA. Students will take this remediation course as well as the HSA algebra data analysis course during their freshman year. This additional time for the extra literacy and additional mathematics instruction will be provided through the extended day model of instruction for all students. These supports will provide students with more instruction with the goal of students passing the HSA in the 9<sup>th</sup> grade.</p> <p>Under the director of the Chief Academic Officer (CAO), the executive directors for Teaching and Learning and Student Support Networks will meet with staff to monitor the progress of students in reading and math. Based on this need analysis, the corresponding offices will provide support to school leadership and to the teachers to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills.</p>	
<p><b>4 Rigorous Curriculum</b> Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>	<p><sup>1</sup>Teachers base classroom instruction on curriculum mapping largely aligned to state standards (Score=3).</p> <ul style="list-style-type: none"> <li>• Core English Reading - Maryland State Curriculum</li> <li>• Core Mathematic and algebra programs – Maryland State Curriculum</li> <li>• Curriculum Intervention Programs- HSA Tutoring Program</li> <li>• Enrichment Programs - Visual Arts Program, Introducing more structured CTE component. Augusta Fells has a limited Visual Arts Program. None of the CTE programs have the labs or design space necessary for a comprehensive visual arts program. This grant will enable these labs to be enhanced to facilitate a rigorous CTE program. The visual arts program will act as the draw to encourage students to be more engaged in all their studies. When students are actively engaged in learning, then attendance increases and student achievement increases.</li> </ul> <p><b>Conclusions:</b> The student achievement data indicate that the delivery of instruction is not providing students with the skills/knowledge necessary to achieve on assessments nor the inspiration to graduate. Teachers require professional development to assist in improving the quality of instruction. Students must receive after school academic supports and in school individualized interventions, such as tutoring. Curricula must be implemented that engage students in learning and support the visual arts theme.</p>	

<sup>1</sup> Executive Directors for Elementary and Secondary Education, and School Support Network staff completed a needs assessment review of each of the schools in the School Improvement Grant. As a result of the review, scores were derived based on a common rubric for the various components assessed. A score of “4” denotes high quality, “3” denotes well developed, “2” denotes developing, and “1” denotes beginning.

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	<p><b>Next Steps:</b>  A remedial algebra readiness course has been designed for students who are score at Basic level on the MSA. A HSA algebra/data analysis course will be added to the curriculum for students to take prior to Algebra I. All core content teachers will be trained to use the MSDE HSA online resources and mobile computer carts have been purchases for the HSA classrooms. These resources will provide students with a variety of materials in order for them to master the subject areas.</p> <p>Content math formative assessments have been created for the core content subjects. These will be given every week or ten days. These assessments address a small unit of knowledge. In this way, if skills and content are not mastered, re-teaching can take place immediately. This will occur by using the extra 40 minutes w will be provided during the extended day.</p> <p>These assessments will be scanned into School Net. This will enable to teachers to access resources for concepts that students need. The Executive Director of Teaching and Learning and the Director of Humanities will track and review the data and work with the school leadership team, as well as with content-level school-based teams to analyze and interpret the data.</p> <p>All the core content teachers will be trained to use the MSDE HSA online resources. Two mobile computer carts as well as two mobile SMART Boards have been ordered for the school using CAROI money in May, 2010. These carts will be available to the core content teachers to use as needed in their instruction.</p> <p>The Teaching and Learning Coordinator of Curriculum and Assessments worked with experience teachers to create these materials. A team of 4 highly effective math teachers spent 30 hours creating the math materials. The research based Reading Apprenticeship materials have been created by WestEd.</p> <p>The math materials will be available by August 1, 2010. These materials and content will be given to teachers during the two weeks of professional development prior to the start of school. Teachers will be trained on Reading Apprenticeship during the fall and will begin the second semester.</p> <p>City Schools' data shows that students enrolled in CTE programs have a 20% higher pass rate on the HSA than students who are not enrolled in such programs at non-magnet schools. The graduation rate for students is at 90% and all of the students who graduate from a CTE program are career and college ready.</p>	

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	<p>The theme of Augusta Fells Savage is Visual and Graphic Arts. Even though it was to be a Career and Technology Education (CTE) school with appropriate pathways and resources, none existed. For 2010, the full Arts, Media and Communication Cluster will be phased in at Augusta Fells Savage. This CTE cluster will support and enhance the instruction at Augusta Fells Savage and will actively engage students and provide them the skills to be career and college ready.</p> <p><b>Arts, Media and Communication Cluster</b>  Maryland offers great opportunities for careers in the Arts, Media and Communication Career Cluster. Students interested in this cluster combine creative abilities with technical skills and knowledge that prepare them for careers in: Broadcast Production; Graphic Communications; Web Design; Interactive Media; and Game Design. Maryland CTE programs include a focus on mass communication and broadcast journalism, graphic communication, and multimedia production. Working with people from the industry helps ensure that these programs keep pace with the industry. These programs include options for students to earn industry certifications and college credit toward advanced study in the career field.</p> <p>The first career pathway is the Communication and Broadcast Technology Program. This program provides students the opportunity to apply technical knowledge and skills to the production of radio, television and other media programs. Students will learn about media production and related operations including sound, video, film and digital media transmission. As part of the program, students may participate in an internship or mentored project related to the field of communication. Support for the development of this program is provided by Maryland Public TV, Maryland film industry partners, and Maryland colleges and universities.</p> <p>The second career pathway is the <b>Interactive Media Production Program</b>. This program includes a strong foundation in arts and communication with particular emphasis on graphic and media communications, interactive technologies, and project development. Students complete two foundation courses in Arts, Media and Communication and Interactive Media Production before selecting one of two options for advanced study – Interactive Media Production or Simulation and Gaming.</p> <p>In Interactive Media Production, students gain experience in Internet technology and Web site development, computer graphics, digital media production and project management. In Simulation and Gaming students advance their understanding and skill level in computer game design and interactive programming. All students develop a portfolio of their work and may earn certification in Adobe Creative Suite or Web design. Graduates may also earn articulated college credits.</p>	

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	<p>The third cluster is <b>Construction and Development</b>. Advances in science and technology will continue to drive innovation in the design, construction, and maintenance of buildings and infrastructure, including new design concepts, construction materials and methods, and the application of information technology. Maryland high school construction-related programs allow students to advance their knowledge in specific construction trades, design or construction management.</p> <p>The <b>Architectural Drafting and Design (CADD)</b> program will include instruction in construction and structural design, architectural rendering, architectural drafting and blueprint interpretation. As students progress through the program they complete all aspects of an industry-mentored design project. Additional curriculum resources and projects are available in partnership with the Chicago Architecture Foundation. Students completing this program may also participate in an internship and may earn articulated college credit.</p> <p>The fourth option for students is the <b>Information Technology Cluster</b>. Information technology professionals will face increasing pressure to design, develop, implement, and support more complex and reliable information technology solutions that will meet the needs of external and internal customers. This will require that information technology professionals have the skills to determine customer and business needs and requirements, manage complex projects, and integrate software and hardware solutions. Maryland CTE programs include opportunities for students to focus on software development, programming or to place greater emphasis on developing knowledge and skills related to IT hardware and networking technologies.</p> <p>The CTE cluster includes Networking Academy (CISCO) Program Pathway. The IT Networking Academy (Cisco) prepares students for advanced study in IT and for industry certification (CCNA), the first step in a Cisco career certification path. Students learn how to install and configure switches and routers in multiprotocol networks using local- and wide-area networks; provide troubleshooting service; and improve network performance and security. The high school program for the IT Networking Academy starts with a foundation in computer hardware and software basics. Students advance their understanding of IT Networking through the Cisco Academy with the opportunity for a range of industry certifications, such as CompTIA (A+, Net+) and Cisco CCENT. CTE is spending non SIG funds to install a CADD lab and other needed resources to support these career clusters and pathways. As freshman, students will take a career awareness assessment to decide which area best suits their interests. By the 10<sup>th</sup> grade, students will start taking the needed courses in their area of interest. By 12<sup>th</sup> grade, students will have paid internships for their career.</p>	

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	<p>CTE teachers will receive additional support by attending conferences during the summer and throughout the school year. A locked CTE position will be provided by general funds to support this pathway. The Director of Learning to Work and the Coordinator of CTE will provide weekly support to the teachers in this career pathway.</p> <p>City Schools will spend \$850,000 using stimulus facilities grant bonds for construction at August Fells to make it a state- of-the-art school that will support the visual and graphic arts theme. For 2010-2011, the Perkins CTE grant will provide \$150,000 of new and updated equipment, as well as pay for teacher training for the four identified CTE teachers. The training will occur during the summer of 2010 and provide funds for stipends to the teachers and registration fees. The training will occur at Towson University by CISCO Systems. There will be a week of training in the summer and then eight additional professional development courses throughout the year. During the summer of 2011, teachers will receive additional training. The coordinator of CTE will provide support for teachers each month.</p>					
<p><b>5 Instructional Program</b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers depend on grade level and content area faculty to inform areas of needed improvement for student achievement (Score=22). City Schools are required to use curricula that are pre-approved by the Office of Teaching and Learning which ensures that they are research based.</li> <li>• Some teachers use technology in the classroom but there is little evidence that technology is used for remediation and enrichment for student learning. Technology is rarely used to help students access information outside the classroom (Score=2).</li> <li>• Some teachers differentiate based on data and deliver instruction by using a variety of methods to meet the learning needs of all students. Some teachers use assessments at the beginning and middle of instructional units to create learning groups (Score=2).</li> <li>• Master Schedule by Content Area:</li> </ul> <table border="1" style="margin-left: 40px;"> <tr> <td style="padding: 5px;">English</td> <td style="padding: 5px;">90 minute period day every day – 9<sup>th</sup> and 10 grade One semester 90 minutes every day – 11<sup>th</sup> and 12<sup>th</sup> grade</td> </tr> <tr> <td style="padding: 5px;">Math</td> <td style="padding: 5px;">9<sup>th</sup> grade 90 minutes every day all year 10<sup>th</sup> grade 90 minutes every day one semester 11<sup>th</sup> grade 90 minutes every day one semester 12<sup>th</sup> grade Math is an elective if student passed HSA</td> </tr> </table>		English	90 minute period day every day – 9 <sup>th</sup> and 10 grade One semester 90 minutes every day – 11 <sup>th</sup> and 12 <sup>th</sup> grade	Math	9 <sup>th</sup> grade 90 minutes every day all year 10 <sup>th</sup> grade 90 minutes every day one semester 11 <sup>th</sup> grade 90 minutes every day one semester 12 <sup>th</sup> grade Math is an elective if student passed HSA
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Science	9 <sup>th</sup> grade – 90 minutes every day for one semester 10 <sup>th</sup> grade – 90 minutes every day all school year for Biology 11 <sup>th</sup> grade – 90 minutes every day for one semester Chemistry 12 <sup>th</sup> grade – elective if chosen
History	9 <sup>th</sup> grade – 90 minutes every day per semester U.S. 10 <sup>th</sup> grade – 90 minutes every day all year for U.S. Government 11 <sup>th</sup> grade – elective choice 12 <sup>th</sup> grade – one semester every day 90 minutes World History
Foreign Language	11 <sup>th</sup> grade –90 minutes every day all year (levels 1 and 2).
PE	90 minutes for one semester- students take P.E. one semester in 4 years
Arts (art, music, dance, drama)	Art- 90 minutes every day for one semester in 9 <sup>th</sup> and 10 <sup>th</sup> grade, then 90 minutes every day all year for 11 <sup>th</sup> and 12 <sup>th</sup> grades

**Conclusions:** Teachers require more intensive professional development to ensure quality delivery of instruction. It is not evident that professional development is being utilized to teach faculty how to use technology in the classroom as a vehicle to engage students in their learning. All teachers must use assessments frequently and analyze that data to inform their classroom instruction. Analyzing data will indicate what skills student have accomplished and what skills need to be re-taught/reviewed.

**Next Steps:**  
Two mobile computer carts were delivered to the school in June, 2010 for teachers to use the resources on MSDE HSA online resources. All content teachers will be trained and certified to use these resources during the first semester. Two mobile SMART Boards were also ordered and will be available to teachers in August. This technology was ordered using the end of the CAROI funds. A summer Interactive “Boot Camp” is available for teachers at Augusta Fells in July for three days. If teachers do not attend the summer Boot Camp, then they will be provided professional development during the first semester about how to engage students through technology and using the interactive white boards.

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	<p>Major technology will be purchased for the school for the CTE clusters. See description above.</p> <p>All the graphing TI 84 calculators have been upgraded to the INSPIRE calculators using SIG 2009.2010 funds. This \$10,000 upgrade will provide students the state-of-the-art technology not only for their algebra classes, but also for geometry and Algebra II classes. A two-day professional development workshop was held in June and one math teacher from Augusta Fells attended. Additional professional development will be available for the other math teachers prior to the beginning of the new school year and throughout the first semester. Teachers will learn how to engage students and how to help them understand concepts through the use of the graphing calculators.</p> <p>The Office of Technology and Student Support will provide direct in class support for teachers on at least a monthly basis to use the new technologies that are being installed.</p>	
<p><b>6 Assessments</b></p> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> <li>• Use of universal design principles</li> </ul>	<ul style="list-style-type: none"> <li>• A limited range of assessment procedures are used. Some information is recorded but not enough to evaluate effectiveness of teaching and learning (Score=2).</li> <li>• A small number of teachers have infrequently used computer software to examine assessment data. The access has been limited to the first quarter. Administrator access has been used infrequently and has not been current with the test administrations and has not been in accordance with district guidelines.</li> <li>• Teachers have administered district-provided formative benchmark tests for the core tested areas of biology, American government, and English. No data is available for Algebra/Data analysis administrations of Test 1 or Test 2.2.</li> <li>• Universal design ideas ensure that if students are to be effective in diverse classrooms, curricula must present information in ways that are perceptible to all students and their learning styles. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all students by (1) providing the same information through different sensory modalities (e.g., through vision, hearing, or touch); (2) providing information in a format that will allow for adjustments by the user (e.g., text that can be enlarged, sounds that can be amplified). Leadership and staff will work to utilize technology in the classroom to meet the learning needs of all students.</li> </ul> <p><b>Conclusions:</b> Teachers must be required to use formative, interim and summative assessments consistently so that they can set targets for student progress and know what skills need to be reviewed. Leadership must be sure that teachers know how to access benchmark data from the City Schools data systems.</p>	

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	<p><b>Next Steps:</b> Classrooms will be equipped with interactive white boards as well as computers for students to be able to access the curricula in multiple ways. Teachers will attend interactive white board training at least quarterly to ensure that use the technology to support the needs of all students. Staff from the Office and Teaching and Learning or IT will support the teachers in the classrooms to use the technology. Using technology in the classroom will provide various teaching methodologies that appeal to the students' varied learning styles.</p> <p>School Net, a data warehouse and testing system has been purchased for all City Schools. The first phase of this system will be available to all teachers on August 23, 2010. This system replaces our current OARS system which houses the benchmark results. School Net will also connect all the silos in City Schools that hold data (from attendance, to enrollment, to MSA and HSA data). This system is not merely a system to collect benchmark data; it is also a method for teachers to create tests using an ETS item bank that is aligned with the Maryland State Standards. This data will be collected and compared with other data. One of the most impressive aspects of this system is that when a teacher analyzes the data and determines that a student needs a particular skill or concept, School Net will also connect to resources for the student and teacher that will help the teacher remediate the skills. (This is during phase 2.)</p> <p>During the collaborative and common planning periods each week, teachers will discuss and plan methods to support the needs of students. Data will be collected on a weekly basis. School leaders will attend the planning periods with teachers. The CAO leadership team will attend these planning groups as requested and at least monthly (if not requested).</p> <p>The principal and the CAO leadership team will track the data at the school level each month and determine the successes and challenges and will work with the collaboratively to increase student achievement.</p> <p>The school did not administer the benchmarks. In the future the Executive Director will monitor and hold the school leaders accountable for the administering and entering the data into School Net. The Office of Accountable and Achievement will provide that information to the Executive Director within one week of administration.</p>	

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<p><b>7 School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>School vision, mission and shared values</li> <li>School safety</li> <li>Student health services</li> <li>Attendance supports</li> <li>Climate survey, if available</li> </ul>	<ul style="list-style-type: none"> <li>School vision, mission and shared values: <sup>2</sup>To accelerate the academic achievement of all students, in partnership with the entire community, to ensure that students develop the attitudes, skills and proficiencies necessary for success in higher education and in the 21<sup>st</sup> century global workforce. To accelerate student progress through effective implementation of the updated Master Plan, focusing on quality of instruction, maintenance of a safe, supportive learning environment and development of a culture of excellence within schools and throughout every aspect of the school system. Staff report that the mission/vision is not clearly articulated or well known by stakeholders. It is also not a part of daily practice (Score=2).</li> <li>Safety: Suspensions #: 2009 – 138; 2008 – 222; 2007- 266 The # of Suspensions has decreased each year from 266 in 2007 to 138 in 2009. Discipline data is reviewed weekly at Safety Stat and there have been no safety related-issues that have prompted a SafetyStat visit in SY 2010</li> <li>Attendance: Attendance %: 2009 – 75.1%; 2008 – 72.4%; 2007 – 70.4% The Attendance rate has increased each year from 70.4% in 2007 to 75.1% in 2009. The Office of Attendance and Truancy held a Truancy Hearing in March 2010 for the school.</li> <li>Health Services: A School Based Health Center is located at the school.</li> <li>School Environment Survey – parents, student and staff were the respondents. There were 190 respondents. 29% of the students and 55% of staff responded. Parent response rate is not calculated as they could respond more than once. <ul style="list-style-type: none"> <li>Safety (% positive responses, students and parents) 54.3%</li> <li>Engagement (% positive responses, students and parents) 66.6%</li> <li>Satisfaction (% positive responses, students and parents) 60.4%</li> </ul> </li> <li><sup>3</sup>The summary score on the SY'08-09 School Climate Index for Augusta Fells Savage Institute of Visual Arts High School was 67.3, compared to the average district score of 78.0. This summary score represents a decrease of 4.5 percentage points from the previous year's score.</li> </ul>	

<sup>2</sup> The School Improvement Plan template contains the City Schools' vision and mission to ensure alignment of the schools' planning with the system Master Plan. Schools may develop individualized vision and mission statements as a part of building cohesive school teams.

<sup>3</sup> The Climate Survey is completed each year by students, their families and school level staff. The results provided are a compilation of their ratings of various aspects of school climate, i.e. school safety, parent engagement, etc.

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	<ul style="list-style-type: none"> <li>• Summary: <ul style="list-style-type: none"> <li>○ Augusta Fells Savage needs to implement programs that can enhance school climate. The climate survey data may be an indication that students do not feel safe and engage in school leading to suppressed attendance.</li> </ul> </li> </ul> <p><b>Conclusions:</b> Augusta Fells Savage must implement programs that can enhance school climate. The climate survey data is an indication that students do not feel safe and engaged in school which leads to decreased attendance. Utilizing the Student Support Team (SST) to provide support to students that are not following the school code of conduct will assist in improving the safety dimension on the school climate survey. Early identification of students that have at-risk factors, such as truancy and misconduct, and putting programs in place the first day of school will assist in promoting an improved climate.</p> <p><b>Next Steps:</b>  Additional personnel will be hired to provide a safe environment for all students. A community outreach liaison will be funded through the SIG grant. This person will be supported centrally by the Office of Communications and Family Partnerships. The role of the outreach liaison will be to work with and support families to create a safe climate.</p> <p>The City Schools Network 11 Student Support member will work with the school leadership team each week to implement strategies to continue to improve the climate of the school and lower the suspension rate. The suspension rate will be tracked on at least a monthly basis by the Executive Director of the Office of Student Support. Monthly feedback will be given to the school leadership team about their progress in this area as well as suggestions to continue to decrease the rate.</p> <p>All staff will be trained in PBIS during the two week August school-based summer professional development. During this time teachers will also develop common standards and procedures that will be implemented for the 2010-2011 school year. The Office of Student Support will provide this training and support.</p> <p>The mission and vision of the school will be developed in two phases. The first phase will be with school leaders during their week at Harvard during July 6<sup>th</sup>. This will be the first opportunity that the new school leadership will be together. A new principal was just approved by the School Board on June 22. New and current school leaders will make up this six member team.</p>

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	<p>However, just to impose a vision and mission on a new teaching team will not be successful. The plan for the two weeks for staff prior to returning to school will be to develop the join mission and vision of the school and all discussions will revolve around this common thread.</p> <p>Parents and students then will also react to and have input into the creation of the vision and mission. By the end of September 2010, Augusta Fells Savage will have involved all stakeholders in creating the mission and vision for the new school.</p> <p>Using the theme of the school, this vision and mission will be displayed visually and graphically throughout the building.</p> <p>The community outreach liaison will work with the families of students who have a chronic attendance problem. The liaison will contact and visit homes of these students when they are absent. The School Support Network team has a full time social worker that is provided by DSS who will be available to supplement the work of the school social worker to identify the root causes of the attendance issues for each student and seek out the services that the student and family need to ensure regular, on time attendance for all students.</p> <p>During the two week summer planning, part of one day will be set aside for the entire staff to visit families that have had attendance issues in the past and discuss the new school and the importance of daily on-time attendance each day.</p> <p>An attendance committee will be established that includes teachers and students and will be chaired by the Community Outreach Liaison worker. The committee will decide positive incentives that will be used to reward those students who have satisfactory (94%), outstanding attendance (98%), as well as improvement on a weekly, monthly, and quarterly basis. These incentives will be funded from the general school funds.</p> <p>The Executive Director of the Office of Student Support will monitor the attendance for the students at least monthly and provide feedback to the school leaders about concerns and successes. The office will work closely with the school to provide additional options to increase student attendance if needed.</p>	

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	<p>A graduation coach will be assigned to each student when he/she enters the 9<sup>th</sup> grade. The graduation coach will follow and support students throughout their high school years to ensure that each student will graduate from high school. The existing students at August Fells will also be assigned a coach. All educational staff will be assigned students including the principal and other school leaders. Given the staff to teacher ratio, no staff member will have more than ten students to coach throughout the high school years.</p> <p>A school leader will be designated to be responsible for this initiative. During the two weeks of professional development and climate building in August, the staff will plan on how to increase the graduation rate and how the graduation coach can support this effort.</p>	
<p><b>8 <u>Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	<ul style="list-style-type: none"> <li>• All schools with secondary grades will have meaningful Youth Development opportunities for leadership development, service learning, and character development.</li> <li>• Schools will develop partnerships with community agencies and organizations, aligned to the mission and vision of the school.</li> <li>• Students who are not yet proficient and/or meeting behavioral expectations are not receiving interventions (Score=1).</li> <li>• The school uses the quarterly progress reports and report cards to inform parents of their child's academic and behavioral progress. The school has a mechanism for keeping parents informed of the school's activities/meetings. The school has initiated a plan to form an active parent group. There is an annual recognition celebration for student achievement and there is some student work displayed in the halls (Score=2).</li> </ul> <p><b>Conclusions:</b> The school must have meaningful Youth Development opportunities for leadership, service learning, and character development. They must develop partnerships with community agencies and organizations, to assist in offering visual arts programming to engage students in their learning. The school has initiated a plan to engage all parents but it is not evident that the plan has been implemented effectively. A plan to engage parents in the school community will assist in accomplishing the school achievement goals and improving the school culture</p> <p><b>Next Steps:</b> There will be a culminating event each quarter for students to display their work at the school. The community will be invited into the school. A display area will be established to rotate students' work. Seniors will produce and present a portfolio of work. This portfolio could be used for job or college applications.</p>	

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	<p>Students will be encouraged to enter their work into local, state, and national competitions. The department head will coordinate and document the events.</p> <p>The Executive Director of Family and Community Partnerships will work with the Community Liaison to identify parents, community leaders, and business partners to become active in the school. The Director of Learning to Work and the City Schools Coordinator of CTE will contact business to partner with the school.</p>	
<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards: The professional development opportunities are based upon needs that the administrative team and support staff outline and identify after reviewing school data.</li> <li>• Accountability: School leadership actively plans and provides professional development based on quarterly teacher observations and student performance and progress data (Score=3).</li> </ul> <p><b>Conclusions:</b> Professional development must be provided weekly through grade level or department meetings and during collaborative planning. School-wide professional development must continue to be offered monthly. All professional development must be based on student learning needs and linked to school goals and aligned with state professional development standards. Teachers must be provided feedback on their instruction through frequent walk by's and formal and informal observations.</p> <p><b>Next Steps:</b> A two week professional development will be required for all teachers and staff who will be working at Augusta Fells. This will begin on August 9<sup>th</sup>. Teachers will receive stipends to attend these two weeks. This requirement was communicated to staff as they signed their contract for the school.</p> <p>School leaders will be required to do daily classroom visits to all classrooms to monitor daily instruction and will log the class visits and teacher feedback about the instruction. Harvard's Richard Elmore model of Instructional Rounds will be used to support teachers. The leadership team from Augusta Fells with central office leaders will spend the week of July 5 at Harvard's Leadership Institute to develop strategies to monitor and provide feedback to teachers to improve daily instruction to increases student achievement. At the end of the institute, a written plan will be developed.</p>	

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	<p>This plan will be monitored by the Executive Director of Secondary Schools for implementation and accountability. The CAO who will support the school leadership team by providing additional professional development and support throughout the year to increase their effectiveness in doing the "Instructional Rounds". The CAO's leadership team will participate in an "Instructional Round" at least once a month.</p>	
<p><b>10 Organizational structure and resources</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning time: School leadership reviews student assessments in collaborative forums with staff to identify ways to improve the quality of assessments, teaching and learning (Score=2).</li> <li>• Class scheduling: Block scheduling – four periods</li> <li>• Class configuration: Traditional heterogeneous</li> <li>• Resources: The school leader does not analyze student achievement and climate data to prioritize hiring and support the needs of staff (Score=2).</li> <li>• Other grants: None noted</li> <li>• Learning time: Some teachers take the initiative/time to solve problems and collaborate with one another on improving student achievement by creating interdisciplinary units (Score=3).</li> </ul> <p><b>Conclusions:</b> Collaborative planning time is not being used effectively to improve instruction for students. Faculty requires professional development to maximize this collaborative planning time; this training must include learning how to analyze assessment data and in turn adjust instruction accordingly. Increasing learning time for students through after school programming and one on one tutoring will assist in increasing student achievement. Leadership must utilize funding in alignment with academic goals for students, ensuring a visual arts education and improving school climate.</p> <p><b>Next Steps:</b> City Schools' staff examined the assessment data of Augusta Fells students and the climate survey and established a list of essential qualities and skills needed for a teacher to effectively contribute to establishing a new climate supportive of academic rigor. All teaching staff at Augusta Fells was selected through a rigorous hiring process. The new leadership is confident that staff is bringing on board the skills necessary to "turn around" this high school.</p>	

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	<p>There will be common planning time of 60 minutes per day for each grade level. At least one of the planning times will be a required collaborative planning weekly. A common planning for each content area will also be available weekly. At all collaborative planning times, the focus of the work will be the instruction core and student achievement. The principal or school leader will be present at this weekly meeting to focus on student data and ways to increase student achievement.</p> <p>A performance bonus will be paid to staff based on growth targets. An incentive to increase collaboration will be a factor in the performance bonus. A portion of the bonus will be paid to the entire team of teachers for student growth. The entire staff of the school will participate in determining how the performance bonus will be distributed.</p>	
<p><b>11 Comprehensive and Effective Planning</b></p> <ul style="list-style-type: none"> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Practices: In compliance with the City Schools' template and guidance for school improvement plans, the school developed a plan that includes analysis of data, determination of root cause, and action plans in the following areas: graduation/dropout rates, family and community engagement, English II, algebra I/data analysis, biology, government, attendance, and climate. The school also developed a professional development plan, and addressed required NCLB requirements.</li> <li>• School Improvement Plan development: Included in the school improvement plan is an optional <i>Management Systems</i> section that addresses how the plan will be monitored. However, it is not clear whether the school has a process for systematic implementation and monitoring of the plan in order for it to be an effective tool that addresses the root causes for its lack of progress in meeting goals and objectives.</li> </ul> <p><b>Conclusions:</b> The school improvement plan must reflect the goals of student achievement and align resources with these priorities which include offering visual arts studies. It is important that the school include parents and community members in formulating the plan so that they have maximum support as they begin SY 2010. The school must determine a plan for monitoring the implementation of the SIP, and remediation of the plan when necessary.</p> <p><b>Next Steps:</b> The Executive Director of Secondary Schools will monitor the implementation of the SIP. He will work collaboratively with the Chief Achievement Officer and their Executive Directors from Special Education, Teaching and Learning, Student Support, and School Support Networks. The CAO team will provide support to the school leaders and teachers weekly.</p> <p>Baltimore City School Support Network 11 is assigned to support the Turnaround Schools. This network has five staff members who will support ten schools.</p>	

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	<p>The network staff includes a lead who will work with the school leaders weekly to implement the SIP. The two network academic liaisons will be at the school at least once a week to support the school to improvement instruction. The Student Support network person will work with central offices for special education and attendance needs.</p>	
<p><b>12 Effective Leadership</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional leadership: Leaders model high expectations, yet the pace of learning is inconsistent. Some students are engaged and others are not, teachers check for understanding but not consistently. Assignments are not challenging and do not require much thought (Score=2).</li> <li>• Monitoring curriculum, etc.: School-wide rules and code of conduct for all students are usually communicated to students and parents. Infractions are not consistently communicated to parents. Short and long term interventions are just beginning to be utilized and aligned to school's mission (Score=2).</li> <li>• School culture: Most students model school-wide expectations, and take opportunities to reflect on poor decisions and accept redirection from staff. Many students are actively engaged in the classroom and in school wide-activities (Score=3).</li> <li>• Teachers meet during their planning time to discuss student achievement data (Score=2).</li> <li>• Standard City Schools recruitment fairs and resources.</li> <li>• The staffing model and coordination of resources do not meet the school's needs (Score=2).</li> <li>• Quarterly progress reports and report cards are sent to parents. Parents are informed about activities/meetings but the school has just initiated a plan to form an active parent group. Student recognition occurs annually and some teachers have a system to recognize student achievement regularly. The school does not have partnerships with community-based organizations and businesses (Score=1.7).</li> </ul> <p><b>Conclusions:</b> Leadership must ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must receive frequent feedback on their instructional practices, and mentoring on how to improve it. As mentioned above, professional development must be provided to faculty to ensure effective instruction – topics such as collaborative planning, assessment data analysis, technology in the classroom, etc. Resources must also be aligned with school goals, and parent and community engagement is instrumental in implementing an effective school improvement plan. Recruiting faculty with proven teaching effectiveness and providing professional development will facilitate retaining competent staff. Leadership must ensure that there is a commitment to the visual arts as students choose this school in order to pursue careers and college preparation in this area of study.</p>	

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Next Steps:</b></p> <p>The CAO's district priorities are rigor, engagement and interventions. The CAO Leadership Academy that begins on July 12<sup>th</sup> for one week will focus on these priorities. All principals and school leaders will attend this workshop. By the end of the academy, school leaders will have a clear focus and strategies to support the implementation of the priorities at their school.</p> <p>The school leadership team will attend Harvard for the week of July 6<sup>th</sup> for a course on School Leadership to examine how to use the PELP framework and define a problem and the steps needed to solve it by creating a theory of action. The school team will develop plans to allocate staffing and resources to meet the needs of the schools.</p> <p>The Executive Director of Family and Community Partnerships will work with the Community Liaison to identify parents, community leaders, and business partners to become active in the school. The Director of Learning to Work and the City Schools Coordinator of CTE will contact business to partner with the school.</p> <p>City Schools has just purchased School Net which is a data warehouse that will enable teachers and school leaders to access student achievement data immediately. The roll out of phase 1 of the implementation will be the week of August 23. Teachers will be able to create their own assessments on a weekly or unit basis. They can use their own questions or problems or they can create assessments by using the item bank in School Net. Teachers will be able to analyze the data to determine the skills and concepts that need mastery.</p> <p>School leaders will support classroom teachers in the analysis of this data and provide support in alternative methods to revisit the concept.</p> <ol style="list-style-type: none"> <li>1. The leadership team will attend Harvard for a week in July to participate in the School Leadership course using Title II funds.</li> <li>2. The CAO will have a District Leadership Institute in July to focus on the district priorities, the common core standards, and how to use Instructional Rounds that provides regular feedback to teachers. This Leadership development will continue throughout the year with funding from Title II.</li> <li>3. New Leaders for New Schools will provide support for principals and school leaders at Augusta Fells.</li> <li>4. Baltimore City School Support Network 11 is assigned to support the Turnaround Schools. This network has 5 staff that will support the school on a regular basis.</li> </ol>

**2.C Intervention Model Selection and Descriptive Information**

**2.C.1 Turnaround Model**

<b>School Name and Number:</b> August Fell Savage Institute of Visual Arts	<b>Tier: II</b> <b>Intervention Model: <u>TURNAROUND MODEL</u></b>
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Annual Goals for Reading/Language Arts on State assessments (MSA/HSA) for “all students” group and for each subgroup.

Year	Overall	African-American	FARMS	Special Education
SY 2011	73.5	73.9	73.1	56.0
SY 2012	83.4	83.5	83.1	74.6
SY 2013	93.2	93.2	93.2	93.2

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

Quarter	Overall	African-American	FARMS	Special Education
Q1	68.6	69.0	68.0	46.7
Q2	71.0	71.4	70.5	51.4
Q3	73.5	73.9	73.1	56.0
Q4	76.0	76.3	75.6	60.7

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as estimates.

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

Year	Overall	African-American	FARMS
SY 2011	64.9	65.1	65.8
SY 2012	78.0	78.2	78.5
SY 2013	91.2	91.2	91.2

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)

Quarter	Overall	African-American	FARMS
Q1	58.3	58.6	59.5
Q2	61.6	61.8	62.6
Q3	64.9	65.1	65.8
Q4	68.1	68.4	69.0

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as rough estimates.

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

An extremely important part of this 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:

- Executive Director Secondary Schools met with the principal to discuss recommendation prior to public announcement
- All elected officials were informed of recommendation prior to public announcement
- Recommendation for school closure & opening of new school published in Baltimore Sun & Afro
- Letters with information about the recommendation & community meeting notices mailed home to each student
- Family & Community Engagement Office made phone calls or arranged meetings with key school partners
- School-based community meetings with parents and partners
- School-based staff meetings with Human Capital Office leadership
- Two Board of School Commissioners Public Hearings

**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 2009 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 2010-2011 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 **Augusta Fells** for transformation. **Augusta Fells** has demonstrated some improvement in recent years, but not the type of acceleration necessary to ensure that student success. **Augusta Fells** was identified in this process as a school in need of transformation. Once **Augusta Fells** was identified City Schools determined which transformation strategy would be most effective in improving student achievement.

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

**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.

Augusta Fells is currently not a Title I school. The school will receive \$43,951 in Third Party billing. City Schools will spend \$850,000 using stimulus facilities grant bonds for construction at August Fells to make it a state of the art school that will support the visual and graphic arts theme. For 2010-2011, the Perkins CTE grant will provide \$150,000 of modern equipment as well as teacher training for the 4 identified CTE teachers.

Name of School: August Fell Savage Institute of Visual Arts			Tier:II
Turnaround Model	LEA Design and Implementation of the Intervention Model	Timeline for Implementation	Name and Position of Responsible Person(s)
1 Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	A rigorous principal selection process has been designed and implemented to ensure we attract and retain “qualified and effective school leaders with a three year proven track record in turning around low performing schools yielding double digit results. A thorough screening process to secure a body of evidence to support the turnaround leader track record. In part, the turnaround leader must exemplify characteristics of a distinguished principal that will ensure students’ academic success. The Office of Human Capital (OHC) and Chief Academic Office will assist the newly selected principal with the development of the staffing model and the budgeting process as needed and in accordance with established guidelines. For more information, see section 4B, #3.	April, 2010	Office of Human Capital
2 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	OHC will provide school leadership with early opportunity to review and contact all veteran teachers who have indicated an interest in seeking a new school assignment through the voluntary transfer process or are specifically being considered for a turnaround school.  OHC will assist school leadership in accessing new teacher candidates in shortage subject areas who are certified and highly qualified. For more information, see section 4B, #3.	April, 2010	Office of Human Capital
3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	Turnaround school teachers will have access to innovative compensation options that could result in up to \$7,000 of additional compensation above their salaries depending on the school’s reform package and student achievement outcomes. These financial incentives may come in the form of a salary increase for extended instructional hours, compensation for professional development during the summer, or performance bonuses earned by improving student achievement school-wide.	April, 2010	Office of Human Capital

Name of School: August Fell Savage Institute of Visual Arts			Tier:II
Turnaround Model	LEA Design and Implementation of the Intervention Model	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Targets for student growth and achievement will be set for the school each school year. Teachers and school staff would be eligible to share in performance bonuses to be made available to each school when the school's targets are met. School would potentially get \$500 per student plus 10% for performance bonuses and would work in collaboration with Office of Human Capital to distribute funds to employees. (All incentives are contingent upon availability of funding.)</p> <p>Teachers will be afforded two weeks of planning time during the summer in the first year. In subsequent years, schools may choose to continue summer planning activities. Teachers will be compensated for participation in planning time during the summer.</p>		
4 Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school can decide to incorporate more instructional time with an extended day, week, or school year. The school can also increase after-school professional development and/or collaborative planning.	Ongoing	Office of Human Capital and Office of Academics
5 Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	The school will report to the Director of Turnarounds. This individual will work closely with the school-based leadership team to support and evaluate the implementation of the turnaround model. The Director will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.	July 2010-2013	Sonja Brookins Santelises, Laura Weeldreyer, Director of School Turnaround TBD

<b>Name of School:</b> August Fell Savage Institute of Visual Arts			<b>Tier:II</b>
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
6 Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	City Schools has created a city curriculum that is aligned vertically and matches the State academic standards. Individual content and unit tests have been aligned with the curriculum. Data from these assessments are scanned into the OARS database management system to identify individual student needs. The new principal will be able to select from various School Board approved programs that match this alignment.	July 2010-2013	Sonja Brookins Santelises, Laura Weeldreyer, Director of School Turnaround TBD Ben Feldman, Achievement and Accountability
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	School based staff will use quarterly benchmark assessments designed by City Schools that are aligned to the Maryland State Curriculum, to inform their work. The benchmarks will serve as formative assessments for how to move forward within HAS-tested areas.	July 2010-2013	School –Based Administrators TBD, Director of Turnarounds Linda Eberhart, Executive Director of Teaching and Learning Sonja Brookins-Santelises, Chief Academic Officer
8 Establish schedules and implement strategies that provide increased learning time	The school will partner with community organizations to provide social emotional support for students to create a safe school environment that meets students’ social, emotional, and health needs. A full time community and parent liaison will be provided to the school using School Improvement Funds.	July 2010-2013	School-Based Administrators Jonathan Brice, Executive Director of Student Support Services Michael Sarbanes, Executive Director – Partnerships, Communications, & Community Engagement

Name of School: August Fell Savage Institute of Visual Arts			Tier:II
Turnaround Model	LEA Design and Implementation of the Intervention Model	Timeline for Implementation	Name and Position of Responsible Person(s)
9 Provide appropriate social-emotional and community-oriented services and supports for students	<p>The school will partner with community organizations to provide social emotional support for students to create a safe school environment that meets students’ social, emotional, and health needs. A full time community and parent liaison will be provided to the school using School Improvement Funds.</p> <p>The school will partner with community organizations to provide social emotional support for students to create a safe school environment that meets students’ social, emotional, and health needs</p>	July 2010-2013	<p>School-Based Administrators Jonathan Brice, Executive Director of Student Support Services Michael Sarbanes, Executive Director – Partnerships, Communications, &amp; Community Engagement Linda Eberhart, Director of Teaching and Learning</p>
	Adjustment to schedule to ensure a transitional program for students from middle to high school through a summer programming.	August 2010- August.2013	Linda Eberhart, Director of Teaching and Learning
	Increasing graduation rates through credit recovery programs, re-engagement strategies, performance –based assessments, and acceleration of basic reading and mathematics	August 2010- 2013	Linda Eberhart, Director of Teaching and Learning
	Establish early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate	August 2010- 2013	Linda Eberhart, Director of Teaching and Learning
<b>Permissible Strategies for the Implementation of the Turnaround Model.</b> <i>LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)</i>			
List any additional permissible LEA strategies below	Not Applicable		

Other Actions the LEA will take to implement the Turnaround Model			
Recruit, screen, and select external providers to ensure quality.	Recruit, screen, and select external community partners to provide quality instruction for the arts.	July 2010- July 2013	TBD Director of School Turnaround, Office of Human Capital
	Ensure that additional funding is secure so that the theme- Arts- is implemented to fidelity through Implementation a per-pupil school-based budget formula that is weighted based on student needs	May 2010	Laura Weeldreyer, Deputy Chief of Staff, Michael Frist, Chief Financial Officer
	Recruit, screen, and select external community partners to provide quality instruction for the arts.	July 2010- July 2013	TBD Director of School Turnaround, Office of Human Capital

**2.D Timeline for LEA Monitoring of Tier I and II schools.**

**Table 2.D**

<b>Year 1: Q1 (SY2010-2011), July-Sept)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul>
	<ul style="list-style-type: none"> <li>• Progress Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results assessed.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for upcoming school year as defined by the Operator</li> <li>• Quarterly benchmark data.</li> </ul>

<p><b>Year 1: Q2 (SY2010-2011, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
<p><b>Year 1: Q3 (SY 2010-2011, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator</li> <li>• Monitoring Visit from the Central Office Monitoring Team</li> </ul>
<p><b>Year 1: Q4 (SY 2010-2011, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team .</li> </ul>
<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science)</li> <li>• Frequency of teachers accessing electronic data display system</li> <li>• Frequency of administrators accessing electronic data display system</li> <li>• Use of parent portal</li> <li>• SMS for attendance</li> <li>• SST minutes and documents</li> <li>• Suspensions</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q1 (SY2011-2012, July-Sept)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for previous school year and current year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q2 (SY2010-2012, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• Mid-contract School Quality Review accountability visit conducted by Achievement and Accountability (low stakes).</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance</li> <li>• SST minutes and documents</li> <li>• Suspensions</li> <li>• School Performance on SQR (baseline data)</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q3 (SY2011-2012, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for the current school year.</li> </ul>
<p><b>Year 2: Q4 (SY2011-2012, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> </ul>

	<ul style="list-style-type: none"> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Climate Survey.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<b>Year 3: Q1 (SY2012-2013, July-Sept)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul> <hr/> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> </ul>
<b>Year 3: Q2 (SY2012-2013, Oct-Dec)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team .</li> </ul> <hr/> <p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>

<b>Year 3: Q3 (SY 2012-2013, Jan-Mar)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<b>Year 3: Q4 (SY2012-2013, April-June)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• D Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> </ul>

2.E School Budget Narrative for Tier I and Tier II schools.

School Budget Narrative –Tier I and Tier II Schools				
Name of School: August Fells Savage Institute of the Visual Arts		Intervention: Turnaround		Tier: II
School Budget Narrative for School Year: 2010-2011				
Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
Salaries & Wages	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile)	<p>Requirement #2 &amp; 4 - allows time for newly selected staff and retained staff to access professional development and prepare for changes in the school</p> <p><b>Description:</b> A two week professional development session will be required for all teachers and staff who will be working at Augusta Fells. This will begin on August 9<sup>th</sup>. Teachers will receive stipends to attend these two weeks. This requirement was communicated to staff as they signed their contract for the school. Harvard’s Richard Elmore model of Instructional Rounds will be used to support teachers. The leadership team from Augusta Fells along with central office leaders will spend the week of July 5 at Harvard’s Leadership Institute to develop strategies to monitor and provide feedback to teachers to improve daily instruction to increases student achievement. At the end of the institute, a written plan will be developed.</p> <p>As part of the outcomes school leaders will be required to implement the strategies presented and do daily classroom visits to all classrooms to monitor daily instruction and log the class visits and provide immediate teacher feedback about the instruction.</p> <p>To address the needs of inexperienced teachers the Office of Teaching and Learning has a New Teacher Support Coordinator whose primary responsibility is to provide support for new teachers. The first layer of support is a mentor for each teacher who does not have tenure. This mentor will be a experienced teacher at the school who will meet at least once a week to provide school based support for the teacher.</p>	<p>70 hrs x 39 tchrs x \$30/hr 70 hrs x 1 paras x \$21/hr</p>	\$83,370

		<p>The mentor will meet with the New Teacher Support Coordinator at least quarterly in order to increase their coaching skills. In addition, all new teachers to Baltimore City will attend a New Teacher Institute for one week where they will work with experienced content specific facilitators and content teacher leaders. These teacher leaders will be available to meet with the new teacher and provide content specific support.</p> <p>Additionally, the New Teacher Support Coordinator will link the new teacher with additional supports and communicate with the new teacher on a weekly basis.</p> <p>The Executive Director of Teaching and Learning has reached out to encourage experience teachers throughout the City Schools to transfer to these turnaround schools. At least two highly effective teacher leaders from other schools have transferred to Augusta Fells Savage. As of June 6, 15 experienced and high qualified teachers have transferred to August Fells.</p>		
	<p>Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement)</p>	<p>Requirement #8 - allows extended learning time for all students</p> <p><b>Description:</b> Students will receive two periods of literacy instruction, totaling 90 minutes. One period will be for the basic English course. All students who are at basic will be scheduled into a second period of literacy. This will provide reading intervention based on the needs of each student. A diagnostic reading assessment will be given to all students during the first quarter. The diagnostic reading assessment will be decided during the summer of 2010. This data will be loaded into the new School Net data management system so that teachers, school leaders, and district leaders will be able to monitor and review the students' needs and the progress that is being made throughout the year. A variety of interventions such as <i>Read 180</i>, <i>Reading Apprenticeship</i>, and <i>Corrective Reading</i> will be in place for students for the second semester based on their needs.</p>	<p>\$8,424 x 39 tchrs \$4,968 x 1 paras</p>	<p>\$333,504</p>

	<p>An algebra readiness course has been created by the Office of Teaching and Learning for ninth grade students who scored below 300 on the MSA. Students will take this remediation course as well as the HSA algebra data analysis course during their freshman year.</p> <p>This additional time for the additional literacy and additional mathematics instruction will be provided through the extended day model of instruction for all students. These additional supports will provide students with additional instruction with the goal that students pass the HSA in the 9<sup>th</sup> grade.</p>		
<p>Community Support for Schools position will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement and school climate and culture)</p>	<p>Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement</p> <p><b>Description:</b> Safety is a major concern; additional personnel will be hired to provide a safe environment for all students. A community outreach liaison will be funded through the SIG grant. This person will be supported by the Office of Communications and Family Partnerships. The role of the outreach liaison will be to work with and support families to create a safe climate. The Executive Director of Family and Community Partnerships will work with the Community Liaison to identify parents, community leaders, and business partners to become active in the school. The Director of Learning to Work and the City Schools Coordinator of CTE will contact business to partner with the school.</p> <p>In addition, all staff will be trained in PBIS during the two week August school-based summer professional development. During this time teachers will also develop common standards and procedures that will be implemented for the 2010.2011 school year. The Office of Student Support will provide this training and support. The City Schools Network 11 Student Support member will work with school leadership team each week to implement strategies to continue to improve the climate of the school and lower the suspension rate.</p>	<p>1 FTE x \$60,727</p>	<p>\$60,727</p>

		<p>The suspension rate will be tracked on at least a monthly basis by the Executive Director of the Office of Student Support. Monthly feedback will be given to the school leadership team about their progress in this area as well as suggestions to continue to decrease the rate.</p> <p>There will be a culminating event each quarter for students to display their work at the school. The community will be invited into the school. A display area will be established to rotate students' work. Seniors will produce and present a portfolio of work. This portfolio could be used for job or college applications. Students will be encouraged to enter their work into local, state, and national competitions. The department head will coordinate and document the events.</p>		
	<p>Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture</p>	<p>Providing one administrator will support implementation and oversight of all school-based reforms</p> <p><b>Description:</b> The CAO's district priorities are rigor, engagement and interventions. The CAO Leadership Academy that begins on July 12<sup>th</sup> for a week will focus on these priorities. All principals and school leaders will attend this workshop. By the end of the academy, school leaders will have a clear focus and strategies to support the implementation of the priorities at their school.</p> <p>The leadership team will attend Harvard for a week in July to participate in the School Leadership course using Title II funds. The CAO will have a District Leadership Institute in July to focus on the district priorities, the common core standards, and how to use Instructional Rounds that provides regular feedback to teachers. This Leadership development will continue throughout the year with funding from Title II.</p> <p>New Leaders for New Schools will provide support for principals and school leaders at Augusta Fells. Baltimore City School Support Network 11 is assigned to support the Turnaround Schools. This network has 5 staff that will support the school on a regular basis.</p>	<p>2 FTE x \$111,547</p>	<p>\$223,094</p>

Principal Pay Differential will help recruit high quality school leaders (see needs assessment – effective leadership)	Requirement #1 & 3 - provides an incentive to attract high quality leader to replace current principal	\$15,000	\$15,000
Administrative vacation buy-out will help recruit high quality school leaders (see needs assessment – effective leadership)	Requirement #3 - provides an incentive to attract high quality leaders to form administrative team.  <b>Description:</b> The administration buyout was created in anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	\$12,000	\$12,000
Education Associate position component of the graphic/visual arts theme, which is expected to increase student engagement, thus improve student achievement and school climate (see needs assessment – student achievement, instructional program, culture and climate)	FTE dedicated to implementation of graphic/visual arts instructional program  <b>Description:</b> A FTE with extensive arts integration experience has transferred from central office and agreed to serve as the Art Director for the new school.  City Schools' data shows that students enrolled in CTE programs have a 20% higher pass rate on the HSA than students who are not enrolled in such programs at non-magnet schools. The graduation rate for students is at 90% and all of the students who graduate from a CTE program are career and college ready.  The theme of Augusta Fells Savage is Visual and Graphic Arts. Even though it was to be a Career and Technology Education (CTE) school with appropriate pathways and resources none existed. For 2010.2010 the full Arts, Media and Communication Cluster will be phased in at Augusta Fells Savage. This CTE cluster will support and enhance the instruction at Augusta Fells Savage and will actively engage students and provide them the skills to be career and college ready.  CTE is spending non SIG funds to install a CADD lab and other needed resources to support these career clusters and pathways.	1 FTE x \$56,881	\$56,881

		<p>As freshmen, students will take career awareness to decide which area best suites their interests. By the tenth grade students will start taking the needed courses. By the 12<sup>th</sup> grade, students will have paid internships for their career.</p> <p>CTE teachers will receive additional support by adding conferences during the summer and throughout the school year. A locked CTE position will be provided by general funds to support this pathway. The Director of Learning to Work and the Coordinator of CTE will provide weekly support to the teachers in this career pathway.</p> <p>City Schools will spend \$850,000 using stimulus facilities grant bonds for construction at August Fells to make it a state of the art school that will support the visual and graphic arts theme. For 2010.2011, the Perkins CTE grant will provide \$150,000 of modern equipment as well as teacher training for the 4 identified CTE teachers. The training will occur during the summer of 2010 and provide stipends to the teachers and well as registration fees. The training will occur at Towson by CISCO. There will be a week of training in the summer and then eight additional professional development courses throughout the year. During the summer of 2010.2011 teachers will receive additional training. The coordinator of CTE will provide support for teachers each month.</p>		
<b>Total Salaries and Wages</b>				<b>\$784,576</b>
<i>Fixed Charges</i>	FICA for summer PD, additional learning time, principal pay differential, and vacation buy-out	FICA rate of 7.65% and Fringe Benefit Rate of 22%.	Wages x 7.65%	\$33,956
	Fringe for add'l leadership		2 x 13,913 + 22% of salary	\$76,906.46
	Fringe for community support position		13,913 + 22% of salary	\$27,272.94

	Fringe for educ. associate position		13,913 + 22% of salary	\$26,426.82
<b>Total Fixed Charges</b>				<b>\$164,562.22</b>
<b>Total Salaries and Wages <u>and</u> Fixed Charges</b>				<b>\$949,138.22</b>
<i>Contracted Services</i>	Contract for professional development (see needs assessment – professional development)	Requirement #4 - services will include providing high quality, job-embedded PD  <u>Description:</u> A two week professional development session will be required for all teachers and staff who will be working at Augusta Fells. This will begin on August 9 <sup>th</sup> . Teachers will receive stipends to attend these two weeks. This requirement was communicated to staff as they signed their contract for the school.  The leadership team from Augusta Fells with central office leaders will spend the week of July 5 at Harvard's Leadership Institute to develop strategies to monitor and provide feedback to teachers to improve daily instruction to increase student achievement. At the end of the institute, a written plan will be developed.	\$60,000	\$60,000
	Interdisciplinary integration of graphic/visual arts instructional program	The theme of Augusta Fells Savage is visual and graphic arts. Even though it was to be a Career and Technology Education (CTE) school with appropriate pathways and resources none existed. For 2010.2010 the full Arts, Media and Communication Cluster will be phased in at Augusta Fells Savage. This CTE cluster will support and enhance the instruction at Augusta Fells Savage and will actively engage students and provide them the skills to be career and college ready.	\$100,000	\$100,000
<b>Total Contracted Services</b>				<b>\$160,000</b>
<i>Supplies &amp; Materials</i>	Materials for arts programming component of the graphic/visual arts theme, which is expected to increase student engagement, thus improve achievement and school climate and culture (see needs assessment – student achievement, instructional program, culture & climate)	Maryland offers great opportunities for careers in the Arts, Media and Communication Career Cluster. Students interested in this cluster combine creative abilities with technical skills and knowledge that prepare them for careers in Broadcast Production, Graphic Communications, Web Design, Interactive Media and Game Design.	\$28,042	\$28,042

		<p>Maryland CTE programs include a focus on mass communication and broadcast journalism, graphic communication, and multimedia production. Working with people from the industry helps ensure that programs keep pace with the industry. These programs include options for students to earn industry certifications and college credit toward advanced study in the career field.</p>		
	<p>110 computers, 4 network printers</p>	<p>Equipment for three computer labs Option #18 - utilizing technology in instruction</p> <p><b>Description:</b> Information technology professionals will face increasing pressure to design, develop, implement, and support more complex and reliable information technology solutions that will meet the needs of external and internal customers. This will require that information technology professionals have the skills to determine customer and business needs and requirements, manage complex projects, and integrate software and hardware solutions. Maryland CTE programs include opportunities for students to focus on software development, programming or to place greater emphasis on developing knowledge and skills related to IT hardware and networking technologies.</p> <p>The CTE cluster includes Networking Academy (CISCO) Program Pathway. The IT Networking Academy (CISCO) prepares students for advanced study in IT and for industry certification (CCNA), the first step in a CISCO career certification path. Students learn how to install and configure switches and routers in multi-protocol networks using local- and wide-area networks; provide troubleshooting service; and improve network performance and security. The high school program for the IT Networking Academy starts with a foundation in computer hardware and software basics. Students advance their understanding of IT Networking through the CISCO Academy with the opportunity for a range of industry certifications, such as CompTIA (A+, Net+) and CISCO CCENT.</p>	<p>110 x \$900 4 x \$1,200</p>	<p>\$103,800</p>

		<p>CTE is spending non SIG funds to install a CADD lab and other needed resources to support these career clusters and pathways. . As a freshman, students will take career awareness to decide which area best suites their interests. By the 10<sup>th</sup> grade, students will start taking the needed courses. By the 12<sup>th</sup> grade, students will have paid internships for their career.</p> <p>CTE teachers will receive additional support by adding conferences during the summer and throughout the school year. A locked CTE position will be provided by general funds to support this pathway. The Director of Learning to Work and the Coordinator of CTE will provide weekly support to the teachers in this career pathway.</p>		
	Furniture needed for arts program	Allows implementation of thematic instructional program in graphic/visual arts.	\$47,500	\$47,500
<b>Total Supplies and Materials</b>				<b>\$179,342</b>
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$1,288,480.22</b>

**School Budget Narrative –Tier I and Tier II Schools**

<b>Name of School: Augusta Fells Savage Institute for the Visual Arts</b>	<b>Intervention: Turnaround</b>	<b>Tier: II</b>
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**School Budget Narrative for School Year :2011-2012**

Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
<i>Salaries &amp; Wages</i>	Performance bonus will serve as a financial incentive to attract the highest quality instructional staff and serve as a collective goal of increased student achievement (see needs assessment – staff profile, student achievement)	<p>Requirement #3 - provides an incentive to attract high quality</p> <p><u>Performance Bonus:</u> In an effort to build school team commitment and to incentivize staff performance, Turnaround schools will be allocated a pool of money that may be used as bonuses for staff when the school meets student achievement targets set by the district. All staff at the school would be eligible to share in the bonus pool. Criteria and individual bonus amounts would be defined by the Office of Human Capital in consultation with school leadership and Office of the Chief Academic Officer. Distribution would occur after the end of your year one and year two when student achievement targets are confirmed by the Office of Achievement and Accountability Teachers.</p>	\$500 x 603 students + 10%	\$331,650
	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement)	Requirement #8 - allows extended learning time for all students	\$8,424 x 39 tchrs \$4,968 x 1 paras	\$333,504
	Community Support for Schools position will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement and school climate and culture)	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727

	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)	Providing one administrator will support implementation and oversight of all school-based reforms  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	2 FTE x \$111,547	\$223,094
	Principal Pay Differential will help recruit highest quality school leader (see needs assessment – effective leadership)	Requirement #1 & 3 - provides an incentive to attract high quality leader to replace current principal	\$15,000	\$15,000
	Administrative vacation buy-out will help recruit high quality school leaders (see needs assessment – effective leadership)	Requirement #3 - provides an incentive to attract high quality leaders to form administrative team  <u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	\$12,000	\$12,000
	Education Associate position component of the graphic/visual arts theme, which is expected to increase student engagement, thus improve student achievement and school climate (see needs assessment – student achievement, instructional program, culture and climate)	FTE dedicated to implementation of graphic/visual arts instructional program	1 FTE x \$56,881	\$56,881
<b>Total Salaries and Wages</b>				<b>\$1,032,856</b>
<i>Fixed Charges</i>	FICA for summer PD, additional learning time, principal pay differential, and vacation buy-out	FICA rate of 7.65% and Fringe Benefit Rate of 22%.	692,154 x 7.65%	\$52,949

	Fringe for add'l leadership		2 X 13,913 + 22% of salary	\$76,906.46
	Fringe for community support position		13,913 + 22% of salary	\$26,426.82
	Fringe for educ. associate position		13,913 + 22% of salary	\$26,426.82
<b>Total Fixed Charges</b>				<b>\$183,555.22</b>
<b>Total Salaries and Wages <u>and</u> Fixed Charges</b>				<b>\$1,216,411.22</b>
<i>Contracted Services</i>	Contract for professional development	Requirement #4 - services will include providing high quality, job-embedded PD.	\$60,000	\$60,000
	interdisciplinary integration of graphic/visual arts instructional program	Allows implementation of thematic instructional program in graphic/visual arts.	\$100,000	\$100,000
<b>Total Contracted Services</b>				<b>\$160,000</b>
<i>Supplies &amp; Materials</i>	materials for arts programming	Allows expansion of arts programming.	\$28,042	\$28,042
<b>Total Supplies and Materials</b>				<b>\$28,042</b>
<i>Other Charges</i>				
<b>Total Other Charges</b>				<b>\$-</b>
<i>Equipment</i>				
<b>Total Equipment</b>				<b>\$-</b>
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$1,404,453.22</b>

**School Budget Narrative –Tier I and Tier II Schools**

<b>Name of School: August Fells Savage Institute for the Visual Arts</b>	<b>Intervention: Turnaround</b>	<b>Tier: II</b>
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**School Budget Narrative for School Year 2012-2013**

<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Performance bonus will serve as a financial incentive to attract the highest quality instructional staff and serve as a collective goal of increased student achievement (see needs assessment – staff profile, student achievement)	Requirement #3 - provides an incentive to attract high quality teachers  <u>Performance Bonus:</u> In an effort to build school team commitment and to incentivize staff performance, Turnaround schools will be allocated a pool of money that may be used as bonuses for staff when the school meets student achievement targets set by the district. All staff at the school would be eligible to share in the bonus pool. Criteria and individual bonus amounts would be defined by the Office of Human Capital in consultation with school leadership and Office of the Chief Academic Officer. Distribution would occur after the end of your year one and year two when student achievement targets are confirmed by the Office of Achievement and Accountability	\$500 x 603 students + 10%	\$331,650
	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement)	Requirement #8 - allows extended learning time for all students	\$8,424 x 39 tchrs \$4,968 x 1 paras	\$333,504
	Community Support for Schools position will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement and school climate and culture)	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727

	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)	Providing one administrator will support implementation and oversight of all school-based reforms.  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	2 FTE x \$111,547	\$223,094
	Principal Pay Differential will help recruit highest quality school leader (see needs assessment – effective leadership)	Requirement #1 & 3 - provides an incentive to attract high quality leader to replace current principal.	\$15,000	\$15,000
	Administrative vacation buy-out will help recruit high quality school leaders (see needs assessment – effective leadership)	Requirement #3 - provides an incentive to attract high quality leaders to form administrative team.  <u>Administrative Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	\$12,000	\$12,000
	Education Associate position	FTE dedicated to implementation of graphic/visual arts instructional program	1 FTE x \$56,881	\$56,881
<b>Total Salaries and Wages</b>				<b>\$1,032,856</b>
<i>Fixed Charges</i>	FICA for summer PD, additional learning time, principal pay differential, and vacation buy-out	FICA rate of 7.65% and Fringe Benefit Rate of 22%.	692154 x 7.65%	\$52,949
	Fringe for add'l leadership		2 x 13,913 + 22% of salary	\$76,906.46

	Fringe for community support position		13,913 + 22% of salary	\$27,272.94
	Fringe for educ. associate position		13,913 + 22% of salary	\$26,426.82
<b>Total Fixed Charges</b>				<b>\$183,555.22</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$1,216,411.22</b>
<i>Contracted Services</i>	Contract for professional development	Requirement #4 - services will include providing high quality, job-embedded PD	\$60,000	\$60,000
	interdisciplinary integration of graphic/visual arts instructional program	Allows implementation of thematic instructional program in graphic/visual arts	\$100,000	\$100,000
<b>Total Contracted Services</b>				<b>\$160,000</b>
<i>Supplies &amp; Materials</i>	materials for arts programming	Allows expansion of arts programming	\$28,042	\$28,042
<b>Total Supplies and Materials</b>				<b>\$28,042</b>
<i>Other Charges</i>				
<b>Total Other Charges</b>				<b>\$-</b>
<i>Equipment</i>				
<b>Total Equipment</b>				<b>\$-</b>
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$1,404,453.22</b>

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

This school is currently not a Title I School. It will receive funding from the following sources: \$43,477 in Third Party Billing which will support the coordination of efforts between other sources of funds and the School Improvement grant. City Schools will spend \$850,000 using stimulus facilities grant bonds for construction at August Fells to make it a state of the art school that will support the visual and graphic arts theme. For 2010.2011, the Perkins CTE grant will provide \$150,000 of modern equipment as well as teacher training for the 4 identified CTE teachers. Each of the funds will support implementation of City Schools' Essentials, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.

## 2.A Background Information

Complete Table 2.A for each Tier I and Tier II school the LEA will serve.

**Table 2.A**

<p><b>School Name:</b> Booker T. Washington Middle #130  <b>Address:</b> 1301 McCullough St.          Baltimore, MD          21217</p>	<p><b>LEA Point of Contact (POC)</b>  <b>Name &amp; Position:</b> Laura Weeldreyer, Deputy Chief of Staff</p> <p><b>Phone#:</b> 410 396-8804  <b>Email Address:</b> <a href="mailto:lweeldreyer@bcps.k12.md.us">lweeldreyer@bcps.k12.md.us</a></p> <p><b>Name &amp; Position:</b> Tasha Franklin Johnson, Ph.D.          Director, Office of Federal Programs</p> <p><b>Phone#:</b> 410 396-8937  <b>Email Address:</b> <a href="mailto:tjohnson02@bcps.k12.md.us">tjohnson02@bcps.k12.md.us</a></p>	
<p><b>Grade levels enrolled (SY10):</b> 6-8</p>	<p><b>Number of Students Enrolled (SY10):</b> 337</p>	
<p><b>Year the school entered school improvement status:</b>  <b>1999</b></p>	<p><b>Tier Level</b>          Tier I <input checked="" type="checkbox"/> _____          Tier II _____</p>	
<p><b>Differentiated Accountability Status:</b></p> <p>_____ Focus Developing          _____ Focus Priority          _____ Comprehensive Developing  <input checked="" type="checkbox"/> Comprehensive Priority</p>	<p><b>School Improvement Status</b></p> <p>_____ School Year 1          _____ School Year 2          _____ Corrective Action          _____ Restructuring Planning  <input checked="" type="checkbox"/> Restructuring Implementation</p>	
<p><b>Title I Status:</b>  <input checked="" type="checkbox"/> Schoolwide Program          _____ Targeted Assistance Program          _____ Title I Eligible School</p>	<p><b>Intervention Model Selected:</b>  <input checked="" type="checkbox"/> Turnaround Model          _____ Closure          _____ Restart          _____ Transformation</p>	
<p><b>Waiver Request:</b></p> <p><input checked="" type="checkbox"/> Requested for this School          _____ Not Requested for this School</p>	<p><b>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</b></p>	
	<p><b>Year 1: SY 2010-11</b></p>	<p>\$928,355.76</p>
	<p><b>Year 2: SY 2011-12</b></p>	<p>\$1,002,143.76</p>
	<p><b>Year 3: SY 2012-13</b></p>	<p>\$1,002,143.76</p>
	<p><b>Total Amount of Funding Requested for this School</b></p>	<p><b>\$2,932,643.28</b></p>

## 2.B Comprehensive Needs Assessment for Tier I and II schools

Complete Table 2.B. Describe in detail the comprehensive needs assessment undertaken by the LEA for each of the Tier I and II schools that the LEA commits to serve.

Table 2.B

Name of School: Booker T. Washington Middle		Tier: I																																																	
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																		
<p><b>1 Student Profile Information( include trend analysis)</b></p> <ul style="list-style-type: none"> <li>Total enrollment</li> <li>Grade level enrollment</li> <li>Subgroups - # of students in each</li> <li>Mobility % - Entrants &amp; Withdrawals</li> <li>Attendance %</li> <li>Expulsions #</li> <li>Suspensions #</li> <li>Dropout rate</li> <li>Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>Graduation rate</li> <li>High School Diploma Rate</li> </ul>	<ul style="list-style-type: none"> <li>Total enrollment: 2009 - 367; 2008 - 505; 2007 - 564</li> <li>Grade level enrollment: <table border="1"> <thead> <tr> <th></th> <th>Total</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td><b>2009</b></td> <td>367</td> <td>93</td> <td>116</td> <td>158</td> </tr> <tr> <td><b>2008</b></td> <td>505</td> <td>96</td> <td>194</td> <td>215</td> </tr> <tr> <td><b>2007</b></td> <td>564</td> <td>140</td> <td>229</td> <td>195</td> </tr> </tbody> </table> </li> <li>Subgroups - # of students in each <table border="1"> <thead> <tr> <th></th> <th>Total</th> <th>Am Ind</th> <th>Asian</th> <th>Af Am</th> <th>White</th> <th>Hisp</th> </tr> </thead> <tbody> <tr> <td><b>2009</b></td> <td>367</td> <td>0</td> <td>1</td> <td>363</td> <td>2</td> <td>1</td> </tr> <tr> <td><b>2008</b></td> <td>505</td> <td>1</td> <td>0</td> <td>498</td> <td>4</td> <td>2</td> </tr> <tr> <td><b>2007</b></td> <td>564</td> <td>0</td> <td>0</td> <td>558</td> <td>4</td> <td>2</td> </tr> </tbody> </table> </li> <li>Mobility %: 2009 - 33.3% (Ents), 24.4% (Wdrs); 2008 - 23.1% (Ents), 30.3% (Wdrs); 2007 - 23.9% (Ents), 20.6% (Wdrs)</li> <li>Attendance: 2009 - 82.7%; 2008 - 85.9%; 2007 - 78.3%</li> <li>Expulsions #: 2009 - 12; 2008 - 16; 2007 - 5</li> <li>Suspensions #: 2009 - 142; 2008 - 350; 2007 - 303</li> <li>Dropout rate: NA</li> <li>Advance Coursework: NA</li> <li>Graduation rate: NA</li> <li>High School Diploma Rate: NA</li> </ul>				Total	6	7	8	<b>2009</b>	367	93	116	158	<b>2008</b>	505	96	194	215	<b>2007</b>	564	140	229	195		Total	Am Ind	Asian	Af Am	White	Hisp	<b>2009</b>	367	0	1	363	2	1	<b>2008</b>	505	1	0	498	4	2	<b>2007</b>	564	0	0	558	4	2
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Name of School: Booker T. Washington Middle		Tier: I																														
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment																															
	<p><b>Conclusions:</b> The school enrollment has declined by 197 students since 2007. In 2009 and 2007, entrances outnumbered withdrawals; and withdrawals remained consistent. Attendance spiked in 2008 and declined in 2009; 82.7% is not an acceptable attendance rate. Expulsions and suspensions declined in 2009 which indicates that staff members have made considerable efforts to enforce the school code of conduct. These trends indicate that the time is right for new approaches to engage students in their learning and maximize their potential.</p>																															
<p><b>2 Staff Profile</b></p> <ul style="list-style-type: none"> <li>• Principal – Length of time at the school</li> <li>• Number of Assistant Principal/s and other administrators</li> <li>• Number and % of teaching faculty's total classroom instruction experience: <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of teaching faculty's service at this school: <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> <li>• Number of school-based reading and English resource personnel</li> <li>• Number of school-based mathematics and data/analysis resource personnel</li> <li>• Number and % of paraprofessionals who are qualified</li> </ul>	<ul style="list-style-type: none"> <li>• Principal – Length of time at the school <b>.28</b></li> <li>• Number of Assistant Principal/s and other administrators <b>2</b></li> <li>• Number and % of teaching faculty's total classroom instruction experience: <table style="margin-left: 20px;"> <tr> <td><b>0-5</b></td> <td><b>10</b></td> <td><b>37.04</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>5</b></td> <td><b>18.52</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>4</b></td> <td><b>14.81</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>8</b></td> <td><b>29.63</b></td> </tr> </table> </li> <li>• Number and % of teaching faculty's service at this school: <table style="margin-left: 20px;"> <tr> <td><b>0-5</b></td> <td><b>24</b></td> <td><b>88.89</b></td> </tr> <tr> <td><b>6-10</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> <tr> <td><b>11-15</b></td> <td><b>0</b></td> <td><b>0.00</b></td> </tr> <tr> <td><b>16+years</b></td> <td><b>3</b></td> <td><b>11.11</b></td> </tr> </table> </li> <li>• Number and % of HQ teachers: 100%</li> <li>• Number of school-based reading and English teachers of record: 5</li> <li>• Number of school-based mathematics and data/analysis teachers of record : 5</li> <li>• Number of school-based reading and English resource personnel: 3 per school</li> <li>• Number of school-based mathematics and data/analysis resource personnel: 3 per school.</li> <li>• Number and % of paraprofessionals who are qualified: <b>100%</b></li> <li>• Number of mentor teachers and number of teachers being supported: <b>0</b></li> <li>• Teacher and administrator attendance %</li> </ul> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">HRS</th> <th style="padding: 5px;">ABS HRS</th> <th style="padding: 5px;">%</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; text-align: center;">28443.49</td> <td style="padding: 5px; text-align: center;">1929.4</td> <td style="padding: 5px; text-align: center;">93.21</td> </tr> </tbody> </table>		<b>0-5</b>	<b>10</b>	<b>37.04</b>	<b>6-10</b>	<b>5</b>	<b>18.52</b>	<b>11-15</b>	<b>4</b>	<b>14.81</b>	<b>16+years</b>	<b>8</b>	<b>29.63</b>	<b>0-5</b>	<b>24</b>	<b>88.89</b>	<b>6-10</b>	<b>0</b>	<b>0.00</b>	<b>11-15</b>	<b>0</b>	<b>0.00</b>	<b>16+years</b>	<b>3</b>	<b>11.11</b>	HRS	ABS HRS	%	28443.49	1929.4	93.21
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**Name of School: Booker T. Washington Middle** **Tier: I**

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

- Number of mentor teachers and number of teachers being supported
- Teacher and administrator attendance %

**Teachers:**

CALENDAR HOURS	ABSENCE HOURS	ATTENDANCE PERCENT
27878.65	2170.65	92.21

**Administrators:**

CALENDAR HOURS	ABSENCE HOURS	ATTENDANCE PERCENT
2823.17	105.63	96.25

**Conclusions:** All of the teachers are highly qualified but the vast majority have five or fewer years of teaching experience. City Schools opened new transformation schools which may have drawn away some 6<sup>th</sup> graders. As this school makes plans for new hires, leadership must consider trend hiring teachers with varied years of experience in order to have a well rounded teaching staff. Teachers with less than 5 years experience must be provided assistance such as teacher mentoring and peer coaching.

- 3 Student Achievement**
- Student achievement data for reading and math on State assessments by the “all student” category and all subgroups
  - Graduation Rate

Student Achievement (AYP)					
	Reading				
	All	Af Am	Sp Ed	ELL	FARMS
<b>2009</b>	39.7	39.7	16.9	--	38.8
<b>2008</b>	37.1	36.9	16.5	--	36.2
<b>2007</b>	29.4	29.3	12.5	--	29.4
	Mathematics				
	All	Af Am	Sp Ed	ELL	FARMS
<b>2009</b>	19.0	19.1	17.1	--	19.0
<b>2008</b>	13.1	13.2	11.7	--	13.0
<b>2007</b>	14.8	15.0	3.1	--	15.0

- Graduation Rate: NA

**Conclusions:** Student achievement has increased over the past two years even though enrollment and attendance have decreased. Special Education students have increased achievement in mathematics. The leadership must put in place a challenging, engaging curriculum that will continue to improve student achievement.

Name of School: Booker T. Washington Middle		Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p><b>4 <u>Rigorous Curriculum</u></b> Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>	<p><sup>1</sup>Staff find that teachers do not base classroom instruction on curriculum mapping that is aligned to state standards (Score = 1).</p> <ul style="list-style-type: none"> <li>• Core English/Reading program - Language of Literature (McDougal Littell)</li> <li>• Core Mathematic and algebra programs - BCPS curriculum (Math Works) &amp; Glencoe McGraw</li> <li>• Curriculum Intervention Programs - Study Island, SES providers</li> <li>• Enrichment Programs Language - books used have intervention and enrichment incorporated in the program</li> </ul> <p><b>Conclusions:</b> The curricula listed are researched based curricula; however, the student achievement data indicate that the delivery of instruction is not providing the majority of students with the skills/knowledge necessary to achieve scores of proficient or advanced. Teachers require professional development to assist in improving the quality of instruction. Students must receive after school academic supports and in school individualized interventions, such as tutoring.</p> <p><b>Next Steps:</b> City Schools' staff and the new leadership will examine the current curricula and determine if new curricula needs to be established. All curricula will be in alignment with State standards and City Schools curriculum maps. Professional Development (PD) will be provided to teachers to ensure the effective delivery of the curricula. Leadership is determining what types of enrichment programs will be used. As Booker T. Washington is a school for the Arts, enrichment programs will reflect this mission</p>	
<p><b>5 <u>Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level teachers decide what content they will teach. These decisions may or may not be done in collaboration with other teachers teaching the same course or the same grade. Instructional practices are not shared with families or partners. The use of research based practices varies according to the teacher of the course (Score = 2). According to City Schools' guidelines, City Schools are required to use curriculums that are pre-approved by the Office of Teaching and Learning to ensure that they are research based.</li> <li>• Few to no teachers use technology in the classroom (Score = 1).</li> </ul>	

<sup>1</sup> Executive Directors for Elementary and Secondary Education, and School Support Network staff completed a needs assessment review of each of the schools in the School Improvement Grant. As a result of the review, scores were derived based on a common rubric for the various components assessed. A score of “4” denotes high quality, a score of “3” denotes well developed, a score of “2” denotes developing, and a score of “1” denotes beginning. These scores are listed in the charts.

Name of School: Booker T. Washington Middle		Tier: I												
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment													
<ul style="list-style-type: none"> <li>Master Schedule by content area (include minutes of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>Few to no teachers use data analysis to inform and differentiate instruction (Score= 1.5).</li> <li>Master Schedule by Content Area: <table border="1" style="margin-left: 40px;"> <tr> <td>Language Arts</td> <td>300 minutes per week</td> </tr> <tr> <td>Math</td> <td>300 minutes per week</td> </tr> <tr> <td>Science</td> <td>300 minutes per week</td> </tr> <tr> <td>Social Studies</td> <td>300 minutes per week</td> </tr> <tr> <td>PE</td> <td>180 or 270 minutes per week – 90 minute block (alternating 2 or 3 times per week A/B schedule)</td> </tr> <tr> <td>Arts (art, music, dance, drama)</td> <td>180 or 270 minutes per week – 90 minute block (alternating 2 or 3 times per week A/B schedule)</td> </tr> </table> </li> </ul> <p><b>Conclusions:</b> Leadership must review all the school curricula and institute curricula that will be engaging and challenging for students. As stated earlier, teachers require more intensive professional development to ensure quality delivery of instruction. Professional development to teach faculty how to use technology in the classroom as a vehicle to engage students in their learning is necessary. All teachers must use assessments frequently and analyze that data to inform their classroom instruction. Analyzing data will indicate what skills students have accomplished and what skills need to be re-taught/reviewed.</p>		Language Arts	300 minutes per week	Math	300 minutes per week	Science	300 minutes per week	Social Studies	300 minutes per week	PE	180 or 270 minutes per week – 90 minute block (alternating 2 or 3 times per week A/B schedule)	Arts (art, music, dance, drama)	180 or 270 minutes per week – 90 minute block (alternating 2 or 3 times per week A/B schedule)
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PE	180 or 270 minutes per week – 90 minute block (alternating 2 or 3 times per week A/B schedule)													
Arts (art, music, dance, drama)	180 or 270 minutes per week – 90 minute block (alternating 2 or 3 times per week A/B schedule)													
<p><b>6 Assessments</b></p> <ul style="list-style-type: none"> <li>Use of formative, interim, and summative assessments to measure student growth</li> <li>Process and timeline for reporting</li> <li>Use of technology, where appropriate</li> <li>Use of universal design principles</li> </ul>	<ul style="list-style-type: none"> <li>There are limited procedures in place to ensure that assessment data is used to inform classroom instruction (Score = 2).</li> <li>Teachers administer the district-produced formative benchmark assessments according to the district timelines and guidelines.</li> <li>Teachers and administrators access to the data display system is limited but current..</li> </ul> <p><b>Conclusions:</b> Teachers must be required to use formative, interim and summative assessments consistently so that they can set targets for student progress and know what skills need to be reviewed. Leadership must be sure that teachers know how to access benchmark data from the City Schools data systems.</p>													

Name of School: Booker T. Washington Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Next Steps:</b> The school day will be extended for an additional 90 minutes each day for all students. The school day will start at 8 a.m. and will end at 4:15 p.m. instead of 2:45 p.m. which is the normal day by the union contract. Additional teachers will be hired through the SIG grant in order to support the extended day. These teachers will work on a flex schedule. The core teachers will work from 8 a.m.to 3 p.m. and the additional teachers will work from 9:30 a.m. to 4:30 p.m. The overlap will provide the opportunity for students to be scheduled into smaller classes.</p> <p>An intervention or enrichment period is planned for all students each day. The KIPP model that begins the day with an intervention/enrichment period where all teachers will be assigned a small group of students to support additional reading and math instruction. Students' needs are assessed on a weekly basis during a focused discussion at the grade level team collaborative planning time. A data matrix that is completed during the planning time will be used to track the skills that students need to master during the intervention period.</p> <p>Each student will also receive a regular literacy and math class for 60 minutes each day that addresses grade level needs in these areas. In addition to the regular literacy class sixth grade students will also receive an interdisciplinary class of Reading through Theatre daily. This class will apply literacy skills through an art integration approach by interpreting the text through theatre. City Schools general funds(\$250,000) will be used to install a black box theatre so that students will have the most up-to-date facilities for this class. During the summer of 2010, Booker T. Washington teachers will work cooperatively to develop the curriculum and assessment for this course. This curriculum and the \$5,000 stipends will be paid by The Office of Teaching and Learning, and it will be reviewed to ensure that it is aligned to Maryland State Standards.</p> <p>Additional time will be provided to students who are basic in math during Saturday School classes for 3 hours. Saturday School will be available 2 Saturdays each month from September through May. This funding for year one will be supported by the Title 1 ARRA Comprehensive Extended Learning Grant. This will provide an additional 60 hours of instruction throughout the year. In addition to the highly qualified math teachers from Booker T Washington additional tutors will be provided by Morgan State University.</p> <p>City Schools Extracurricular Policy states that students who participate must have a 60 average. Many of the students who will be attending this arts theme school desire to participate in a chorus, be part of an orchestra, participate in theater, etc. Students will be required to attend Saturday School for math if they are failing or have scored basic on the MSA in order for participation in the extracurricular activities.</p>

Name of School: Booker T. Washington Middle		Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p><b>Conclusions:</b> Teachers must be required to use formative, interim and summative assessments consistently so that they can set targets for student progress and know what skills need to be reviewed. Leadership must be sure that teachers know how to access benchmark data from the City Schools data systems.</p> <p><b>Next Steps:</b> School Net, a data warehouse and testing system has been purchased for all City Schools. The first phase of this system will be available to all teachers on August 23, 2010. This system replaces our current OARS system which houses the benchmark results. School Net will also connect all the silos in City Schools that hold data (from attendance, to enrollment, to MSA and HSA data...) This system is not merely a system to collect benchmark data but teachers will be able to create tests using an ETS item bank that is aligned to the Maryland State Standards and this data will be collected and compared with other data. But the amazing part of this system, when a teacher analyses the data and determines that a student needs a particular skill or concept, School Net will also be connected to resources for the student and teacher that will help the teacher remediate the skills. (This is during phase 2).</p> <p>During the collaborative and common planning periods each week, teachers will discuss and plan methods to support the needs of students. Data will be collected on a weekly basis. School leaders will attend the planning periods with teachers. The CAO leadership team will attend these planning groups as requested and at least monthly (if not requested).</p> <p>The principal and the leadership team will track data at the school level each month and determine successes and challenges and will work collaboratively to increase student achievement.</p>	
<p><b>7 School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	<ul style="list-style-type: none"> <li>• <sup>2</sup>School vision, mission and shared values - To accelerate the academic achievement of all students, in partnership with the entire community, to ensure that students develop the attitudes, skills and proficiencies necessary for success in higher education and in the 21<sup>st</sup> century global workforce. To accelerate student progress through effective implementation of the updated Master Plan, focusing on quality of instruction, maintenance of a safe, supportive learning environment and development of a culture of excellence within schools and throughout every aspect of the school system. Staff find little evidence that the school mission is communicated to stakeholders (Score=1).</li> </ul>	

<sup>2</sup> The School Improvement Plan template contains the City Schools' vision and mission to ensure alignment of the schools' planning with the system Master Plan. Schools may develop individualized vision and mission statements as a part of building cohesive school teams.

Name of School: Booker T. Washington Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<ul style="list-style-type: none"> <li>• Suspensions <ul style="list-style-type: none"> <li>○ Suspensions #: 2009 - 142; 2008 - 350; 2007 - 303</li> <li>○ The # of Suspensions has decreased from 303 in 2007 to 142 in 2009</li> <li>○ Discipline data is reviewed weekly at Safety Stat. There have been multiple SafetyStat visits in SY 2010 because of high # of suspensions reported at SafetyStat.</li> </ul> </li> <li>• Attendance <ul style="list-style-type: none"> <li>○ Attendance: 2009 - 82.7%; 2008 - 85.9%; 2007 - 78.3%</li> <li>○ The Attendance rate has increased each year from 78.3% in 2007 to 82.7% in 2009</li> </ul> </li> <li>• Health Services: A nursing aid and part time nursing services are provided at the school.</li> <li>• School Environment Survey <ul style="list-style-type: none"> <li>○ Safety (% positive responses, students and parents) 42.8%</li> <li>○ Engagement (% positive responses, students and parents) 62.2%</li> <li>○ Satisfaction (% positive responses, students and parents) 57.2%</li> </ul> </li> <li>• <sup>3</sup>The summary score on the SY'08-09 School Climate Index for Booker T. Washington Middle School was 65.1, compared to the average district score of 78.0. This summary score represents an increase of 1.8 percentage points from the previous year's score.</li> <li>• Summary: School climate is an issue at Booker T. Washington. Students and parents report that they do not feel safe at school which may impact achievement, attendance, and feelings of engagement. It is suggested that the Booker T. Washington implement a positive behavioral support type program.</li> </ul> <p><b>Conclusions:</b> School climate is an issue at Booker T. Washington. Students and parents report that they do not feel safe at school which impacts achievement, attendance, and feelings of engagement. It is suggested that the Booker T. Washington implement a positive behavioral support type program. Early identification of students that have at-risk factors, such as truancy and misconduct, and putting support programs in place the first day of school will assist in promoting an improved climate. Engaging families and the community will also be helpful in implementing the school code of conduct.</p>

<sup>3</sup> The Climate Survey is completed each year by students, their families and school level staff. The results provided are a compilation of their ratings of various aspects of school climate, i.e. school safety, parent engagement, etc.

Name of School: Booker T. Washington Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Next Steps:</b>  Additional personnel will be hired to provide a safe environment for all students. A community outreach liaison will be funded through the SIG grant. This person will be support centrally by the Office of Communications and Family Partnerships. The role of the outreach liaison will be to work with and support families to create a safe climate at Booker T. Washington.</p> <p>A behavioral specialist will also be hired through general funding. This person will work with students who need to find alternative methods to resolve conflict. The behavioral specialist will provide students training to become Peer Conflict mediators. The City Schools Network 11 Student Support member will work with the staff each week to implement strategies to continue to improve the climate of the school and lower the suspension rate. The suspension rate will be tracked on at least a monthly basis by the Executive Director of the Office of Student Support. Monthly feedback will be given to the school leadership team about their progress in this area as well as suggestions to continue to decrease the rate.</p> <p>There will be three hall monitors who will be strategically assigned in the building to support the movement of students during class period changes as well as times that students are in classes.</p> <p>The University of Maryland at Baltimore will be setting up a clinic at the school that will include mental health services, dental services, and entire wrap around services that will be needed for a Community School. These services will be available to students during the day but also to the families and community during the evening and on the weekend.</p> <p>The dean of the School of Social Work at UMAB is coordinating this project through the Office of Families and Partnerships in City Schools. It will be modeled after the successful Harlem Children Zone in NYC. These services will be provided free. City Schools just has to provide the space at the school as well access for these services in the evening and on the weekends.</p> <p>All staff will be trained in PBIS during the two week August school-based summer professional development session. During this time teachers will also develop common standards and procedures that will be implemented for the 2010-2011 school year. The Office of Student Support will provide this training and support.</p>

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>The school's current facilities make it difficult to monitor students' movement from the outside to inside of the building. General capital funds will be used to create a new entrance for students that will be adjacent to the main office. Currently the entrance is small, dark and does not signal a welcoming message to students. The new entrance will message to students that they are a part of history and they are valued and their education is important. Booker T. Washington is a historical building and has historical importance. Thurgood Marshall attended this school as well as many prominent African Americans in Baltimore. This new entrance will convey the message of the importance of education to students as they enter the building each day.</p> <p>The community outreach liaison will work with the families of students who have a chronic attendance problem. The liaison will contact and visit homes of these students when they are absent. The School Support Network team has a full time social worker that is provided by DSS will be available to supplement the work of the school social worker to identify the root causes of the attendance issues for each student and seek out the services that student and family needs to ensure regular on time attendance for all students.</p> <p>Teachers will also be responsible for contacting the home of each student who is absent. During the two week summer planning, the entire staff will visit families who have had attendance issues in the past and discuss the new school and the importance of daily on-time attendance each day.</p> <p>An attendance committee will be established that includes teachers and students and will be chaired by the Community Outreach Liaison worker. The committee will decide positive incentives that will be used to reward those students who have satisfactory (94%), outstanding attendance (98%) as well as improvement on a weekly, monthly, and quarterly basis. These incentives will be funded from the general school funds.</p> <p>The Executive Director of the Office of Student Support will monitor the attendance for the students at least monthly and provide feedback to the school leaders about concerns and successes. The office will work closely with the school to provide additional options to increase student attendance if needed.</p>
<p><b>8 Students, Family, and Community Support</b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are not yet proficient and/or meeting behavioral expectations are not receiving interventions (Score=1).</li> <li>• All schools with secondary grades will have meaningful Youth Development opportunities for leadership development, service learning, and character development.</li> </ul>

Name of School: Booker T. Washington Middle		Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<ul style="list-style-type: none"> <li>Schools will develop partnerships with community agencies and organizations, aligned to the mission and vision of the school.</li> <li>The school does use quarterly progress reports and report cards to inform families of their student's academic achievement. The school does not have a mechanism for keeping parents informed of school activities/meetings. Some student work is displayed but it is outdated. Some teachers have procedures for acknowledging student achievement (Score = 1).</li> </ul> <p><b>Conclusions:</b> Strong behavioral interventions and supports are not in place for SY 2010. This school must have meaningful Youth Development opportunities for leadership development, service learning, and character development. Schools must develop partnerships with community agencies and organizations, aligned to the mission and vision of the school. As a school for the arts, it would be most beneficial to engage partners from various Baltimore arts programs.</p> <p><b>Next Steps:</b> Staff will trained on the PBIS, and leadership will ensure the effective implementation by supporting teachers and making available rewards for the students – a store, field trips, etc. The Family School Council's subcommittee on parent involvement will establish and implement a strategic plan to ensure communication to families which will include Back to School nights, a regular communication system, bulletin boards in the school for parent information, etc. Leadership will be reaching out to the community, particularly the arts community, to create youth leadership opportunities for the students.</p>	
<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>Use of Maryland Professional development standards</li> <li>Accountability aligned to improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is planned on an ongoing basis to ensure that the staff is able to develop the skills necessary to meet the SIP objectives. It is based on school-wide initiatives and outlined through the school improvement plan. Professional development occurs after-school and on in-service days. It is also embedded within the school day.</li> <li>School leadership does plan professional development based on student performance and progress data, but is it not differentiated based on the needs of teachers (Score = 2).</li> </ul> <p><b>Conclusions:</b> All professional development must be based on student learning needs and linked to school goals and aligned with state professional development standards. Teachers must be provided feedback on their instruction through frequent walk by's and formal and informal observations.</p>	

Name of School: Booker T. Washington Middle		Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p><b>Next Steps:</b></p> <p>A two week professional development will be required for all teachers and staff who will be working at Augusta Fells. This will begin on August 9<sup>th</sup>. Teachers will receive stipends to attend these two weeks. This requirement was communicated to staff as they signed their contract for the school.</p> <p>School leaders will be required to do daily classroom visits to all classrooms to monitor daily instruction and will log the class visits and teacher feedback about the instruction. Harvard's Richard Elmore model of Instructional Rounds will be used to support teachers. The leadership team from Augusta Fells with central office leaders will spend the week of July 5 at Harvard's Leadership Institute to develop strategies to monitor and provide feedback to teachers to improve daily instruction to increases student achievement. At the end of the institute, a written plan will be developed.</p> <p>This plan will be monitored by the Executive Director of Secondary Schools for implementation and accountability. The CAO who will support the school leadership team by providing additional professional development and support throughout the year to increase their effectiveness in doing the "Instructional Rounds". The CAO's leadership team will participate in an "Instructional Round" at least once a month.</p>	
<p><b>10 Organizational structure and resources</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning: School leadership does not review student assessment in collaborative forums with staff to improve the quality of assessment and teaching (Score = 1).</li> <li>• Class scheduling: Uses team scheduling with weekly collaborative planning by grade level.</li> <li>• Class configuration: Average 30- original grouping based on SPED percentages then assessment data; students are regrouped throughout the year based on benchmark and teacher assessments.</li> <li>• Resources: The school's management of resources and budgets are not aligned with its needs or goals (Score = 1).</li> <li>• Learning time: There are no structures established in the school to support increasing learning time for students and teachers (Score = 1).</li> </ul>	

Name of School: Booker T. Washington Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Conclusions:</b> Collaborative planning time is not being used effectively to improve instruction for students. Faculty requires professional development to maximize this collaborative planning time; this training must include learning how to analyze assessment data and in turn adjust instruction accordingly. Increasing learning time for students through after school programming and one on one tutoring will increase student achievement. Leadership must utilize funding in alignment with academic goals for students and improving school climate.</p> <p><b>Next Steps:</b> Up to four additional teachers (depending upon the new enrollment of the school) will be hired using SIG funding. One of the teachers will be assigned to the 6<sup>th</sup> grade team. This will enable the 6<sup>th</sup> grade team to be divided into five classes instead of four and will lower the class size by five students in each class.</p> <p>In addition to providing additional instructional time by increasing the length of the school day, all the total staff will available to work with students during the intervention/enrichment period.</p> <p>During 2009-2010 the length of each period was 45 minutes. The period length will increase to all periods lasting at least 60 minutes and some periods will be longer. Students will receive 60 minutes of intervention daily. Sixth graders will also receive an additional period of literacy through the new course "Reading Through Theatre." This course will focus on reading comprehension skills as well as develop increase writing skills.</p>
<p><b>11 Comprehensive and Effective Planning</b></p> <ul style="list-style-type: none"> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• In compliance with the City Schools' template and guidance for school improvement plans, the school developed a plan that included analysis of data, determination of root cause, and action plans in the following areas: family and community engagement, reading/language arts, mathematics, science, attendance, and climate. The school also developed a professional development plan, and addressed required Title I and NCLB requirements.</li> <li>• Although the action plans include <i>timeline</i>, <i>person responsible</i>, and <i>monitoring/evidence</i>, it is not clear whether the school has a process for systematic implementation and monitoring of the plan in order for it to be an effective tool that addresses the root causes for its lack of progress in meeting goals and objectives.</li> </ul> <p><b>Conclusions:</b> The school improvement plan must reflect the goals of student achievement and align resources with these priorities. It is important that the school include parents and community members in formulating the plan so that they have maximum support as they begin SY 2010.</p>

Name of School: Booker T. Washington Middle		Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p><b>Next Steps:</b>  The Executive Director of Secondary Schools will monitor the implementation of the SIP. He will work collaboratively with the Chief Achievement Officer and their Executive Directors from Special Education, Teaching and Learning, Student Support, and School Support Networks. The CAO team will provide support to the school leaders and teachers weekly.</p> <p>Baltimore City School Support Network 11 is assigned to support the Turnaround Schools. This network has 5 staff that will support 10 schools. The network staff includes a lead who will work with the school leaders weekly to implement the SIP. The two network academic liaisons will be at the school at least once a week to support the school to improvement instruction. The Student Support network person will work with central offices for special education and attendance needs.</p> <p>New Leaders for New Schools will provide a resident principal for the school. New Leaders will not only provide support for the resident principal but will also support the entire leadership team through regular professional development and coaching,</p>	
<p><b>12 Effective Leadership</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional leadership: Leaders model high expectations, yet the pace of learning is inconsistent and the expectations are not exhibited in classroom instruction (Score = 2).</li> <li>• Monitoring curriculum: School leadership provides only midyear and end of year written feedback to staff on curriculum planning and implementation (Score = 2).</li> <li>• School culture: There is little evidence that leadership communicates school wide rules and code of conduct to students and families to encourage a school culture supportive of learning. Few students demonstrate leadership in the classroom or in the school building (Score = 1).</li> <li>• Data: Teachers may meet informally to discuss student data, but there is no evidence that leadership facilitates the use of technology when reviewing assessment data (Score =1).</li> <li>• Resources: Leadership does not make resource decisions based on school needs (Score = 1).</li> <li>• Engagement: The school does not have partnerships with community-based organizations. There are no mechanisms for keeping families informed of the school's activities/meetings (Score = 1).</li> </ul>	

Name of School: Booker T. Washington Middle	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p><b>Conclusions:</b> Leadership must ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must receive frequent feedback on their instructional practices, and mentoring on how to improve it. As mentioned above, professional development must be provided for faculty to ensure effective instruction – topics such as collaborative planning, assessment data analysis, technology in the classroom, etc. Resources must be aligned with school goals. Parent and community engagement is instrumental in implementing an effective school improvement plan. In order to improve school culture, it is vital to reach out to families and the community to get their support of the school's expectations of students. Recruiting faculty with proven teaching effectiveness and providing professional development will facilitate retaining good staff.</p> <p><b>Next Steps:</b>  School leaders will be required to do daily classroom visits to all classrooms to monitor daily instruction and will log the class visits and teacher feedback about the instruction. Harvard's Richard Elmore model of Instructional Rounds will be used to support teachers. The leadership team from Booker T with central office leaders will spend the week of July 5 at Harvard's Leadership Institute to develop strategies to monitor and provide feedback to teachers to improve daily instruction to increase student achievement. At the end of the institute, a written plan will be developed.</p> <p>This plan will be monitored by the Executive Director of Secondary Schools for implementation and accountability. The CAO who will support the school leadership team by providing additional professional development and support throughout the year to increase their effectiveness in doing the "Instructional Rounds." The CAO's leadership team will participate in an "Instructional Round" at least once a month.</p>

## 2.C Intervention Model Selection and Descriptive Information

### 2.C.1 Turnaround Model

**School Name and Number:** Booker T. Washington MS **Tier:** I

**Intervention Model:** TURNAROUND MODEL

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

Year	Overall	African-American	FARMS	Special Education
SY 2011	67.5	67.5	67.0	56.1
SY 2012	81.3	81.3	81.1	75.6
SY 2013	95.2	95.2	95.2	95.2

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

Quarter	Overall	African-American	FARMS	Special Education
Q1	60.5	60.5	60.0	46.3
Q2	64.0	64.0	63.5	51.2
Q3	67.5	67.5	67.0	56.1
Q4	70.9	70.9	70.5	60.9

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as rough estimates.

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

Year	Overall	African-American	FARMS	Special Education
SY 2011	56.0	56.0	56.0	55.0
SY 2012	74.4	74.5	74.4	74.0
SY 2013	92.9	92.9	92.9	92.9

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)

Quarter	Overall	African-American	FARMS	Special Education
Q1	46.7	46.8	46.7	45.5
Q2	51.3	51.4	51.3	50.3
Q3	56.0	56.0	56.0	55.0
Q4	60.6	60.6	60.6	59.7

All figures are now expressed to one decimal point. The annual goals are linear extrapolations from actual 2009 to projected 2013, assuming 100% proficiency in every category in 2014. The quarterly milestone goals are linear extrapolations between these data points; they are not adjusted for summer drop-off, or the differential purposes for which the OARS interim assessments are used (e.g., to establish diagnostic baselines in 1Q, to provide a “mock exam” environment in 2Q, and so on), so they should be treated as rough estimates.

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

An extremely important part of this 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:

- Executive Director Secondary Schools met with the principal to discuss recommendation prior to public announcement
- All elected officials were informed of recommendation prior to public announcement
- Recommendation for school closure & opening of new school published in Baltimore Sun & Afro
- Letters with information about the recommendation & community meeting notices mailed home to each student
- Family & Community Engagement Office made phone calls or arranged meetings with key school partners
- School-based community meetings with parents and partners
- School-based staff meetings with Human Capital Office leadership
- Two Board of School Commissioners Public Hearings

**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 2009 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 2010-2011 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 **Booker T. Washington** for transformation. **Booker T. Washington** has demonstrated some improvement in recent years, but not the type of acceleration necessary to ensure that student success. **Booker T. Washington** was identified in this process as a school in need of transformation. Once **Booker T. Washington** was identified City Schools determined which transformation strategy would be most effective in improving student achievement.

To help guide these strategies, City Schools referenced the School Improvement Grant guidelines under ARRA, which reflect national best practices in school intervention. These options include changing a school's leadership and staff, using reform principles to improve a school (e.g.: extended learning time, embedded professional development, etc.), closing a school and re-opening it under the management of a new operator and closing a school altogether and transferring its students to a higher performing school. The decision was then made to transform **Booker T. Washington** under the Turnaround model increasing the academic rigor of the school

**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.

Booker T. Washington will receive a Title I Part A allocation of \$298,397. It will also receive funding from the following sources: \$147,702 (IDEA); \$56,322 in Third Party Billing which will support the coordination of efforts between other sources of funds and the School Improvement grant. City Schools general funds(\$250,000) will be used to install a black box theatre so that students will have the most up-to-date facilities for this class. Each of the funds will support implementation of City Schools' Essentials, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.

The school is transparent about all budget decisions.

Name of School: Booker T. Washington MS			Tier: I
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
1 Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	A rigorous principal selection process has been designed and implemented to ensure we attract and retain “qualified and effective school leaders with a 3 year proven track record in turning around low performing schools yielding double digit results.” A thorough screening process to secure a body of evidence to support the turnaround leader track record. In part, the turnaround leader must exemplify characteristics of a distinguished principal that will ensure our students’ academic success. The Office of Human Capital (OHC) and the Chief Academic Office will assist the newly selected principal with development of staffing model and the budgeting process as needed and in accordance with established guidelines.	April, 2010	Office of Human Capital
2 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	OHC will provide school leadership with early opportunity to review and contact all veteran teachers who have indicated an interest in seeking a new school assignment through the voluntary transfer process or are specifically being considered for a turnaround school.  OHC will assist school leadership in accessing new teacher candidates in shortage subject areas who are certified and highly qualified.	April, 2010	Office of Human Capital
3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	Turnaround school teachers will have access to innovative compensation options that could result in up to \$7000 of additional compensation above their salaries depending on the school’s reform package and student achievement outcomes. These financial incentives may come in the form of a salary increase for extended instructional hours, compensation for professional development during the summer, or performance bonuses earned by improving student achievement school-wide.	April, 2010	Office of Human Capital

Name of School: Booker T. Washington MS			Tier: I
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Targets for student growth and achievement will be set for the school each school year. Teachers and school staff will be eligible to share in performance bonuses made available to each school when the school's targets are met. The school will potentially get \$500 per student plus 10% for performance bonuses and will work in collaboration with Office of Human Capital to distribute funds to employees. (All incentives are contingent upon availability of funding)</p> <p>Teachers will be afforded two weeks of planning time during the summer in the first year. In subsequent years, schools may choose to continue summer planning activities. Teachers will be compensated for participation in planning time during the summer.</p>		
4 Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	School can decide to incorporate more instructional time with an extended day, week, or school year. In addition, school can increase after-school professional development and/or collaborative planning.	Ongoing	Office of Human Capital and Office of Academics
5 Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	The school will report to the Director of Turnarounds. This individual will work closely with the school-based leadership team to support and evaluate the implementation of the turnaround model. The Director will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.	July 2010-2013	Sonja Brookins Santelises, Laura Weeldreyer, Director of School Turnaround TBD

Name of School: Booker T. Washington MS			Tier: I
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
6 Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	City Schools has created a city curriculum that is aligned vertically and matches the State academic standards. Individual content and unit tests have been aligned with the curriculum. Data from these assessments are scanned into the OARS database management system to identify individual student needs. The new principal will be able to select from various School Board approved programs that match this alignment.	June 2010-2013	Sonja Brookins Santelises, Laura Weeldreyer, Director of School Turnaround TBD Ben Feldman, Achievement and Accountability
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	School based staff will use quarterly benchmark assessments designed by City Schools that are aligned to the Maryland State Curriculum, to inform their work. The benchmarks will serve as formative assessments for how to move forward within HSA tested areas.	July 2010-2013	School –Based Administrators TBD, Director of Turnarounds Linda Eberhart, Executive Director of Teaching and Learning Sonja Brookins-Santelises, Chief Academic Officer
8 Establish schedules and implement strategies that provide increased learning time	In addition to the regular school schedule students will have an additional support block wherein they will be homogeneously grouped to addresses skill gaps in reading and math. This will extend the students time on task learning.  Students will also have opportunities to attend Saturday sessions.	July 2010-2013	School –Based Administrators TBD, Director of Turnarounds Linda Eberhart, Executive Director of Teaching and Learning Sonja Brookins-Santelises, Chief Academic Officer

Name of School: Booker T. Washington MS			Tier: I
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
9 Provide appropriate social-emotional and community-oriented services and supports for students	The school will use the Positive Behavior Intervention Strategies to ensure students have appropriate social-emotional supports. The school will also partner with the Maryland School of Social Work to provide additional services to students as needed. In addition the local community has created a network of community members who provide mentoring services-both academic and social emotional- to students on Saturdays.	July 2010-2013	School-Based Administrators Jonathan Brice, Executive Director of Student Support Services Michael Sarbanes, Executive Director – Partnerships, Communications, & Community Engagement
<b>Permissible Strategies for the Implementation of the Turnaround Model.</b>			
<i>LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)</i>			
List any additional permissible LEA strategies below			
	Establish performing arts instructional program & increase academic rigor	Sept. 2009-Sept.2013	School -Based Director of the Arts Director of Turnaround Schools Linda Eberhart, Director of Teaching and Learning Sonja Brookins-Santelises, Chief Academic Officer
	Strong community involvement & interested partners identified	Sept. 2009-Sept.2013	School -Based Director of the Arts Director of Turnaround Schools Linda Eberhart, Director of Teaching and Learning

Name of School: Booker T. Washington MS			Tier: I
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
			Sonja Brookins-Santelises, Chief Academic Officer Michael Sarbanes, Executive Director – Partnerships, Communications, & Community Engagement
	Adjustment to schedule to ensure Arts Integration throughout the curriculum.	Sept. 2009- Sept.2013	Adjustment to schedule to ensure Arts Integration throughout the curriculum.
Other Actions the LEA will take to implement the Turnaround Model			
Recruit, screen, and select external providers to ensure quality	Recruit, screen, and select external providers to ensure quality of instruction for the arts.	July 2010- July 2013	
	Ensure that additional funding is secure so that the theme- Arts- is implemented to fidelity	May 2010	Amy Rosenkrans, Director of Humanities

**2.D Timeline for LEA Monitoring of Tier I and II schools.**

<b>Timeline for LEA Monitoring of Tier I and Tier II schools</b> <b>Intervention Model __Turnaround X__ School: Booker T. Washington Tier I</b>	
<b>Year 1: Q1 (SY2010-2011, July-Sept)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul>
	<ul style="list-style-type: none"> <li>• Progress Adequate Yearly Progress results.</li> <li>• City Schools’ Progress Report results assessed.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for upcoming school year as defined by the Operator</li> <li>• Quarterly benchmark data.</li> </ul>
<b>Year 1: Q2 (SY2010-2011, Oct-Dec)</b>	Monitor: <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	Progress assessed: <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• Student Support Teams (SST) minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for the current school year as defined by the Operator.</li> </ul>

<p><b>Year 1: Q3 (SY2010-2011, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
<p><b>Year 1: Q4 (SY2010-2011, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
<p><b>Year 2: Q1 (SY2011-2012, July-Sept)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward school improvement strategies for previous school year and current year as defined by the Operator.</li> <li>•</li> </ul>
<p><b>Year 2: Q2 (SY2011-2012, Oct-Dec)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• Mid-contract School Quality Review accountability visit conducted by Achievement and Accountability (low stakes).</li> <li>•</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• School Performance on SQR (baseline data).</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<p><b>Year 2: Q3 (SY2011-2012, Jan-Mar)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>

	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for the current school year.</li> </ul>
<p><b>Year 2: Q4 (SY2011-2012, April-June)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Climate Survey.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<p><b>Year 3: Q1 (SY2012-2013, July-Sept)</b></p>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>•</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Adequate Yearly Progress results.</li> <li>• City Schools' Progress Report results.</li> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> </ul>
<b>Year 3: Q2 (SY2012-2013, Oct-Dec)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> </ul>
<b>Year 3: Q3 (SY2012-2013, Jan-Mar)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> <li>• School quality review conducted by Accountability and Achievement Office (high stakes).</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> <li>• Suspensions.</li> <li>• Progress toward defined school improvement strategies for current school year as defined by the Operator.</li> <li>• School performance on SQR with emphasis on its progress from previous year.</li> </ul>

<b>Year 3: Q4 (SY2012-2013, April-June)</b>	<p>Monitor:</p> <ul style="list-style-type: none"> <li>• Minimum of bi-weekly School Support Network visits.</li> <li>• Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator.</li> <li>• Monitoring Visit from the Central Office Monitoring Team.</li> </ul>
	<p>Progress assessed:</p> <ul style="list-style-type: none"> <li>• D Benchmark data (subjects: Reading, Math and Science).</li> <li>• Frequency of teachers accessing electronic data display system.</li> <li>• Frequency of administrators accessing electronic data display system.</li> <li>• Use of parent portal.</li> <li>• SMS for attendance.</li> <li>• SST minutes and documents.</li> </ul>

**2.E School Budget Narrative for Tier I and Tier II schools.**

School Budget Narrative –Tier I and Tier II Schools				
Name of School: Booker T Washington		Intervention: Turnaround		Tier: 1
School Budget Narrative for School Year 2010-2011				
Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
<i>Salaries &amp; Wages</i>	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile)	Requirement #2 & 4 - allows time for newly selected staff and retained staff to access professional development and prepare for changes in the school	70 hrs x 30 tchrs x \$30/hr 70 hrs x 4 paras x \$21/hr	\$68,880
	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement)	Requirement #8 - allows extended learning time for all students	\$8,640 x 30 tchrs \$4,752 x 4 paras	\$278,208
	Community Support for Schools position will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement and school climate and culture)	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727
	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)	Providing one administrator will support implementation and oversight of all school-based reforms  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	1 FTE x \$111,547	\$111,547

	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – effective leadership)	Requirement #1 & 3 - provides an incentive to attract high quality leader to replace current principal	\$15,000	\$15,000
	Administrative vacation buy-out will help recruit high quality school leaders (see needs assessment – effective leadership)	Requirement #3 - provides an incentive to attract high quality leaders to form administrative team <u>Administration Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school	\$12,000	\$12,000
	Education Associate position component of the fine arts theme, which is expected to increase student engagement, thus improve student achievement and school climate (see needs assessment – student achievement, instructional program, culture and climate)	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881
<b>Total Salaries and Wages</b>				<b>\$603,243</b>
<i>Fixed Charges</i>	FICA for summer PD, additional learning time, principal pay differential, and vacation buy-out	FICA of 7.65% and Fringe Benefits of 22%.	374,088 x 7.65%	\$28,618
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
	Fringe for community support position		13,913 + 22% of salary	\$27,272.94
	Fringe for educ. associate position		13,913 + 22% of salary	\$26,426.82
<b>Total Fixed Charges</b>				<b>\$120,770.76</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$724,013.76</b>

<i>Contracted Services</i>	Contract for professional development	Requirement #4 - services will include providing high quality, job-embedded PD	\$31,000	\$31,000
	Interdisciplinary integration of fine arts instructional program		\$50,000	\$50,000
<b>Total Contracted Services</b>				<b>\$81,000</b>
<i>Supplies &amp; Materials</i>	Materials for arts programming	Allows implementation of thematic instructional program in fine arts	\$23,792	\$23,792
	34 computers, 1 network printers	Equipment for one computer lab Optional #18 - utilizing technology in instruction	34 x \$900 1 x \$1,200	\$31,800
	Furniture needed for arts program (art tables, theater equipment, etc)	Allows implementation of thematic instructional program in fine arts	\$67,750	\$67,750
<b>Total Supplies and Materials</b>				<b>\$123,342</b>
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
Total Fixed Charges				
Total Requested				\$927,755.76

**School Budget Narrative –Tier I and Tier II Schools**

**Name of School: Booker T Washington**

**Intervention: Turnaround**

**Tier: 1**

**School Budget Narrative for School Year 2011-2012**

<b>Line Item</b>	<b>Description</b>	<b>Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model</b>	<b>Calculation</b>	<b>Total</b>
<i>Salaries &amp; Wages</i>	Performance bonus	<p>Requirement #3 - provides an incentive to attract high quality teachers</p> <p><u>Performance Bonus:</u>                      In an effort to build school team commitment and to incentivize staff performance, Turnaround schools will be allocated a pool of money that may be used as bonuses for staff when the school meets student achievement targets set by the district. All staff at the school would be eligible to share in the bonus pool. Criteria and individual bonus amounts would be defined by the Office of Human Capital in consultation with school leadership and Office of the Chief Academic Officer. Distribution would occur after the end of your year one and year two when student achievement targets are confirmed by the Office of Achievement and Accountability</p>	\$500 x 418 students + 10%	\$229,900
	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement)	Requirement #8 - allows extended learning time for all students	\$8,640 x 30 tchrs \$4,752 x 4 paras	\$278,208
	Community Support for Schools position will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement and school climate and culture)	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727

<p>Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)</p>	<p>Providing one administrator will support implementation and oversight of all school-based reforms.</p> <p><u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.</p>	<p>1 FTE x \$111,547</p>	<p>\$111,547</p>
<p>Principal Pay Differential will help recruit high quality school leaders (see needs assessment – effective leadership)</p>	<p>Requirement #1 &amp; 3 - provides an incentive to attract high quality leader to replace current principal</p>	<p>\$15,000</p>	<p>\$15,000</p>
<p>Administrative vacation buy-out will help recruit high quality school leaders (see needs assessment – effective leadership)</p>	<p>Requirement #3 - provides an incentive to attract high quality leaders to form administrative team</p> <p><u>Administration Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.</p>	<p>\$12,000</p>	<p>\$12,000</p>
<p>Education Associate position component of the fine arts theme, which is expected to increase student engagement, thus improve student achievement and school climate (see needs assessment – student achievement, instructional program, culture and climate)</p>	<p>FTE dedicated to implementation of fine arts instructional program</p>	<p>1 FTE x \$56,881</p>	<p>\$56,881</p>
<p><b>Total Salaries and Wages</b></p>			<p><b>\$764,263</b></p>

<i>Fixed Charges</i>	FICA for performance bonus, additional learning time, principal pay differential, and vacation buy-out	FICA of 7.65% and Fringe Benefits of 22%.	535,108 x 7.65%	\$40,936
	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
	Fringe for community support position		13,913 + 22% of salary	\$27,272.94
	Fringe for educ. associate position		13,913 + 22% of salary	\$26,426.82
<b>Total Fixed Charges</b>				<b>\$133,088.76</b>
<b>Total Salaries and Wages <u>and</u> Fixed Charges</b>				<b>\$897,351.76</b>
<i>Contracted Services</i>	Contract for professional development	Requirement #4 - services will include providing high quality, job-embedded PD	\$31,000	\$31,000
	interdisciplinary integration of fine arts instructional program	allows implementation of thematic instructional program in fine arts	\$50,000	\$50,000
<b>Total Contracted Services</b>				<b>\$81,000</b>
<i>Supplies &amp; Materials</i>	materials for arts programming	allows implementation of thematic instructional program in fine arts	\$23,792	\$23,792
<b>Total Supplies and Materials</b>				<b>\$23,792</b>
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
Total Fixed Charges				
Total Requested				\$1,002,143.76

**School Budget Narrative –Tier I and Tier II Schools**

**Name of School: Booker T Washington**

**Intervention: Turnaround**

**Tier: 1**

**School Budget Narrative for School Year 2012-2013**

**Complete a separate form for each budget year for which funds are being requested.**

Line Item	Description	Explain how the expenditures address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculation	Total
<i>Salaries &amp; Wages</i>	Performance bonus based on school-wide growth	<p>Requirement #3 - provides an incentive to attract high quality teachers</p> <p><u>Performance Bonus:</u> In an effort to build school team commitment and to incentivize staff performance, Turnaround schools will be allocated a pool of money that may be used as bonuses for staff when the school meets student achievement targets set by the district. All staff at the school would be eligible to share in the bonus pool. Criteria and individual bonus amounts would be defined by the Office of Human Capital in consultation with school leadership and Office of the Chief Academic Officer. Distribution would occur after the end of your year one and year two when student achievement targets are confirmed by the Office of Achievement and Accountability.</p>	\$500 x 418 students + 10%	\$229,900
	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement)	Requirement #8 - allows extended learning time for all students	\$8,640 x 30 tchrs \$4,752 x 4 paras	\$278,208
	Community Support for Schools position will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement and school climate and culture)	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727

	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture)	Providing one administrator will support implementation and oversight of all school-based reforms  <u>Additional Leadership Support:</u> In anticipation of the challenging instructional, student support, and operational management needs in the turnaround schools with large student populations, principals are offered a choice of an additional teacher leader or assistant principal position to ensure an adequate administrative and instructional support infrastructure to effectively implement change strategies during the first three years at the school.	1 FTE x \$111,547	\$111,547
	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – effective leadership)	Requirement #1 & 3 - provides an incentive to attract high quality leader to replace current principal	\$15,000	\$15,000
	Administrative vacation buy-out will help recruit high quality school leaders (see needs assessment – effective leadership)	Requirement #3 - provides an incentive to attract high quality leaders to form administrative team  <u>Administration Vacation Buyout:</u> In anticipation of the considerable workload and time commitments that will be required of school administrators at the turnaround schools, and as an additional compensation incentive, principals will be allowed to cash-in up to ten days of earned but unused vacation time at the end of each school year for the first three years at the school.	\$12,000	\$12,000
	Education Associate position component of the fine arts theme, which is expected to increase student engagement, thus improve student achievement and school climate (see needs assessment – student achievement, instructional program, culture and climate)	FTE dedicated to implementation of fine arts instructional program.	1 FTE x \$56,881	\$56,881
<b>Total Salaries and Wages</b>				<b>\$764,263</b>
<i>Fixed Charges</i>	FICA for summer PD, additional learning time, principal pay differential, and vacation buy-out	FICA of 7.65% and Fringe Benefits of 22%.	535,108 x 7.65%	\$40,936

	Fringe for add'l leadership		13,913 + 22% of salary	\$38,453
	Fringe for community support position		13,913 + 22% of salary	\$27,272.94
	Fringe for educ. associate position		13,913 + 22% of salary	\$26,426.82
<b>Total Fixed Charges</b>				<b>\$133,088.76</b>
<b>Total Salaries and Wages <i>and</i> Fixed Charges</b>				<b>\$897,351.76</b>
<i>Contracted Services</i>	Contract for professional development	Requirement #4 - services will include providing high quality, job-embedded PD	\$31,000	\$31,000
	interdisciplinary integration of fine arts instructional program	allows implementation of thematic instructional program in fine arts	\$50,000	\$50,000
Total Contracted Services				\$81,000
<i>Supplies &amp; Materials</i>	materials for arts programming	allows implementation of thematic instructional program in fine arts	\$23,792	\$23,792
Total Supplies and Materials				\$23,792
<i>Other Charges</i>				
Total Other Charges				\$-
<i>Equipment</i>				
Total Equipment				\$-
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				<b>\$1,101,093.76</b>

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

Booker T. Washington will receive a Title I Part A allocation of \$298,297. It will also receive funding from the following sources: \$147,702 (IDEA); \$56,322 in Third Party Billing which will support the coordination of efforts between other sources of funds and the School Improvement grant. City Schools general funds(\$250,000) will be used to install a black box theatre so that students will have the most up-to-date facilities for this class. Each of the funds will support implementation of City Schools' Essentials, in particular Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains high quality 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.

#### Section 4: LEA Commitments and Capacity

Below you will find the LEA level budget to administer and support implementation of the Turnaround and Restart models in the Tier I and Tier II schools:

Table 4.A

1003(g) Central Support Team				
Name of Central Support Team Members	Title	Responsibilities	Tier Assignment	Estimate of the time each individual will devote to supporting Tier I, II, and III schools (Hours per Month)
TBD	Turnaround Schools Coordinator	To ensure the effective implementation of school based interventions through frequent monitoring of interventions at each school site.  To work closely with school based leadership teams and operators to discuss the needed supports	Tier I and Tier II	160 hrs/month
TBD	Coordinator of Turnaround School Accountability	To ensure the effective implementation of school based interventions and to monitor the school level data and grants to ensure effective implementation	Tier I and Tier II	160 hrs/month
Laura Weeldreyer	Deputy Chief of Staff	To ensure that central office acts as a rapid response team for the schools and that the schools have what is needed to produce dramatic gains.	Tier I and Tier II	40 hrs/month
Tasha Johnson	Director of Title I	To oversee grant implementation and monitoring.	Tier I, Tier II, and Tier III	20 hrs/month
Linda Eberhart	Director of Teaching and Learning	To plan and coordinate the professional development support for the turnaround schools.	Tier I, Tier II, and Tier III	20 hrs/month
TBD	School Support Network Team Leaders	To give necessary supports identified by the Director of Turnarounds to the school based teams	Tier I and Tier II	160 hrs/month
TBD	School Support Network Academic Liaisons	To give necessary supports needed at each school site as related to the academic performance of students	Tier I and Tier II	160 hrs/month
TBD	School Support Network Business/Ops Liaisons	To give necessary supports needed at each school site as related to finance and budget, facilities, procurement, and other operational issues	Tier I and Tier II	160 hrs/month

**1003(g) Central Support Team**

TBD	School Support Network Special Education/Student Support Liaisons	To give necessary supports related to special education and students supports needed at each school site	Tier I and Tier II	160 hrs/month
Tracy Kelley	Office of New Initiatives	To serve as first point of contact for external turnaround partners and to act as liaison between operators and central office	Tier I and Tier II	60 hrs/month
Angie Kirk	Human Capital	To support schools on staffing needs and troubleshoot staffing issues	Tier I and Tier II	40 hrs/month

**a. How often will the LEA 1003(g) central support team meet?**

The Baltimore City 1003(g) support team will meet every two weeks. The Offices represented include Special Education, Tier I, Achievement and Accountability, Teaching and Learning, Office of New Initiatives, Human Capital, Facilities, Finance, Office of the Chief of Staff and other relevant offices as needed.

**b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?**

A formal report will be given to the Chief Executive Officer (CEO) and the CEO's cabinet members every month.

**c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?**

A state of the 1003 (g) schools will be issued to the School Board once a quarter.

**d. Has the LEA 1003(g) central support team met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?**

Yes       No

**If no, briefly describe the plans for the central support team to begin work on the Tier I, II, and III schools?**

Although the formal full time central support team positions have not been filled, a working group has been convened to ensure that all schools are ready for the effective implementation of the grant. One FTE has been assigned to the role of project management, in addition to the support of the team listed above. The full time grant positions will be staffed as soon as the grant is awarded.

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

The Baltimore City School central support team will work collaboratively as a cross functional team to review and assess the progress of the schools towards their set goals. A school quality review will be implemented at the end of each school year to give formal feedback to the school leadership teams as well as the school-based operators and community support organizations.

- f. **What steps will the LEA take to ensure that the school improvement funds are utilized (1) in a timely way and (2) effectively and efficiently to support the required components of the selected intervention? Specifically, what assurances will the LEA make that schools and LEA support teams have access to these funds, even during annual rollover processes? How will the LEA support principals' timely and effective use of these funds?**

City Schools will hire an individual to specifically assure that funds are utilized to implement the selected interventions. This individual, the Coordinator of Turnaround Schools Accountability, will work closely with school-based staff and other central office staff to ensure that the allocations are made in a timely manner and that they are being used effectively.

#### 4.B

#### 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.**

- g. **Within this proposal, the LEA identified actions taken or in the planning to support individual Tier I and Tier II schools' implementation of the selected interventions. Looking across the commitments made for the schools, and considering as well the strategies selected by the LEA for identified Tier III schools, what additional actions will the LEA take to ensure that the selected interventions are implemented as designed and to make the other changes such as: (1) realignment of other resources; (2) removal of expectations that might run counter to the approach outlined in the selected intervention; (3) timely modification of practices and policies (those anticipated ahead of time and those that will emerge during implementation); and (4) engaging in reflective and sustained, collaborative conversation and planning to ensure that improvement efforts can be sustained once this funding ends?**

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

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

Additionally, a representative from OHC identified and visited three professional learning communities (PLCs) where high performing/ highly involved teachers were gathered. The messaging to these PLCs centered on the need for the highest performing teachers and teacher leaders to consider transfers to restarts and/or turnarounds.

**LEA Capacity to Implement Grant**

Approximately 125 teachers and teacher leaders were invited to reach out to a dedicated OHC contact to further discuss the opportunities.

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

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

- (4) Engaging in Collaboration- The Coordinator of Turnaround Schools will begin long-range planning with the school operators and school leaders from the onset of the school turnaround. These planning sessions will involve creating a long-range strategic plan for district allocations for the schools after 2013 and other necessary funds.

**h. 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?**

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

## Section 5 LEA Budget

The LEA may reserve funds from Tier I, Tier II and Tier III school budgets for services provided to the school and/or LEA via Maryland State Department of Education's Breakthrough Center, Maryland's Statewide System of Support. Services may include: comprehensive audits via the RITA (Restructuring Implementation Technical Assistance) process; MSDE Collaborative Planning process, and other build up or access services offered through the Breakthrough Center. These services will be negotiated between MSDE and the LEA and commitment to the services will be specified through a formal Memorandum of Understanding.

Funds may also be reserved by the LEA for LEA-level activities designed to support implementation of the selected school intervention models in Tier I, and Tier II schools and to support the implementation of school improvement strategies in the Tier III schools so long as the LEA budget for each year does not exceed the SIG amount for the Tier I, II, and III schools it commits to serve.

**Below is the LEA level budget to administer and support implementation of the Turnaround and Restart models in the Tier I and Tier II schools:**

Targeted Support Area	Purpose	Allocation
Contracted Services - High quality professional development aligned with the MD Professional Development Standards	To ensure every staff member is able to adequately address the needs of every child	650 Teachers *\$100 (session costs)* 3 years= \$195,000
Professional Development Materials	To provide resources to staff members to ensure that the targeted professional growth goals are met.	650 Teachers *\$80 (material costs)* 3 years= \$156,000
Professional Development Materials	PD Supplies	\$7,470.91 ( first year only)
Implementation of targeted support	To guide the growth at each site there will be a Turnaround School Coordinator hired and a Coordinator of Turnaround School Accountability hired.	Salary for (2) FTE - \$115,000*22% +\$13,912 fringe benefits*3years= \$925,272
Travel	Mileage reimbursement to attend State and/or Federal technical assistance meetings for the two Coordinators.	\$525/year @ 3 years+ \$1575

Targeted Support Area	Purpose	Allocation
Leadership Coaching and Development Contract	New Leaders for New Schools' Urban Excellence Framework™ (“UEF”) will serve as the anchor for development of turnaround leadership teams. To maximize the effectiveness of the strong leadership teams put in these Turnaround Schools, New Leaders will deliver year-long robust training based on their Urban Excellence Framework, and provide intensive leadership team coaching to drive results. This will include working collaboratively with the district to implement school diagnostic tools, leadership assessment tools, and a results-oriented action planning process.	Year 1 - \$1,162,460 Year 2 – \$1,220,583 Year 3 - \$1,009,193 <b>*Please see Table A for a more detailed breakdown</b>  <b>Total - \$3,392, 236</b>
Travel and Attendance at Professional Conference and Grants Management Meetings	Travel and attendance for the two Coordinators to guide the training and support of program participants through the attendance at professional conference and related Title I focused meetings.	\$1500 pp for 2 Coordinators @ 2 conferences/year * 3 years= \$18,000
Administrative Cost	Indirect Cost @ 5.23% of \$24,167,636.79	\$1,192,389.03

**Table A**

	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
<i>Workstreams</i>			
Recruitment and Selection of Turnaround Residents*	\$ 247,092	\$ 259,447	\$ -
Foundational Year (Turnaround Residents)*	\$ 397,692	\$ 417,577	\$ 438,456
Support for Turnaround Principals*	\$ 81,623	\$ 85,704	\$ 89,989
<i>Additional Staffing for Turnaround Project</i>			
Director of Turnaround Leadership Team Initiative	\$ 127,947	\$ 134,344	\$ 141,061
Turnaround Coach	\$ 127,947	\$ 134,344	\$ 141,061
National Executive Director of Turnarounds	\$ 23,866	\$ 25,059	\$ 26,312
Regional Director	\$ 23,866	\$ 25,059	\$ 26,312
Maryland Executive Director	\$ 15,911	\$ 16,706	\$ 17,541
Supplies and Materials	\$ 15,000	\$ 15,750	\$ 16,538
Consultants	\$ 25,000	\$ 26,250	\$ 27,563
Travel	\$ 10,000	\$ 10,500	\$ 11,025
Total Direct	\$ 369,536	\$ 388,013	\$ 407,413
Total Indirect	\$ 66,516	\$ 69,842	\$ 73,334
Direct + Indirect	\$ 436,052	\$ 457,855	\$ 480,748
<b>GRAND TOTAL</b>	<b>\$ 1,162,460</b>	<b>\$ 1,220,583</b>	<b>\$ 1,009,193</b>
* includes indirect costs			

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Complete a separate form for each year.

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	William C March	Leadership Support	Salaries & Wages	support the school leader in addressing instructional and school climate	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	William C March	Stipends	differential, Admin vacation pay-out	address the challenge of high staff turnover and large proportion of	70 hrs x 37 teachers x \$30/hr 70 hrs x3 paras x \$21/hr	\$109,110.00
Salaries/Wages Totals	Calverton	Stipends	Summer PD, Principal Pay differential, Admin vacation pay-out	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers	70 hrs x 58 teachers x \$30/hr 70 hrs x 11 paras x \$21/hr, \$15,000, \$12,000	\$164,970.00
Salaries/Wages Totals	Calverton	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	2 FTE X \$111,547	\$223,094.00
Salaries/Wages Totals	Chinquapin	Stipends	Summer PD, Principal Pay differential, Admin vacation pay-out	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers	70 hrs x 34 teachers x \$30/hr 70 hrs x 12 paras x \$21/hr, \$15,000, \$12,000	\$130,740.00
Salaries/Wages Totals	Chinquapin	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	Booker T. Washington	Stipends	Summer PD, Principal Pay differential, Admin vacation pay-out, Aditonal Learning time	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers	70 hrs x 30 teachers x \$30/hr 70 hrs x 4 paras x \$21/hr, \$15,000, \$12,000	\$374,088.00
Salaries/Wages Totals	Booker T. Washington	Community Support position	Salaries & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
Salaries/Wages Totals	Booker T. Washington	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated** LEA and School Budgets for Tier I and Tier II Schools  
 LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	Booker T. Washington	Educational Associate Position	Salaries & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00
Salaries/Wages Totals	Commodore John Rodgers	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	Commodore John Rodgers	Stipends	Summer PD, Principal Pay differential, Admin vacation pay-out, Aditional Learning time	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers	70 hrs x 32 teachers x \$30/hr 70 hrs x 8 paras x \$21/hr, \$15,000, \$12,000	\$105,960.00
Salaries/Wages Totals	Augusta Fells Savage	Stipends	Summer PD, Principal Pay differential, Admin vacation pay-out, Aditional Learning time	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers	70 hrs x 39 teachers x \$30/hr 70 hrs x1 paras x \$21/hr,\$8,424 x39 tchrs, \$4,968 x 1para, \$15,000,\$12,000	\$443,874.00
Salaries/Wages Totals	Augusta Fells Savage	Community Support position	Salaries & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
Salaries/Wages Totals	Augusta Fells Savage	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	2 FTE X \$111,547	\$223,094.00
Salaries/Wages Totals	Augusta Fells Savage	Educational Associate Position	Salaries & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00
Salaries/Wages Totals	Garrison	Stipends	Summer PD, Principal Pay differential, Admin vacation pay-out, Aditional Learning time	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers	70 hrs x 47 teachers x \$30/hr 70 hrs x 14 paras x \$21/hr, \$15,000, \$12,000	\$146,280.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	Garrison	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	LEA BUDGET	Implementation of targeted support	Salary and Wages for 2 FTE - Turnaround School Coordinators	To guide the growth at each site there will be a Turnaround School Coordinator hired and a Coordinator of Turnaround School Accountability hired	\$115000 x 2 = \$230,000	\$230,000.00
Salaries/Wages Totals						
Salaries/Wages Totals						
Salaries/Wages Totals						
<b>Consolidated Total Salaries/Wages</b>						<b>\$2,944,161.00</b>
Fixed Charges Totals	William C. March	Leadership Support	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges Totals	William C. March	Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$109,110 x 7.65%	\$8,346.91
Fixed Charges Totals	Calverton	Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$164,970 x 7.65%	\$12,620.00
Fixed Charges Totals	Calverton	Leadership Support	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	2 x \$13,913+22% of Salary	\$76,906.00
Fixed Charges Totals	Chinquapin	Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$130,740 x 7.65%	\$10,001.61
Fixed Charges Totals	Chinquapin	Leadership Support	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	\$13,913+22% of Salary	\$38,453.00
Fixed Charges Totals	Booker T. Washington	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$374,088 x 7.65%	\$28,618.00
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges Totals	Commodore John Rodgers	Fringe Benefit	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$105,960 x 7.65%	\$8,105.94
Fixed Charges Totals	Commodore John Rodgers	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges Totals	Augusta Fells Savage	Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$44,3874 x 7.65%	\$33,956.00
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	(\$13,913 x 2) + 22% of salary	\$76,906.46
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges Totals	Garrison	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$146,280 x 7.65%	\$11,190.42
Fixed Charges Totals	Garrison	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.34

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges Totals	LEA Budget	Fringe Benefit	Fringe Benefit for 2 FTE - Coordinator	Turnaround School Coordinator Fringe Benefit	$((\$115,000 \times 2) \times 22\%) + (\$13,912 \times 2) = \$78,424$	\$78,424.00
Fixed Charges Totals						
Fixed Charges Totals						
Fixed Charges Totals						
Fixed Charges Totals						
<b>Consolidated Total Fixed Charges</b>						<b>\$644,740.20</b>
Contracted Services Totals	William C. March	Contracted Service	Contract with EMO-JHU Talent Development		start-up flat amount \$550,000	\$550,000.00
Contracted Services Totals	William C. March	Contracted services	smart board, projector installation		2 classrooms x \$15,000	\$30,000.00
Contracted Services Totals	Calverton	Contracted services	Contract with EMO - Friendship Schools	Allocation for operator to spend using their discretion.	start-up flat amount \$550,000	\$550,000.00
Contracted Services Totals	Calverton	Contracted services	smart board, projector installation		30 Classrooms x \$1,500	\$450,000.00
Contracted Services Totals	Booker T. Washington	Contracted services PD	Requirement #4 - services will include providing high quality, job-embedded PD		\$31,000	\$31,000.00
Contracted Services Totals	Booker T. Washington	Contracted services		interdisciplinary integration of fine arts instructional program	\$50,000	\$50,000.00
Contracted Services Totals	Commodore John Rodgers	Contracted services	Contract with EMO - Living Classroom	Allocation for operator to spend using their discretion.	start-up flat amount \$550,000	\$550,000.00
Contracted Services Totals	Commodore John Rodgers	Contracted Services	smart board, projector installation		6 classrooms x \$15,000	\$90,000.00
Contracted Services Totals	Augusta Fells Savage	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	60,000.00	60,000.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services Totals	Augusta Fells Savage	Contracted Services	interdisciplinary integration of fine arts instructional program	allows implementation of thematic instructional program in fine arts	100,000.00	100,000.00
Contracted Services Totals	Garrison	Contracted Services	Contract with EMO - Global Partnership Schools	Allocation for operator to spend using their discretion.	start-up flat amount \$550,000	\$550,000.00
Contracted Services Totals	Garrison	Contracted Services	smart board, projector installation		10 classrooms x \$15,000	\$150,000.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services Totals	Chinquapin	Contracted Services	\$550,000 of Start-up funds for EMO covered by alternative fund source; \$174,350 of contractual services supported .	\$550,000 of Start-up funds for EMO covered by alternative fund source; \$174,350 of contractual services supported by the following:	\$174,350	\$174,350.00
Contracted Services Totals	LEA Budget	Professional Development	To ensure every staff member is able to adequately address the needs of every child	High quality professional development aligned with the MD Professional Development Standards	650 teachers x \$100 per session = \$65,000	\$65,000.00
Contracted Services Totals	LEA Budget	Professional Development	Leadership Coaching and Development Contract	New Leaders for New Schools' Urban Excellence Framework™ ("UEF") will serve as the anchor for development of turnaround leadership teams. To maximize the effectiveness of the strong leadership teams put in these Turnaround Schools, New Leaders will deliver year-long robust training based on their Urban Excellence Framework, and provide intensive leadership team coaching to drive results.	\$1,162,460	\$1,162,460.00
<b>Consolidated Total Contracted Services</b>						<b>\$4,562,810.00</b>
Supplies and Materials Totals	William C. March		88 computers, 4 network printers		88 x \$900 4 x \$1,200	\$84,000.00
Supplies and Materials Totals	William C. March		Furniture		\$25,000	\$25,000.00
Supplies and Materials Totals	Calvert		233 computers, 8 network printers		233 x \$900 8 x \$1,200	\$219,300.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Supplies and Materials Totals	Calvert		Furniture		\$80,700	\$80,700.00
Supplies and Materials Totals						\$0.00
Supplies and Materials Totals						
Supplies and Materials Totals	Booker T. Washington	Supplies	Material for Arts programming	allows implementation of thematic instructional program in fine arts	\$23,792	\$23,792.00
Supplies and Materials Totals	Booker T. Washington		34 computers, 1 network printers	equipment for one computer lab Optional # 18 - Utilize technology in instruction	\$31,800	\$31,800.00
Supplies and Materials Totals	Booker T. Washington	Furniture		furniture needed for arts program (art tables, theater equipment, etc)	\$67,750	\$67,750.00
Supplies and Materials Totals	Commodore John Rodgers		94 computers, 7 network printers		94 x \$900 7 x \$1,200	\$93,000.00
Supplies and Materials Totals	Commodore John Rodgers	Furniture			\$30,000	\$30,000.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Supplies and Materials Totals	Augusta Fells Savage	Supplies	materials for arts programming component of the fine arts theme, which is expected to increase student engagement, thus improve achievement and school climate and culture	allows expansion of arts programming	\$28,042	\$28,042.00
Supplies and Materials Totals	Augusta Fells Savage	Computer & network Printer	110 Computers, 4 network printer	equipment for three computer lab Optional # 18 Utilizing technology in instruction	110 x \$900 4 x \$1,200	\$103,800.00
Supplies and Materials Totals	Augusta Fells Savage	Furniture	furniture needed for arts program	allows implementation of thematic instructional program in fine arts	\$47,500	\$47,500.00
Supplies and Materials Totals	Garrison	Computer & network Printer	168 Computers, 12 network printer		168 classrooms x \$9,000 12 x \$1,200	\$165,600.00
Supplies and Materials Totals	Garrison	Furniture			\$34,000	\$34,000.00
Supplies and Materials Totals	LEA Budget	Professional Development	Professional Development Materials	To provide resources to staff members to ensure that the targeted professional growth goals are met	650 teachers x \$80 per teacher = \$52,000	\$52,000.00
Supplies and Materials Totals	LEA Budget	Professional Development	Additional Supplies for Staff Development		\$7,471	\$7,470.91
<b>Consolidated Total Supplies and Materials</b>						<b>\$1,093,754.91</b>
Other Charges Totals		Travel	Travel	Mileage reimbursement to attend State and/or Federal technical assistance meetings for the two Coordinators	\$525 per year	\$525.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated** LEA and School Budgets for Tier I and Tier II Schools  
 LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Other Charges Totals		Travel/ Conferences	Travel and Attendance at Professional Conference and Grants Management Meetings	Travel and attendance for the two Coordinators to guide the training and support of program participants through the attendance at professional conference and related Title I focused meetings	\$1,500 per person x 2 Coordinators x 2 conferences per year = \$6,000	\$6,000.00
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
<b>Condolidated Total Other Charges</b>						<b>\$6,525.00</b>
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
<b>Consolidated Total Equipment</b>						<b>\$0.00</b>
<b>Total LEA Transfer/Indirect Costs</b>						<b>\$397,463.01</b>
<b>Title I 1003(g) Total Requested</b>						<b>\$9,649,454.12</b>

**Title I 1003(g) School Improvement Grant**  
**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Complete a separate form for each year. ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	William C March	Leadership Support	Salaries & Wages	support the school leader in addressing instructional and school climate	1 FTE X \$94,500	\$94,500.00
Salaries/Wages Totals	William C March	Stipends	differential pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x475 students +10%, \$15,000 and \$12,000	\$288,250.00
Salaries/Wages Totals	Calverton	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	2 FTE x \$111,547	\$223,094.00
Salaries/Wages Totals	Calverton	Stipends	Performance Bonus, principal differential pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x669 students +10%, \$15,000 and \$12,000	\$394,950.00
Salaries/Wages Totals	Chinquapin	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE x \$111,547	\$111,547.00
Salaries/Wages Totals	Chinquapin	Stipends	Performance Bonus, principal differential pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x 302 students +10%, \$15,000 and \$12,000	\$193,100.00
Salaries/Wages Totals	Booker T. Washington	Stipends	Performance Bonus, principal differential pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x 418 students +10%, After Learning Time \$8,640 x30 tchrs and \$4,752 x4 paras, \$15,000 and \$12,000 + \$229,000	\$535,108.00
Salaries/Wages Totals	Booker T. Washington	Community Support position	Salaries & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
Salaries/Wages Totals	Booker T. Washington	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	Booker T. Washington	Educational Associate Position	Salaries & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00
Salaries/Wages Totals	Commodore John Rodgers	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	Commodore John Rodgers	Stipends	Performance Bonus, principal differential pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x 403 students +10%, \$15,000 and \$12,000	\$248,650.00
Salaries/Wages Totals	Augusta Fells Savage	Stipends	Performance Bonus , Principal Pay differential, Admin vacation pay-out, Additional Learning time	Performance Bonus, principal differential pay and vacation buy-out	\$500/hr x 603 students +10% \$8,424 x39 tchrs, \$4,968 x 1para, \$15,000,\$12,000	\$692,154.00
Salaries/Wages Totals	Augusta Fells Savage	Community Support position	Salaries & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
Salaries/Wages Totals	Augusta Fells Savage	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	2 FTE X \$111,547	\$223,094.00
Salaries/Wages Totals	Augusta Fells Savage	Educational Associate Position	Salaries & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00
Salaries/Wages Totals	Garrison	Stipends	Performance Bonus, principal differential pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x 530 students +10%, \$15,000 and \$12,000	\$318,500.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated** LEA and School Budgets for Tier I and Tier II Schools  
 LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	Garrison	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	LEA Budget	Implementation of targeted support	Salary and Wages for 2 FTE - Turnaround School Coordinators	To guide the growth at each site there will be a Turnaround School Coordinator hired and a Coordinator of Turnaround School Accountability hired	\$115000 x 2 = \$230,000	\$230,000.00
Salaries/Wages Totals						
<b>Consolidated Total Salaries/Wages</b>						<b>\$4,122,804.00</b>
Fixed Charges Totals	William C. March	Leadership Support	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	\$13,913 + 22% of salary	\$34,703.00
Fixed Charges Totals	William C. March	Fringe Benefit	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$288,250 x 7.65%	\$22,051.00
Fixed Charges Totals	Calverton	Fringe Benefit	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$394,950 x 7.65%	\$30,214.00
Fixed Charges Totals	Calverton	Fringe Benefit	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	\$13,913 + 22% of salary x 2	\$76,907.00
Fixed Charges Totals	Chinquapin	Fringe Benefit	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$193,100 x 7.65%	\$14,772.15
Fixed Charges Totals	Chinquapin	Fringe Benefit	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges Totals	Booker T. Washington	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$535,108 x 7.65%	\$40,936.00
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges Totals	Commodore John Rodgers	FICA	FICA for performance bonus, principal pay differential, and vacation buy-out	FICA for performance bonus, principal pay differential, and vacation buy-out	\$248,650x 7.65%	\$19,021.72
Fixed Charges Totals	Commodore John Rodgers	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges Totals	Augusta Fells Savage	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$692,154 x 7.65%	\$52,949.00
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	(\$13,913 X 2) + 22% of salary	\$76,906.46
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges Totals	Garrison	FICA	FICA for performance bonus, principal pay differential, and vacation buy-out	FICA for performance bonus, principal pay differential, and vacation buy-out	\$318,500x 7.65%	\$24,365.25
Fixed Charges Totals	Garrison	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$38,453.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges Totals	LEA Budget	Fringe Benefit	Fringe Benefit for 2 FTE - Coordinator	Turnaround School Coordinator Fringe Benefit	$((\$115,000 \times 2) \times 22\%) + (\$13,912 \times 2) = \$78,424$	\$78,424.00
Fixed Charges Totals						
Fixed Charges Totals						
Fixed Charges Totals						
Fixed Charges Totals						
<b>Consolidated Total Fixed Charges</b>						<b>\$732,461.10</b>
Contracted Services Totals	William C. March	Contracted Service	Contract with EMO Friendship Schools	Allocation for operator to spend using their discretion.	$\$350 \times 475$ students	\$166,250.00
Contracted Services Totals	Calverton	Contracted Service	Contract with EMO Friendship Schools	Allocation for operator to spend using their discretion.	$\$350 \times 669$ students	\$234,150.00
Contracted Services Totals	Chinquapin	Contracted Service	Contract with EMO Baltimore IT	Allocation for operator to spend using their discretion.	$\$350 \times 302$ Students	\$105,700.00
Contracted Services Totals	Booker T. Washington	Contracted services PD	Requirement #4 - services will include providing high quality, job-embedded PD		\$31,000	\$31,000.00
Contracted Services Totals	Booker T. Washington	Contracted services		interdisciplinary integration of fine arts instructional program	\$50,000	\$50,000.00
Contracted Services Totals	Commodore John Rodgers	Contracted Service	Contract with EMO - Living Classroom	Allocation for operator to spend using their discretion.	$\$350 \times 403$ Students	\$141,050.00
Contracted Services Totals	Augusta Fells Savage	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	60,000.00	60,000.00
Contracted Services Totals	Augusta Fells Savage	Contracted Services	interdisciplinary integration of fine arts instructional program	allows implementation of thematic instructional program in fine arts	100,000.00	100,000.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services Totals	Garrison	Contracted Services	Contract with EMO - Living Classrooms	Allocation for operator to spend using their discretion.	\$350 x530 students	\$185,500.00
Contracted Services Totals	LEA Budget	Professional Development	Leadership Coaching and Development Contract	New Leaders for New Schools' Urban Excellence Framework™ ("UEF") will serve as the anchor for development of turnaround leadership teams. To maximize the effectiveness of the strong leadership teams put in these Turnaround Schools, New Leaders will deliver year-long robust training based on their Urban Excellence Framework, and provide intensive leadership team coaching to drive results.	\$1,220,583	\$1,220,583.00
Contracted Services Totals	LEA Budget	Professional Development	To ensure every staff member is able to adequately address the needs of every child	High quality professional development aligned with the MD Professional Development Standards	650 teachers x \$100 per session = \$65,000	\$65,000.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services Totals						
Contracted Services Totals						
<b>Consolidated Total Contracted Services</b>						<b>\$2,359,233.00</b>
Supplies and Materials Totals	William C. March					\$0.00
Supplies and Materials Totals	William C. March					
Supplies and Materials Totals	Calverton		233 computers, 8 network printers		233 x \$900 8 x \$1,200	\$219,300.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Supplies and Materials Totals	Calverton		Furniture		\$81,800	\$81,800.00
Supplies and Materials Totals	Booker T. Washington		Materials for arts programming	allows implementation of thematic instructional program in fine arts	\$23,792	\$23,792.00
Supplies and Materials Totals	Augusta Fells Savage	Supplies	materials for arts programming component of the fine arts theme, which is expected to increase student engagement, thus improve achievement and school climate and culture	allows expansion of arts programming	\$28,042	\$28,042.00
Supplies and Materials Totals	LEA Budget	Professional Development	Professional Development Materials	To provide resources to staff members to ensure that the targeted professional growth goals are met	650 teachers x \$80 per teacher = \$52,000	\$52,000.00
Supplies and Materials Totals						
Supplies and Materials Totals						
Supplies and Materials Totals						
Supplies and Materials Totals						

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Supplies and Materials Totals						
<b>Consolidated Total Supplies and Materials</b>						<b>\$404,934.00</b>
Other Charges Totals		Travel	Travel	Mileage reimbursement to attend State and/or Federal technical assistance meetings for the two Coordinators	\$525 per year	\$525.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated** LEA and School Budgets for Tier I and Tier II Schools  
 LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Other Charges Totals		Travel/ Conferences	Travel and Attendance at Professional Conference and Grants Management Meetings	Travel and attendance for the two Coordinators to guide the training and support of program participants through the attendance at professional conference and related Title I focused meetings	\$1,500 per person x 2 Coordinators x 2 conferences per year = \$6,000	\$6,000.00
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
<b>Condoliated Total Other Charges</b>						<b>\$6,525.00</b>
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
<b>Consolidated Total Equipment</b>						<b>\$0.00</b>
<b>Total LEA Transfer/Indirect Costs</b>						<b>\$397,463.01</b>
<b>Title I 1003(g) Total Requested</b>						<b>\$8,023,420.11</b>

**Title I 1003(g) School Improvement Grant**  
**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Complete a separate form for each year.

( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	William C March	Leadership Support	Salaries & Wages	support the school leader in addressing instructional and school climate	1 FTE X \$94,500	\$94,500.00
Salaries/Wages Totals	William C March	Stipends	principal differential pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x475 students +10%, \$15,000 and \$12,000	\$288,250.00
Salaries/Wages Totals	Calverton	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	2 FTE X \$111,547	\$223,094.00
Salaries/Wages Totals	Calverton	Stipends	Stipends	Performance Bonus, principal differential pay and vacation buy-out	\$500 x475 students +10%, \$15,000 and \$12,000	\$394,950.00
Salaries/Wages Totals	Chinquapin	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	Chinquapin	Stipends	Salaries & Wages	Performance Bonus, principal differential pay and vacation buy-out	\$500 x 302 students +10%, \$15,000 and \$12,000	\$193,100.00
Salaries/Wages Totals	Booker T. Washington	Community Support position	Salaries & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
Salaries/Wages Totals	Booker T. Washington	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	Booker T. Washington	Educational Associate Position	Salaries & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	Commodore John Rodgers	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00
Salaries/Wages Totals	Commodore John Rodgers		Salaries & Wages	Performance Bonus, principal differential pay and vacation buy-out	\$500 x 403 students +10%, \$15,000 and \$12,000	\$248,650.00
Salaries/Wages Totals	Augusta Fells Savage	Stipends	Performance Bonus , Principal Pay differential, Admin vacation pay-out, Aditional Learning time	Performance Bonus, principal differential pay and vacation buy-out	\$500/hr x 603 students +10% \$8,424 x39 tchrs, \$4,968 x 1para, \$15,000,\$12,000	\$692,154.00
Salaries/Wages Totals	Augusta Fells Savage	Community Support position	Salaries & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
Salaries/Wages Totals	Augusta Fells Savage	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	2 FTE X \$111,547	\$223,094.00
Salaries/Wages Totals	Augusta Fells Savage	Educational Associate Position	Salaries & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00
Salaries/Wages Totals	Garrison	Stipends	Performance Bonus, principal differenntial pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x 530 students +10%, \$15,000 and \$12,000	\$318,500.00
Salaries/Wages Totals	Garrison	Leadership Support	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses	1 FTE X \$111,547	\$111,547.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages Totals	Booker T. Washington	Stipends	Performance Bonus, principal differential pay and vacation buy-out	Performance Bonus, principal differential pay and vacation buy-out	\$500 x 418 students +10%, After Learning Time \$8,640 x30 tchrs and \$4,752 x4 paras, \$15,000 and \$12,000 + \$229,000	\$535,108.00
Salaries/Wages Totals	LEA Budget	Implementation of targeted support	Salary and Wages for 2 FTE - Turnaround School Coordinators	To guide the growth at each site there will be a Turnaround School Coordinator hired and a Coordinator of Turnaround School Accountability hired	\$115000 x 2 = \$230,000	\$230,000.00
Salaries/Wages Totals						
Salaries/Wages Totals						
<b>Consolidated Total Salaries/Wages</b>						<b>\$4,122,804.00</b>
Fixed Charges Totals	William C. March	Leadership Support	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	\$13,913 + 22% of salary	\$34,703.00
Fixed Charges Totals	William C. March	Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$288,250 x 7.65%	\$22,051.00
Fixed Charges Totals	Calverton	Fringe Benefit	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$394,950 x 7.65%	\$30,214.00
Fixed Charges Totals	Calverton	Fringe Benefit	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	(\$13,913 x 2) + 22% of salary	\$76,907.00
Fixed Charges Totals	Chinquapin	Fringe Benefit	FICA for summer PD, principal pay differential, and vacation buy-out	FICA for summer PD, principal pay differential, and vacation buy-out	\$193,100 x 7.65%	\$14,772.15
Fixed Charges Totals	Chinquapin	Fringe Benefit	Fringe Benefit for Leadership Support	Fringe Benefit for additional Leadership position	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges Totals	Booker T. Washington	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$535,108 x 7.65%	\$40,936.00
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
Fixed Charges Totals	Booker T. Washington	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges Totals	Commodore John Rodgers	FICA	FICA for performance bonus, principal pay differential, and vacation buy-out	FICA for performance bonus, principal pay differential, and vacation buy-out	\$248,650x 7.65%	\$19,021.72
Fixed Charges Totals	Augusta Fells Savage	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$692,154 x 7.65%	\$52,949.00
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	(\$13,913 X 2) + 22% of salary	\$76,906.46
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
Fixed Charges Totals	Augusta Fells Savage	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges Totals	Garrison	FICA	FICA for performance bonus, principal pay differential, and vacation buy-out	FICA for performance bonus, principal pay differential, and vacation buy-out	\$318,500x 7.65%	\$24,365.25
Fixed Charges Totals	Garrison	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges Totals	Commodore John Rodgers	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges Totals	LEA Budget	Fringe Benefit	Fringe Benefit for 2 FTE - Coordinator	Turnaround School Coordinator Fringe Benefit	$((\$115,000 \times 2) \times 22\%) + (\$13,912 \times 2) =$ \$78,424	\$78,424.00
Fixed Charges Totals						
Fixed Charges Totals						
Fixed Charges Totals						
Fixed Charges Totals						
<b>Consolidated Total Fixed Charges</b>						<b>\$732,461.10</b>
Contracted Services Totals	William C. March	Contracted Service	Contract with EMO - Friendship Schools	Allocation for operator to spend using their discretion.	\$350 x 475 students	\$166,250.00
Contracted Services Totals	Calverton	Contracted Service	Contract with EMO - Friendship Schools	Allocation for operator to spend using their discretion.	\$350 x 669 students	\$234,150.00
Contracted Services Totals	Chinquapin	Contracted Service	Contract with EMO - Baltimore IT	Allocation for operator to spend using their discretion.	\$350 x 302 Student	\$105,700.00
Contracted Services Totals	Booker T. Washington	Contracted services PD	Requirement #4 - services will include providing high quality, job-embedded PD		\$31,000	\$31,000.00
Contracted Services Totals	Booker T. Washington	Contracted services		interdisciplinary integration of fine arts instructional program	\$50,000	\$50,000.00
Contracted Services Totals	Commodore John Rodgers	Contracted Services	Contract with EMO - Living Classroom	Allocation for operator to spend using their discretion.	\$350 x 403 Students	\$141,050.00
Contracted Services Totals	Augusta Fells Savage	Contracted Services	interdisciplinary integration of fine arts instructional program	allows implementation of thematic instructional program in fine arts	\$100,000	100,000.00
Contracted Services Totals	Garrison	Contracted Services	Contract with EMO - Living Classrooms	Allocation for operator to spend using their discretion.	\$350 x 530 students	\$185,500.00
Contracted Services Totals	Augusta Fells Savage	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	60,000.00	60,000.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated** LEA and School Budgets for Tier I and Tier II Schools  
 LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services Totals	LEA Budget	Professional Development	Leadership Coaching and Development Contract	New Leaders for New Schools' Urban Excellence Framework™ ("UEF") will serve as the anchor for development of turnaround leadership teams. To maximize the effectiveness of the strong leadership teams put in these Turnaround Schools, New Leaders will deliver year-long robust training based on their Urban Excellence Framework, and provide intensive leadership team coaching to drive results.	\$1,009,193	\$1,009,193.00
Contracted Services Totals	LEA Budget	Professional Development	To ensure every staff member is able to adequately address the needs of every child	High quality professional development aligned with the MD Professional Development Standards	650 teachers x \$100 per session = \$65,000	\$65,000.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated** LEA and School Budgets for Tier I and Tier II Schools

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services Totals	LEA Budget	Professional Development	Professional Development Materials	To provide resources to staff members to ensure that the targeted professional growth goals are met	650 teachers x \$80 per teacher = \$52,000	\$52,000.00
Contracted Services Totals						
Contracted Services Totals						
<b>Consolidated Total Contracted Services</b>						<b>\$2,199,843.00</b>
Supplies and Materials Totals						
Supplies and Materials Totals						
Supplies and Materials Totals	Booker T. Washington		Materials for arts programming	allows implementation of thematic instructional program in fine arts	\$23,792	\$23,792.00

**Title I 1003(g) School Improvement Grant**  
**Consolidated** LEA and School Budgets for Tier I and Tier II Schools  
 LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Supplies and Materials Totals	Augusta Fells Savage	Supplies	materials for arts programming component of the fine arts theme, which is expected to increase student engagement, thus improve achievement and school climate and culture	allows expansion of arts programming	\$28,042	\$28,042.00
Supplies and Materials Totals						
Supplies and Materials Totals						
Supplies and Materials Totals						

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Supplies and Materials Totals						
<b>Consolidated Total Supplies and Materials</b>						<b>\$51,834.00</b>
Other Charges Totals	LEA Budget	Travel	Travel	Mileage reimbursement to attend State and/or Federal technical assistance meetings for the two Coordinators	\$525 per year	\$525.00

**Title I 1003(g) School Improvement Grant**

**Consolidated LEA and School Budgets for Tier I and Tier II Schools**

LEA: 30 School Year: 2010-2011

Category/Object	District or School	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Other Charges Totals	LEA Budget	Travel/ Conferences	Travel and Attendance at Professional Conference and Grants Management Meetings	Travel and attendance for the two Coordinators to guide the training and support of program participants through the attendance at professional conference and related Title I focused meetings	\$1,500 per person x 2 Coordinators x 2 conferences per year = \$6,000	\$6,000.00
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
Other Charges Totals						
<b>Condolidated Total Other Charges</b>						<b>\$6,525.00</b>
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
Equipment Totals						
<b>Consolidated Total Equipment</b>						<b>\$0.00</b>
<b>Total LEA Transfer/Indirect Costs</b>						<b>\$397,463.01</b>
<b>Title I 1003(g) Total Requested</b>						<b>\$7,510,930.11</b>

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

LEA: \_\_\_\_\_ **30** \_\_\_\_\_ School Year: **2010-2011** \_\_\_\_\_

**Complete a separate form for each year.**

( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages	Implementation of targeted support	Salary and Wages for 2 FTE - Turnaround School Coordinators	To guide the growth at each site there will be a Turnaround School Coordinator hired and a Coordinator of Turnaround School Accountability hired	\$115000 x 2 = \$230,000	\$230,000.00
Salaries/Wages					
<b>Total Salaries/Wages</b>					<b>\$230,000.00</b>

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

LEA: \_\_\_\_\_ 30 \_\_\_\_\_ School Year: 2010-2011 \_\_\_\_\_

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services	Professional Development	Leadership Coaching and Development Contract	New Leaders for New Schools' Urban Excellence Framework™ ("UEF") will serve as the anchor for development of turnaround leadership teams. To maximize the effectiveness of the strong leadership teams put in these Turnaround Schools, New Leaders will deliver year-long robust training based on their Urban Excellence Framework, and provide intensive leadership team coaching to drive results.	\$1,162,460	\$1,162,460.00
Contracted Services	Professional Development	To ensure every staff member is able to adequately address the needs of every child	High quality professional development aligned with the MD Professional Development Standards	650 teachers x \$100 per session = \$65,000	\$65,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$1,227,460.00</b>
Supplies and Materials	Professional Development	Professional Development Materials	To provide resources to staff members to ensure that the targeted professional growth goals are met	650 teachers x \$80 per teacher = \$52,000	\$52,000.00
Supplies and Materials	Professional Development	Additional Supplies for Staff Development		\$7,470.91	\$7,470.91
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					

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

LEA: \_\_\_\_\_ 30 \_\_\_\_\_ School Year: 2010-2011 \_\_\_\_\_

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$59,470.91</b>
Other Charges	Fringe Benefit	Fringe Benefit for 2 FTE - Coordinator	Turnaround School Coordinator Fringe Benefit	$((\$115,000 \times 2) \times 22\%) + (\$13,912 \times 2) =$ \$78,424	\$78,424.00
Other Charges	Travel	Travel	Mileage reimbursement to attend State and/or Federal technical assistance meetings for the two Coordinators	\$525 per year	\$525.00
Other Charges	Travel/ Conferences	Travel and Attendance at Professional Conference and Grants Management Meetings	Travel and attendance for the two Coordinators to guide the training and support of program participants through the attendance at professional conference and related Title I focused meetings	\$1,500 per person x 2 Coordinators x 2 conferences per year = \$6,000	\$6,000.00
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$84,949.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Total LEA Transfer/Indirect costs</b>					<b>\$397,463.01</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,999,342.92</b>

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

LEA: \_\_\_\_\_ 30 \_\_\_\_\_ School Year: 2010-2011 \_\_\_\_\_

Complete a separate form for each year.

( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages	Implementation of targeted support	Salary and Wages for 2 FTE - Turnaround School Coordinators	To guide the growth at each site there will be a Turnaround School Coordinator hired and a Coordinator of Turnaround School Accountability hired	\$115000 x 2 = \$230,000	\$230,000.00
Salaries/Wages					
<b>Total Salaries/Wages</b>					<b>\$230,000.00</b>

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

LEA: \_\_\_\_\_ 30 \_\_\_\_\_ School Year: 2010-2011 \_\_\_\_\_

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services	Professional Development	Leadership Coaching and Development Contract	New Leaders for New Schools' Urban Excellence Framework™ ("UEF") will serve as the anchor for development of turnaround leadership teams. To maximize the effectiveness of the strong leadership teams put in these Turnaround Schools, New Leaders will deliver year-long robust training based on their Urban Excellence Framework, and provide intensive leadership team coaching to drive results.	\$1,220,583	\$1,220,583.00
Contracted Services	Professional Development	To ensure every staff member is able to adequately address the needs of every child	High quality professional development aligned with the MD Professional Development Standards	650 teachers x \$100 per session = \$65,000	\$65,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$1,285,583.00</b>
Supplies and Materials	Professional Development	Professional Development Materials	To provide resources to staff members to ensure that the targeted professional growth goals are met	650 teachers x \$80 per teacher = \$52,000	\$52,000.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					

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

LEA: \_\_\_\_\_ 30 \_\_\_\_\_ School Year: 2010-2011 \_\_\_\_\_

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Supplies and Materials</b>					<b>\$52,000.00</b>
Other Charges	Fringe Benefit	Fringe Benefit for 2 FTE - Coordinator	Turnaround School Coordinator Fringe Benefit	$((\$115,000 \times 2) \times 22\%) + (\$13,912 \times 2) =$ \$78,424	\$78,424.00
Other Charges	Travel	Travel	Mileage reimbursement to attend State and/or Federal technical assistance meetings for the two Coordinators	\$525 per year	\$525.00
Other Charges	Travel/ Conferences	Travel and Attendance at Professional Conference and Grants Management Meetings	Travel and attendance for the two Coordinators to guide the training and support of program participants through the attendance at professional conference and related Title I focused meetings	\$1,500 per person x 2 Coordinators x 2 conferences per year = \$6,000	\$6,000.00
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$84,949.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Total LEA Transfer/Indirect costs</b>					<b>\$397,463.01</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$2,049,995.01</b>

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

LEA: \_\_\_\_\_ **30** \_\_\_\_\_ School Year: 2010-2011 \_\_\_\_\_

**Complete a separate form for each year.**

( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries/Wages	Implementation of targeted support	Salary and Wages for 2 FTE - Turnaround School Coordinators	To guide the growth at each site there will be a Turnaround School Coordinator hired and a Coordinator of Turnaround School Accountability hired	\$115000 x 2 = \$230,000	\$230,000.00
Salaries/Wages					
<b>Total Salaries/Wages</b>					<b>\$230,000.00</b>

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

LEA: \_\_\_\_\_ 30 \_\_\_\_\_ School Year: 2010-2011 \_\_\_\_\_

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services	Professional Development	Leadership Coaching and Development Contract	New Leaders for New Schools' Urban Excellence Framework™ ("UEF") will serve as the anchor for development of turnaround leadership teams. To maximize the effectiveness of the strong leadership teams put in these Turnaround Schools, New Leaders will deliver year-long robust training based on their Urban Excellence Framework, and provide intensive leadership team coaching to drive results.	\$1,009,193	\$1,009,193.00
Contracted Services	Professional Development	To ensure every staff member is able to adequately address the needs of every child	High quality professional development aligned with the MD Professional Development Standards	650 teachers x \$100 per session = \$65,000	\$65,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$1,074,193.00</b>
Supplies and Materials	Professional Development	Professional Development Materials	To provide resources to staff members to ensure that the targeted professional growth goals are met	650 teachers x \$80 per teacher = \$52,000	\$52,000.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					

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

LEA: \_\_\_\_\_ 30 \_\_\_\_\_ School Year: 2010-2011 \_\_\_\_\_

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Supplies and Materials</b>					<b>\$52,000.00</b>
Other Charges	Fringe Benefit	Fringe Benefit for 2 FTE - Coordinator	Turnaround School Coordinator Fringe Benefit	$((\$115,000 \times 2) \times 22\%) + (\$13,912 \times 2) =$ \$78,424	\$78,424.00
Other Charges	Travel	Travel	Mileage reimbursement to attend State and/or Federal technical assistance meetings for the two Coordinators	\$525 per year	\$525.00
Other Charges	Travel/ Conferences	Travel and Attendance at Professional Conference and Grants Management Meetings	Travel and attendance for the two Coordinators to guide the training and support of program participants through the attendance at professional conference and related Title I focused meetings	\$1,500 per person x 2 Coordinators x 2 conferences per year = \$6,000	\$6,000.00
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$84,949.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Total LEA Transfer/Indirect costs</b>					<b>\$397,463.01</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,838,605.01</b>

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

LEA 30 School: 263 Tier : I School Year: 2010 - 2011

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Stipends for summer PD	Stipends	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile	70 hrs x 37 teachers x \$30/hr 70 hrs x3 paras x \$21/hr	\$82,110.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
		Salaries/Wages			
		Salaries/Wages			
		Salaries/Wages			
<b>Total Salaries/Wages</b>					<b>\$220,657.00</b>
212 -	FICA	Fixed Charges for Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	\$109,110 x 7.65%	\$8,346.91
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00

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

LEA 30 School: 263 Tier : I School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
Fixed Charges					
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$46,799.91</b>
0203-01	Contracted Services	Contract with EMO-JHU Talent Development	Allocation for operator to spend using their discretion.	start-up flat amount \$550,000	\$550,000.00
0203-01	Contracted Services	smart board, projector installation		2 classrooms x \$15,000	\$30,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$580,000.00</b>
0203-01	Suppliers	88 computers, 4 network printers		88 x \$900 4 x \$1,200	\$84,000.00
0203-01	Furniture			\$25,000	\$25,000.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$109,000.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					

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

LEA 30 School: 263 Tier : I School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$956,456.91</b>

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

LEA 30 School: 263 Tier : 1 School Year: 2011 - 2012

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE x \$94,500	\$94,500.00
0203-01		Stipends	Performance Bonus	\$500 x 475 students + 10%	\$261,250.00
0202-15	Incentive	Salary Differential	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
		Salaries/Wages			
		Salaries/Wages			
		Salaries/Wages			
<b>Total Salaries/Wages</b>					<b>\$382,750.00</b>
212 -	FICA	Fixed Charges for Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	\$288,250 x 7.65%	\$22,051.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$34,703.00
		Fixed Charges			
		Fixed Charges			
		Fixed Charges			
		Fixed Charges			

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

LEA 30 School: 263 Tier : 1 School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$56,754.00</b>
0203-01	Contracted Services	Contract with EMO-JHU Talent Development	Allocation for operator to spend using their discretion.	\$350 x 475 students	\$166,250.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$166,250.00</b>
0203-01					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$0.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA 30 School: 263 Tier : 1 School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
Equipment					
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$605,754.00</b>

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

LEA 30 School: 263 Tier : 1 School Year: 2012 - 2013

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE x \$94,500	\$94,500.00
0203-01		Stipends	Performance Bonus	\$500 x 475 students + 10%	\$261,250.00
0202-15	Incentive	Salary Differential	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
		Salaries/Wages			
		Salaries/Wages			
		Salaries/Wages			
<b>Total Salaries/Wages</b>					<b>\$382,750.00</b>
212 -	FICA	Fixed Charges for Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	\$288,250 x 7.65%	\$22,051.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$34,703.00
		Fixed Charges			
		Fixed Charges			
		Fixed Charges			
		Fixed Charges			

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

LEA 30 School: 263 Tier : 1 School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$56,754.00</b>
0203-01	Contracted Services	Contract with EMO-JHU Talent Development	Allocation for operator to spend using their discretion.	\$350 x 475 students	\$166,250.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$166,250.00</b>
0203-01					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$0.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA 30 School: 263 Tier : 1 School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
Equipment					
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$605,754.00</b>

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

LEA 30 School: 0075 Tier : 1 School Year: 2010 - 2011

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Stipends for summer PD	Stipends	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile	70 hrs x 58 teachers x \$30/hr 70 hrs x11 paras x \$21/hr	\$137,970.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	2 FTE X \$111,547	\$223,094.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
	Salaries/Wages				
	Salaries/Wages				
	Salaries/Wages				
<b>Total Salaries/Wages</b>					<b>\$388,064.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	\$164,970 x 7.65%	\$12,620.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary x 2	\$76,906.00

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

LEA 30 School: 0075 Tier : 1 School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
Fixed Charges					
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$89,526.00</b>
0203-01	Contracted Services	Contract with EMO - Friendship Schools	Allocation for operator to spend using their discretion.	start-up flat amount \$550,000	\$550,000.00
0203-01	Contracted Services	smart board, projector installation		30 classrooms x \$15,000	\$450,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$1,000,000.00</b>
0203-01	Supplies	233 computers, 8 network printers		233 x \$900 8 x \$1,200	\$219,300.00
0203-01	Furniture			\$80,700	\$80,700.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$300,000.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					

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

LEA 30 School: 0075 Tier : 1 School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,777,590.00</b>

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

LEA 30 School: 0075 Tier : 1 School Year: 2011 - 2012

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Leader Support Salary	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	2 FTE x \$111,547	\$223,094.00
0203-01		Stipends	Performance Bonus	\$500 x 669 students + 10%	\$367,950.00
0202-15	Incentive	Salary Differential	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
		Salaries/Wages			
		Salaries/Wages			
		Salaries/Wages			
<b>Total Salaries/Wages</b>					<b>\$618,044.00</b>
212 -	FICA	Fixed Charges for Stipends	FICA for performance bonus, principal pay differential, and vacation buy-out	\$394,950 x 7.65%	\$30,214.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary x 2	\$76,907.00
		Fixed Charges			
		Fixed Charges			
		Fixed Charges			
		Fixed Charges			

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

LEA 30 School: 0075 Tier : 1 School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$107,121.00</b>
0203-01	Contracted Services	Contract with EMO - Friendship Schools	Allocation for operator to spend using their discretion.	\$350 x 669 students	\$234,150.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$234,150.00</b>
0203-01	Suppliers	233 computers, 8 network printers		233 x \$900 8 x \$1,200	\$219,300.00
0203-01	Furniture			\$81,800	\$81,800.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$301,100.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
Equipment					
Equipment					

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

LEA 30 School: 0075 Tier : 1 School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,260,415.00</b>

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

LEA 30 School: 0075 Tier : 1 School Year: 2012 - 2013

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	2 FTE x \$111,547	\$223,094.00
0203-01		Stipends	Performance Bonus	\$500 x 669 students + 10%	\$367,950.00
0202-15	Incentive	Salary Differential	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
Salaries/Wages					
Salaries/Wages					
Salaries/Wages					
<b>Total Salaries/Wages</b>					<b>\$618,044.00</b>
212 -	FICA	Fixed Charges for Stipends	FICA for performance bonus, principal pay differential, and vacation buy-out	\$394,950 x 7.65%	\$30,214.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	(\$13,913 x 2) + 22% of salary	\$76,907.00
Fixed Charges					
Fixed Charges					
Fixed Charges					
Fixed Charges					

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

LEA 30 School: 0075 Tier : 1 School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$107,121.00</b>
0203-01	Contracted Services	Contract with EMO - Friendship Classrooms	Allocation for operator to spend using their discretion.	\$350 x 669 students	\$234,150.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$234,150.00</b>
0203-01					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$0.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA 30 School: 0075 Tier : 1 School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
Equipment					
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$959,315.00</b>

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

LEA           30           School:           0046           Tier :           1           School Year:           2010 - 2011          

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Stipends for summer PD	Stipends	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile	70 hrs x 34 teachers x \$30/hr 70 hrs x22 paras x \$21/hr	\$103,740.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
	Salaries/Wages				
	Salaries/Wages				
	Salaries/Wages				
<b>Total Salaries/Wages</b>					<b>\$242,287.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	\$130,740 x 7.65%	\$10,001.61
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00

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

LEA 30 School: 0046 Tier : 1 School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
Fixed Charges					
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$48,454.61</b>
Contracted Services			\$550,000 of Start-up funds for EMO covered by alternative fund source; \$174,350 of contractual services supported by the following:	\$174,350	\$174,350.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$174,350.00</b>
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$0.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					

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

LEA 30 School: 0046 Tier : 1 School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$465,091.61</b>

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

LEA 30 School: 0046 Tier : 1 School Year: 2011 - 2012

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Leader Support Salary	Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE x \$111,547	\$111,547.00
0203-01		Stipends	Performance Bonus	\$500 x 302 students + 10%	\$166,100.00
0202-15	Incentive	Salary Differential	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
		Salaries/Wages			
		Salaries/Wages			
		Salaries/Wages			
<b>Total Salaries/Wages</b>					<b>\$304,647.00</b>
212 -	FICA	Fixed Charges for Stipends	FICA for performance bonus, principal pay differential, and vacation buy-out	\$193,100 x 7.65%	\$14,772.15
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
		Fixed Charges			
		Fixed Charges			
		Fixed Charges			
		Fixed Charges			

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

LEA 30 School: 0046 Tier : 1 School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$53,225.15</b>
0203-01	Contracted Services	Contract with EMO - Baltimore IT	Allocation for operator to spend using their discretion.	\$350 x 302 students	\$105,700.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$105,700.00</b>
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$0.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA 30 School: 0046 Tier : 1 School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
Equipment					
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$463,572.15</b>

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

LEA 30 School: 0046 Tier : 1 School Year: 2012 - 2013

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE x \$111,547	\$111,547.00
0203-01		Stipends	Performance Bonus	\$500 x 302 students + 10%	\$166,100.00
0202-15	Incentive	Salary Differential	Principal Pay Differential will help recruit high quality school leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
Salaries/Wages					
Salaries/Wages					
Salaries/Wages					
<b>Total Salaries/Wages</b>					<b>\$304,647.00</b>
212 -	FICA	Fixed Charges for Stipends	FICA for performance bonus, principal pay differential, and vacation buy-out	\$193,100 x 7.65%	\$14,772.15
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges					
Fixed Charges					
Fixed Charges					
Fixed Charges					

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

LEA 30 School: 0046 Tier : 1 School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$53,225.15</b>
0203-01	Contracted Services	Contract with EMO - Living Classrooms	Allocation for operator to spend using their discretion.	\$350 x 302 students	\$105,700.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$105,700.00</b>
0203-01					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$0.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA 30 School: 0046 Tier : 1 School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
Equipment					
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$463,572.15</b>

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

LEA 30 School: 0130 Tier : 1 School Year: 2010 - 2011

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Stipends for summer PD	Stipends	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile	70 hrs x 30 teachers x \$30/hr 70 hrs x4 paras x \$21/hr	\$68,880.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
0203-01	Community Support Personnel	Salary & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
0203-01	Fine Arts Theme	Salary & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00

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

LEA 30 School: 0130 Tier : 1 School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Extended Learning time	Stipends	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement	48,640 X30 teachers \$4,752 x 4 para	\$278,208.00
<b>Total Salaries/Wages</b>					<b>\$603,243.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$374,088 x 7.65%	\$28,618.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
212	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
212	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$120,770.76</b>
0203-09	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	31,000.00	\$31,000.00
0203-01	Contracted Services	interdisciplinary integration of fine arts instructional program		50,000.00	\$50,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					

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

LEA 30 School: 0130 Tier : 1 School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Contracted Services</b>					<b>\$81,000.00</b>
0203-01	Supplies	materials for arts programming	allows implementation of thematic instructional program in fine arts	23,792.00	\$23,792.00
0203-01	Computer & Printer	34 Computers, 1 network printer	equipment for one computer lab Optional # 18 - Utilize technology in instruction	\$31,800	\$31,800.00
0203-01	Furniture		furniture needed for arts program (art tables, theater equipment, etc)	\$67,750	\$67,750.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$123,342.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>

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

LEA 30 School: 0130 Tier : 1 School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Title I 1003(g) Total Requested</b>					<b>\$928,355.76</b>

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

LEA 30 School: 0130 Tier : 1 School Year: 2011 - 2012

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01		Stipends	Performance Bonus	\$500 x 418 students + 10%	\$229,900.00
		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-09					
		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-15					
	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
0203-09					
	Community Support Personnel	Salary & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
0203-01					
	Fine Arts Theme	Salary & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00

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

LEA 30 School: 0130 Tier : 1 School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Extended Learning time	Stipends	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement	48,640 X30 teachers \$4,752 x 4 para	\$278,208.00
<b>Total Salaries/Wages</b>					<b>\$764,263.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	\$535,108 x 7.65%	\$40,936.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
212	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
212	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$133,088.76</b>
0203-09	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	31,000.00	\$31,000.00
0203-01	Contracted Services	interdisciplinary integration of fine arts instructional program		50,000.00	\$50,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					

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

LEA 30 School: 0130 Tier : 1 School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Contracted Services</b>					<b>\$81,000.00</b>
0203-01	Supplies	materials for arts programming	allows implementation of thematic instructional program in fine arts	23,792.00	\$23,792.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$23,792.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,002,143.76</b>

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

LEA 30 School: 0130 Tier : 1 School Year: 2012 - 2013

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01		Stipends	Performance Bonus	\$500 x 418 students + 10%	\$229,900.00
		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-09					
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
0203-01	Community Support Personnel	Salary & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
0203-01	Fine Arts Theme	Salary & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00

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

LEA 30 School: 0130 Tier : 1 School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Extended Learning time	Stipends	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement	48,640 X30 teachers \$4,752 x 4 para	\$278,208.00
<b>Total Salaries/Wages</b>					<b>\$764,263.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends	FICA for summer PD, principal pay differential, and vacation buy-out	\$535,108 x 7.65%	\$40,936.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
212	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
212	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$133,088.76</b>
0203-09	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	31,000.00	\$31,000.00
0203-01	Contracted Services	interdisciplinary integration of fine arts instructional program		50,000.00	\$50,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					

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

LEA 30 School: 0130 Tier : 1 School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Contracted Services</b>					<b>\$81,000.00</b>
0203-01	Supplies	materials for arts programming	allows implementation of thematic instructional program in fine arts	23,792.00	\$23,792.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$23,792.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,002,143.76</b>

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

LEA 30 School: 0027 Tier : II School Year: 2010 - 2011

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Stipends for summer PD	Stipends	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile	70 hrs x 32 teachers x \$30/hr 70 hrs x8 paras x \$21/hr	\$78,960.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
<b>Total Salaries/Wages</b>					<b>\$217,507.00</b>
212 -	<b>FICA</b>	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$105,960 x 7.65%	\$8,105.94
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00

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

LEA 30 School: 0027 Tier : II School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$46,558.94</b>
0203-01	Contracted Services	Contract with EMO - Living Classrooms	Allocation for operator to spend	start-up flat amount \$550,000	\$550,000.00
0203-01	Contracted Services	smart board, projector installation		6 classrooms x \$15,000	\$90,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$640,000.00</b>
0203-01	Computer & Printer	94 computers, 7 network printers		94 x \$900 7 x \$1,200	\$93,000.00
0203-01	Furniture			\$30,000	\$30,000.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$123,000.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>

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

LEA 30 School: 0027 Tier : II School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,027,065.94</b>

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

LEA \_\_\_\_\_ 30 \_\_\_\_\_ School: 0027 \_\_\_\_\_ Tier : II School Year: 2011 - 2012

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-01		Stipends	Performance Bonus	\$500 x 403 students + 10%	\$221,650.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
<b>Total Salaries/Wages</b>					<b>\$360,197.00</b>
212 -	FICA	FICA for performance bonus, principal pay differential, and vacation buy-out	FICA for performance bonus, principal pay differential, and vacation buy-out	\$248,650x 7.65%	\$19,021.72
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges					
Fixed Charges					
Fixed Charges					

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

LEA 30 School: 0027 Tier : II School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Fixed Charges</b>					<b>\$57,474.72</b>
0203-01	Contracted Services	Contract with EMO - Living Classrooms	Allocation for operator to spend using their discretion.	\$350 x 403 students	\$141,050.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$141,050.00</b>
0203-01					
0203-01					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$0.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA \_\_\_\_\_ 30 \_\_\_\_\_ School: 0027 \_\_\_\_\_ Tier : II \_\_\_\_\_ School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$558,721.72</b>

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

LEA \_\_\_\_\_ 30 \_\_\_\_\_ School: 0027 \_\_\_\_\_ Tier : II School Year: 2012 - 2013

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-01		Stipends	Performance Bonus	\$500 x 403 students + 10%	\$221,650.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
<b>Total Salaries/Wages</b>					<b>\$360,197.00</b>
212 -	FICA	FICA for performance bonus, principal pay differential, and vacation buy-out	FICA for performance bonus, principal pay differential, and vacation buy-out	\$248,650x 7.65%	\$19,021.72
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.00
Fixed Charges					
Fixed Charges					
Fixed Charges					

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

LEA 30 School: 0027 Tier : II School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
<b>Total Fixed Charges</b>					<b>\$57,474.72</b>
0203-01	Contracted Services	Contract with EMO - Living Classrooms	Allocation for operator to spend using their discretion.	\$350 x 403 students	\$141,050.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$141,050.00</b>
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$0.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA \_\_\_\_\_ 30 \_\_\_\_\_ School: 0027 \_\_\_\_\_ Tier : II School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$558,721.72</b>

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

LEA 30 School: 0430 Tier : II School Year: 2010 - 2011

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Stipends for summer PD	Stipends	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile	70 hrs x 39 teachers x \$30/hr 70 hrs x1 paras x \$21/hr	\$83,370.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	2 FTE X \$111,547	\$223,094.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
0203-01	Community Support Personnel	Salary & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00
0203-01	Fine Arts Theme	Salary & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00

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

LEA 30 School: 0430 Tier : II School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Extended Learning time	Stipends	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement	8,424 X 39 teachers \$4,968 x 1 para	\$333,504.00
<b>Total Salaries/Wages</b>					<b>\$784,576.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$443,874 x 7.65%	\$33,956.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	(\$13,913 x 2) + 22% of salary	\$76,906.46
212	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
212	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$164,562.22</b>
0203-09	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	60,000.00	\$60,000.00
0203-01	Contracted Services	interdisciplinary integration of fine arts instructional program	allows implementation of thematic instructional program in fine arts	100,000.00	\$100,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					

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

LEA 30 School: 0430 Tier : II School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services					
<b>Total Contracted Services</b>					<b>\$160,000.00</b>
0203-01	Supplies	materials for arts programming component of the fine arts theme, which is expected to increase student engagement, thus improve achievement and school climate and culture	allows expansion of arts programming	28,042.00	\$28,042.00
0203-01	Computer & network Printer	110 Computers, 4 network printer	equipment for three computer lab Optional # 18 Utilizing technology in instruction	110 x\$900 4 x \$1,200	\$103,800.00
0203-01	Furniture	furniture needed for arts program	allows implementation of thematic instructional program in fine arts	\$47,500	\$47,500.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$179,342.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
Equipment					
Equipment					

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

LEA 30 School: 0430 Tier : II School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,288,480.22</b>

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

LEA 30 School: 0430 Tier : II School Year: 2011 - 2012

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Performance bonus will serve as a financial incentive to attract the highest quality instructional staff	Stipends	Performance Bonus	\$500 x 603 students + 10%	\$331,650.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	2 FTE X \$111,547	\$223,094.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
0203-01	Community Support Personnel	Salary & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00

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

LEA 30 School: 0430 Tier : II School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Fine Arts Theme	Salary & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00
0203-01	Extended Learning time	Stipends	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement	8,424 X 39 teachers \$4,968 x 1 para	\$333,504.00
<b>Total Salaries/Wages</b>					<b>\$1,032,856.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$692,154 x 7.65%	\$52,949.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	(\$13,913 X 2) + 22% of salary	\$76,906.46
212	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
212	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$183,555.22</b>
0203-09	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	60,000.00	\$60,000.00
0203-01	Contracted Services	interdisciplinary integration of fine arts instructional program	allows implementation of thematic instructional program in fine arts	100,000.00	\$100,000.00
Contracted Services					

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

LEA 30 School: 0430 Tier : II School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$160,000.00</b>
0203-01	Supplies	materials for arts programming component of the fine arts theme, which is expected to increase student engagement, thus improve achievement and school climate and culture	allows expansion of arts programming	28,042.00	\$28,042.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$28,042.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA 30 School: 0430 Tier : II School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,404,453.22</b>

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

LEA 30 School: 0430 Tier : II School Year: 2012 - 2013

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Performance bonus will serve as a financial incentive to attract the highest quality instructional staff	Stipends	Performance Bonus	\$500 x 603 students + 10%	\$331,650.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	2 FTE X \$111,547	\$223,094.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
0203-01	Community Support Personnel	Salary & Wages	Requirement #9 - provides dedicated staff person to develop community partnerships and increase family involvement	1 FTE x \$60,727	\$60,727.00

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

LEA 30 School: 0430 Tier : II School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Fine Arts Theme	Salary & Wages	FTE dedicated to implementation of fine arts instructional program	1 FTE x \$56,881	\$56,881.00
0203-01	Extended Learning time	Stipends	Additional learning time (1 hr per day) will give more time for instruction to generate rapid improvements in student achievement (see needs assessment – student achievement	8,424 X 39 teachers \$4,968 x 1 para	\$333,504.00
<b>Total Salaries/Wages</b>					<b>\$1,032,856.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$692154 x 7.65%	\$52,949.00
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$76,906.46
212	Fringe Benefit	Fringe for community support position	Fringe for community support position	\$13,913 + 22% of salary	\$27,272.94
212	Fringe Benefit	Fringe for educ. associate position	Fringe for educ. associate position	\$13,913 + 22% of salary	\$26,426.82
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$183,555.22</b>
0203-09	Contracted Services	Contracted Services for PD	Requirement #4 - services will include providing high quality, job-embedded PD	60,000.00	\$60,000.00
0203-01	Contracted Services	interdisciplinary integration of fine arts instructional program	allows implementation of thematic instructional program in fine arts	100,000.00	\$100,000.00
Contracted Services					

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

LEA 30 School: 0430 Tier : II School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$160,000.00</b>
0203-01	Supplies	materials for arts programming component of the fine arts theme, which is expected to increase student engagement, thus improve achievement and school climate and culture	allows expansion of arts programming	28,042.00	\$28,042.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$28,042.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					

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

LEA 30 School: 0430 Tier : II School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,404,453.22</b>

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

LEA 30 School: 0042 Tier : I School Year: 2010 - 2011

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-09	Stipends for summer PD	Stipends	2 weeks of summer PD will help to address the challenge of high staff turnover and large proportion of inexperienced teachers (see needs assessment – staff profile	70 hrs x 47 teachers x \$30/hr 70 hrs x14 paras x \$21/hr	\$119,280.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
<b>Total Salaries/Wages</b>					<b>\$257,827.00</b>
212 -	FICA	Fixed Charges for Summer PD Stipends, Additional Learning time	FICA for summer PD, principal pay differential, and vacation buy-out	\$146,280 x 7.65%	\$11,190.42
212 -	Fringe Benefit	Fringe Benefit for additional Leadership position	Fringe for add'l leadership	\$13,913 + 22% of salary	\$38,453.34

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

LEA 30 School: 0042 Tier : I School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Fixed Charges					
Fixed Charges					
Fixed Charges					
<b>Total Fixed Charges</b>					<b>\$49,643.76</b>
0203-01	Contracted Services	Contract with EMO - Global Partnership Schools	Allocation for operator to spend using their discretion.	start-up flat amount \$550,000	\$550,000.00
0203-01	Contracted Services	smart board, projector installation		10 Classrooms x \$15,000	\$150,000.00
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
Contracted Services					
<b>Total Contracted Services</b>					<b>\$700,000.00</b>
0203-01	Computer & network Printer	168 Computers, 12 network printer		168 x\$900 12 x \$1,200	\$165,600.00
0203-01	Furniture	furniture needed for arts program		\$34,000	\$34,000.00
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
Supplies and Materials					
<b>Total Supplies and Materials</b>					<b>\$199,600.00</b>
Other Charges					
Other Charges					
Other Charges					
Other Charges					
Other Charges					

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

LEA 30 School: 0042 Tier : I School Year: 2010 - 2011

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$1,207,070.76</b>

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

LEA 30 School: 0042 Tier : I School Year: 2011 - 2012

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Performance bonus will serve as a financial incentive to attract the highest quality instructional staff	Stipends			
			Performance Bonus	\$500 x 530 students + 10%	\$291,500.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
<b>Total Salaries/Wages</b>					<b>\$430,047.00</b>



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

LEA 30 School: 0042 Tier : I School Year: 2011 - 2012

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$678,365.25</b>

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

LEA 30 School: 0042 Tier : I School Year: 2012 - 2013

**Complete a separate form for each year.** ( note: The line items below are for demonstration purposes only and do not necessarily reflect allowable activities.)

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
0203-01	Performance bonus will serve as a financial incentive to attract the highest quality instructional staff	Stipends			
			Performance Bonus	\$500 x 530 students + 10%	\$291,500.00
0203-09		Salaries & Wages	Additional leadership support will help support the school leader in addressing instructional and school climate weaknesses (see needs assessment – effective leadership, student achievement, and school climate and culture	1 FTE X \$111,547	\$111,547.00
0203-15		Salary Differential	Principal Pay Differential will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$15,000	\$15,000.00
0203-09	Incentive	Salary & Wages	Administrative vacation buy-out will serve as a financial incentive to recruit high quality leaders (see needs assessment – leadership	\$12,000	\$12,000.00
<b>Total Salaries/Wages</b>					<b>\$430,047.00</b>



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

LEA 30 School: 0042 Tier : I School Year: 2012 - 2013

Category/Object	Purpose	Line Item	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Other Charges					
Other Charges					
Other Charges					
<b>Total Other Charges</b>					<b>\$0.00</b>
Equipment					
<b>Total Equipment</b>					<b>\$0.00</b>
<b>Title I 1003(g) Total Requested</b>					<b>\$678,365.25</b>

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

ORIGINAL GRANT BUDGET	25,183,804.00	AMENDED BUDGET #		REQUEST DATE	06/29/10
GRANT NAME	STATE SCHOOL IMPROVEMENT 1003G	GRANT RECIPIENT NAME	BALTIMORE CITY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	FEDERAL	RECIPIENT AGENCY NAME	BALTIMORE CITY PUBLIC SCHOOLS		
FUND SOURCE CODE	F	GRANT PERIOD	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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,192,389.03	1,192,389.03
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	5,450,534.00						5,450,534.00
Prog. 16 Inst. Admin. & Supv.	4,032,037.00						4,032,037.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	341,286.00	5,190,650.00	1,439,052.00	19,575.00			6,990,563.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,365,912.00	3,879,236.00	163,471.00				5,408,619.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				2,109,661.97			2,109,661.97
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	11,189,769.00	9,069,886.00	1,602,523.00	2,129,236.97	0.00	1,192,389.03	25,183,804.00

Finance Official Approval **MICHAEL FRIST** **410-396-8745**  
Name Signature Date Telephone #

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

MSDE Grant Manager Approval \_\_\_\_\_  
Name Signature Date Telephone #

## **GEPA 427 Assurances**

Baltimore City Public Schools (City Schools) is neither a new applicant nor a new recipient of federal funds. City Schools has long history of implementing and managing federally connected programs, averaging \$280 million a year of federal, state and private grant funds. City Schools is a public K-12 institution of Local Educational Agency (LEA), an arm of local government. As a result, City Schools is current with all federal assurances and certifications, including GEPA 427.

City Schools' past and current experience managing federally assisted programs assures its compliance with GEPA 427. City Schools addresses the barriers to equitable access in many ways. One example involves addressing special education populations that include ramps and building access modifications, bus transportation for special populations and software with visual prompts designed for deaf and hard of hearing populations and other assistive technology for special needs students. Physical barriers such as playgrounds, playing fields, gymnasiums and all school buildings, meet federal guidelines for equitable access and participation for all. The multi-culturally diverse staff of City Schools is certified and experienced at delivering services to the City's multi-culturally diverse student population from this urban setting.

In order to ensure the school system follows GEPA, City Schools has developed a step-designed worksheet checklist for overcoming barriers. All program managers use this checklist when they develop and implement new projects. The project outlined in this proposal is open to any individual, regardless of race, color, national origin, or disability. City Schools will ensure equitable access to all programs by providing for any program participant with special needs, and ensuring that all participants are afforded the necessary accommodations and attention. This could include, but is not limited to:

- Producing printed materials in Braille or large type for the vision impaired;
- Providing e-mails, newsletters and other electronic documents in simple text form for speak text document readers; and
- Ensuring that the Web site and other electronic documents are Bobby Approved for Accessibility and meet with the recommendations of the Web Content Accessibility Guidelines of the Web Accessibility Initiative and of the U.S. Section 508 Standards for accessibility adopted by the Architectural and Transportation Barriers Compliance Board (Access Board) of the U.S. Federal government.

**Tier I and Tier II GRANT SPECIFIC and GENERAL ASSURANCES**  
**2009 Title I 1003(g) ARRA 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. The Grantee [LEA] will establish annual goals for student achievement on the 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. This award is subject to compliance with the Recovery Act, which requires each local educational agency receiving Title I, Part A ARRA to separately identify the expenditures for Federal awards under the Recovery Act on the Schedule of Expenditures of Federal Awards and the Data Collection Form (SF-SAC) required by OMB Circular A-133.
6. 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.
7. 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.
8. 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.
9. 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.
10. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
11. 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.

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.

<b>Superintendent of Schools/Head of Grantee Agency</b>	<b>Date</b>

# BALTIMORE CITY PUBLIC SCHOOLS

Stephanie Rawlings-Blake  
Mayor, City of Baltimore

Neil E. Duke, Esq.  
Chair, Baltimore City Board of  
School Commissioners

Andrés A. Alonso, Ed.D.  
Chief Executive Officer

## APPENDICES FOR TITLE I 1003G SCHOOL IMPROVEMENT GRANT PROPOSAL

- APPENDIX A Restart/Turnaround RFP Evaluation Committee Members
- APPENDIX B Turnaround Orientation and Proposal Pick-up  
Opening Statement to Evaluation Committee
- APPENDIX C Turnaround Proposal Interview Questions
- APPENDIX D Turnaround Applicant Interviews (Pt. I & Pt. II)
- APPENDIX E Questions and Answers #1 – Restart Schools Program  
RFP-10047
- APPENDIX F Memorandum: Turnaround School Matches
- APPENDIX G Request of the Board
- APPENDIX H RFP – Restart Schools Program (RFP-10047)
- APPENDIX I Evaluation Assessment Tool for Restart Schools Program  
(RFP-10047)
- APPENDIX J Contract School Agreement (Restart Model School)
- APPENDIX K School Turnaround Community Meeting Agendas –  
Garrison
- APPENDIX L School Turnaround Community Meeting Agendas –  
William C. March

GREAT KIDS  
GREAT SCHOOLS

- APPENDIX M School Turnaround Community Meeting Agendas – Commodore John Rogers
- APPENDIX N School Turnaround Community Meeting Agendas Calverton
- APPENDIX O Community Meeting Survey – Calverton
- APPENDIX P Community Meeting Survey – Garrison
- APPENDIX Q Community Meeting Sign-In Sheets – Commodore John Rogers
- APPENDIX R Community Meeting Sign- In Sheets - Calverton

Restart/Turnaround RFP

Evaluation Committee Members

1. Maria Navarro – Chief Academic Officer
2. Beth Wierzbienic – Network Lead
3. Leah Ferguson – Asst to Chief of Staff
4. Linda Eberhart – ED Curriculum & Instruction
5. Heather Nolan – Program Manager DREEA
6. Angela Hancock – Network Lead
7. Michael Thomas – Careers to Education
8. Laura Weeldreyer, Deputy Chief of Staff
9. Tracy Kelley, Office of New Initiatives

## Turnaround Orientation &amp; Proposal Pick-up

## Opening Statement to Evaluation Committee

1. Thank you for agreeing to serve & apologize for snow delay
2. Introduce yourself and your role
3. Introduce Dorothy and her role
4. Allow them to introduce and indicate their area of expertise & why they were chosen
5. Introduce purpose Turnaround philosophy, EGO, role of operator, Mass Insight Report, no matching just quality
6. Dorothy speech
7. Evaluation Committee roles and responsibilities (recommends to AAA)
8. Capture S/W
9. Review Rubric
10. Introduce Monday's schedule for Evaluation & Review 8:45am-12:30pm w/ 2 breaks ends at lunch promptly at 8:45am
11. Introduce Interview Schedule Tue and Wed promptly at 9am
12. Identify persons with particular insight i.e Beth
13. Review extended timeline (interview schedule, Bd vote)
14. Bring snacks & water (marathon not a sprint)

## Turnaround Proposal interview

## Opening Statement to Applicants

1. Thank you for coming & Congratulations
2. Introduce yourself
3. Allow Evaluation Committee to introduce themselves
4. We've read your proposal...few follow-up questions
5. I'm the time keeper ;may interrupt 40 minutes
6. Introduce your team & make brief opening statement (2 minutes)
7. Thank you & Next Steps (Dorothy)

## Turnaround Proposal Interview Questions

### I. Universal Questions

- A. Hypothetically, if selected what will your fee for service?
- B. Hypothetically, outline how you will spend the 550k.
- C. What do you anticipate your on-site support structure to be?
- D. Articulate your recruitment plan for instructional leader and teachers.

### II. Proposal Specific Questions

- A. Living Classrooms
  1. What is the role of the operator going to be and how will the roles and responsibilities be shared between the Principal and the operator?
  2. Given what you know about new start-up, what are the unique challenges you anticipate having to address in a turnaround environment?
- B. Global Partnership
  1. How much of your fee do you anticipate going to cover overhead expense?
  2. Discuss how the Baltimore Global P'ship team will look. Among those listed in the proposal, who will actually be on the ground in Baltimore?
  3. The organization chart is confusing; please be specific about the level of support the on-site team can expect from central office and how that will be communicated.
  4. Please come prepared to discuss, in real terms, GP data.
- C. IEP
  1. How is Plato being used and how are students earning credits? What is the role of the teacher in the classroom?
  2. Come prepared to discuss your financial structure, specifically the "S" corp. model.
  3. Does IEP have other operating models besides the 3 academies?
  4. Come prepared to provide context for how the 15:1 ration of adults to students is sustainable.
  5. Come prepared to discuss how your model fits within the constraints of a collective bargaining unit?
  6. Describe the on-site presence of the leadership team?
- D. Synesi
  1. Provide a rationale for why they are doing turnaround rather than consulting to provide school improvement diagnostics/services?
  2. Describe what the partnership with Atlantic will look from a school perspective?
  3. How many implementation partners will be needed to operationalize this plan? Who will they be and how will this impact fee for service?
  4. How much of your fee do you anticipate going to cover overhead expense?
  5. Who from the leadership presented in the proposal will be on-site in Baltimore and responsible for day to day support?
  6. Please provide a full set of financial documents.
  7. Be prepared to discuss any supporting data that is a predictor of success in a turnaround environment.
- E. John Hopkins University

1. Identify the perceived successes and challenges at Douglass and what would have to change to see greater gains.
2. What is your present relationship with Civatas? What will the future of that relationship look like?
3. Are you willing to implement your model in a middle school?
4. What changes to your model will have to be made to accommodate a middle school?
5. Come prepared to discuss the research supporting the effectiveness of the 4-4 block?
6. Please describe, as candidly as possible, your relationship with Douglass HS.

F. Friendship Schools

1. Please provide data from Southeast Elementary ? What assessment was used?
2. How is organizational capacity being built to support future new schools?
3. Specify the roles and responsibilities, as you see them, of an operator within a school culture.
4. Describe how the organization will have to change to sustain a turnaround model. Who from the organization will be responsible and on-site at the turnaround school?
5. Speak to the impending litigation.
6. Please come prepared to discuss the financial condition of the organization?
7. Articulate your turnaround recruiting strategy.

G. Imagine

1. Come prepared to discuss the data from your St. Louis school.
2. Discuss the switch from a for-profit organization to a non-profit organization.
3. How will the Baltimore Imagine team be able to leverage the national turnaround resources? Who will be relocating to Baltimore in support of this plan?
4. Come prepared to provide details around what the IB program looks like.
5. What did you learn about your Patterson Park experience?
6. What did you learn from your experience in Baltimore County and what changes will be made to show greater gains? Same with schools in PG county.

Turnaround Applicant Interviews (Pt. I & Pt. II)

Tuesday March 2

Wednesday March 3

(40 minute interviews w/ 10 min prep and 10 min debrief= 1 hour per Proposal)

Tuesday March 2 (Rm. 301)		Wednesday March 3 (Rm. 317 FCE)	
9:00-9:10 am		Friendship Schools Prep	
9:10-9:50 am		Friendship Schools Interview	
9:50-10:00 am		Friendship Debrief	
10:00-10:10 am	Synesi Prep	Imagine Prep	
10:10-10:50 am	Synesi Interview	Imagine Interview	
10:50-11:00 am	Synesi Debrief	Imagine Debrief	
11:00-11:10 am	Global P'ship Prep		
11:10-11:50 am	Global P'ship Interview		
11:50-12:00 pm	Global P'ship Debrief		
12:30-1:00 pm	Lunch	Lunch	
1:00-1:10 pm	IEP Prep		
1:10-1:50 pm	IEP Interview		
1:50-2:00 pm	IEP Debrief		
2:00-2:10 pm	Living Classrooms Prep		
2:10-2:50 pm	Living Classrooms Interview		
2:50-3:00 pm	Living classrooms Debrief		
3:00-3:10 pm	Break		
3:10-3:20 pm	JHU Prep		
3:20-4:00 pm	JHU Interview		
4:00-4:10 pm	JHU Debrief		



Baltimore City Public Schools  
Office of Materials Management

**Questions and Answers #1  
RESTART SCHOOLS PROGRAM  
RFP-10047**

**February 14, 2010**

The list of Questions and Answers #1 is being issued to clarify certain information contained in the above named solicitation. The statements and interpretations of contract requirements, which are stated in the following questions of potential bidders/offerors, are not binding on Baltimore City Public Schools (City Schools), unless City Schools expressly amends the solicitation by way of an addendum. Nothing in the City Schools' responses to these questions is to be construed as agreement to or acceptance by City Schools' of any statement or interpretation on the part of the vendor asking the question as to what the contract does or does not require.

1. Can the budget for \$550 of planning funds be submitted after school is identified?  
**Response: Please see addendum #7**
2. Extend the deadline? **Response: Due to internal time constraints, the deadline cannot be extended further.**
3. Is the staff at the school bound by the existing CBA agreements? **Response: Yes.**
4. If so, can a copy of the existing CBAs be provided to the operator? **Response: Yes.**
5. Who is responsible for capital improvements costs in the building – the district or the school's budget? **Response: The district**
6. Do we have to retain 50% of the staff in a zero base of faculty? **Response: A minimum of 50% of the staff should be retained; anything less than 50% requires a waiver.**
7. Will be able to give current students a diagnostic in order to know where they are academically? **Response: Limited access to students for testing will be provided in coordination with district and school leadership.**
8. Access to student data before summer? **Response: Student data will be made available on a limited basis and will be coordinated with district and school leadership.**

9. Can we have access to the school building before summer? **Response: Limited and coordinated access to the building can be arranged after Board approval.**
10. Regarding ecommerce and K12Buy – is the school placing orders for materials and supplies in the building or is the district? **Response: The operator is expected to make all decisions concerning ordering and purchasing and supplies.**
11. Is the contract document that is part of the RFP the basic structure of the contract to be used? If the operator has a substantially different form contract with different provisions, can that be used/negotiated? **Response: The contract provided in the RFP will be used. If the vendor has any exceptions to the contract, please indicate them in the transmittal letter. Any exceptions must be reviewed by City School's legal department.**
12. Attachment II, Budget, page 44 in the RFP says the consultant must document all the hours worked by its staff. We anticipate a contract for a fee, and do not require our personnel to keep track of their hours on a timesheet. Can this provision be waived for the operator? **Response: Yes, this can be waived.**
13. There is very little time between the postponed pre-proposal meeting and the due date on the RFP. We can provide a certificate of insurance, but our carriers do not have 45 day cancellation provisions, only 30 day provisions – can this be negotiated? Similarly, our agency, which insures hundreds of schools, has never seen the clause prohibiting pleading government function and does not know what it means – can we have a discussion about this? **Response: For submission purposes, submit your certificate of insurance. This can be discussed with City School's legal department.**
14. We are making the assumption that if we are pre-qualified, we will have a discussion with the district about our fees, structure, terms of payment, and contract terms – is this correct? **Response: See Addendum #7**
15. Are you looking only for partners who will take full operational responsibility for the school, or are you looking for partners who will work with a school to conduct a turn around or transformation over a 3-5 year period? **Response: We're looking for operators to take both academic and operational responsibility for the school.**

16. Does the \$550K need to be expended in year 1? **Response: Must be spent in first 3 years.**
17. Does the \$550K need to cover only vendor costs or also school based costs (i.e. – paying teachers extra for extended learning time) **Response: Start-up funds may be spent however the operator sees fit.**
18. What performance benchmarks will be set? **Response: Performance benchmarks will be negotiated after Board approval.**
19. Will there be additional implementation funds for subsequent years or will the partner need to rely on per pupil amounts? **Response: Additional funding has not been determined at this time.**
20. Will there be additional opportunities to become a partner for this work? **Response: Yes, operators who are recommended for turnarounds may opt to partner with other organizations as they see fit.**
21. Can the vendor submit performance recommendations/performance agreements? **Response: Yes, this will be something negotiated between operator and the District after Board approval.**
22. Will the operator have to use City Schools' payroll system? **Response: Yes, for those staff members that are employees of City Schools.**
23. Are you planning to make multiple awards? **Response: Yes**
24. Are the teachers and leaders we are to use union members? **Response: Yes**
25. In Section 3 letter O you ask which programs should be eliminated. Do you have a list of extraordinary programs for us to use to make our decisions? **Response: All programmatic decisions are left up to the operator based on the particular model being put in place.**
26. Have schools been chosen for this project? If so which ones are they? **Response: Yes, the schools identified for Turnaround are Garrison M/E, Calverton E, Commodore John Rodgers E/M, March E/M, Douglass HS**
27. "What is this year's Fair Student Funding? **Response: The FSF formula is very complex and has not yet been determined, for this reason we ask that operators base their projections on last years' FSF which was approximately \$7500.**

28. Are there any caps/guidelines on Instructional, Administrative or Indirect costs?

**Response: No.**

29. Is there a prescribed format required for the financial proposal? **Response: See addendum #7**

30. Is a budget narrative to be included as part of the financial proposal? **Response: See addendum #7**

# BALTIMORE CITY PUBLIC SCHOOLS

## MEMORANDUM

**To:** Board of School Commissioners  
**From:** Andrés Alonso, CEO  
**Date:** April 7, 2010  
**Re:** Turnaround School Matches

Staff has undertaken an intensive evaluation and selection process to identify potential partners and operators to work with five of our EGO schools – Calverton E/M, Commodore John Rogers E/M, William C. March Middle, and Garrison Middle, and Frederick Douglass High. On March 23, the Board approved the four organizations that staff recommended to be eligible turnaround operators. After the school community meetings March 24-26, staff recommended the matches below for CEO approval. Each turnaround operator match is aligned with and supported by the feedback received from the community meetings.

School	Operator Options	Matched Operator	Rationale
Calverton E/M	Friendship Schools Global Partnership	Friendship Schools	Staff is confident operator's model can be implemented to accelerate student achievement at this school; match aligns with operator capacity and preference to serve an elementary/middle school; operator received strong parent/community support; operator capable of effectively implementing STEM theme
Commodore John Rogers E/M	Living Classrooms Friendship Schools Global Partnership	Living Classrooms	Staff is confident operator's model can be implemented to accelerate student achievement at this school; match aligns with operator capacity and preference to serve a school within the same community served by current school (Crossroads); operator received positive feedback from community
Garrison Middle	Global Partnership Talent Development	Global Partnership	Staff is confident operator's model can be implemented to accelerate student achievement at this school; operator received strong community support; match aligns with operator capacity and preference to serve a middle school
William C. March Middle	Talent Development Global Partnership Living Classrooms	Talent Development	Staff is confident operator's model can be implemented to accelerate student achievement at this school; operator received positive feedback from community; match aligns with operator capacity and preference to serve a middle school



# BALTIMORE CITY PUBLIC SCHOOLS

<b>Frederick Douglass High</b>	Talent Development    TBD	Without full school community and Governance Board support, staff believes that it would be very difficult for JHU Talent Development to be a successful operator of the school. Staff will work with the school community to determine a better option.
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The Office of Community and Family Engagement implemented a comprehensive outreach plan targeting impacted families and school partners as well as the broader school community. Outreach strategies included global connect, City Schools' website, back-pack flyers, and Channel 77 broadcasts. Staff held five meetings in 3 days; over 165 people attended; over 200 surveys were printed and we received 122 surveys back. The table below summarizes the feedback we received from those surveys.

School	Community Meeting Attendance	Community Feedback Overview
<b>Calverton E/M</b>	14 surveys completed 3 parent/family 6 staff 5 community/partner	Strong support for Friendship Schools, including strong preference from parents
<b>Commodore John Rodgers E/M</b>	25 surveys completed 5 parent/family 1 student 10 staff 9 community/partner	Preference split evenly between Living Classrooms and Friendship Schools; positive feedback given for both operators
<b>Garrison Middle</b>	25 surveys completed 6 parent/family 8 staff 18 community/partner	Strong support for Global Partnership, including strong preference from parents
<b>William C. March Middle</b>	25 surveys completed 1 parent/family 16 staff 1 community/partner	Preference split evenly between Living Classrooms and Talent Development; positive feedback given for both operators Follow up communication with Eric March indicates preference for Talent Development was discussed in conversation among attendees after central staff left
<b>Frederick Douglass High</b>	28 surveys completed 4 parent/family 15 staff 5 community/alumni 4 students	Mixed feedback about Talent Development- largely opposition from community, alumni, and staff; support from parents; mixed feedback from students



### **Request of the Board**

The Office of the Chief Executive Officer and the Office of New Initiatives requests the Board's approval to contract with multiple Turnaround Operators to provide turnaround services beginning SY 2010-2011 for the following 5 schools:

- Commodore John Rodgers Elementary/Middle School
- Calverton Elementary/Middle School
- William C. March Middle School
- Garrison Middle School
- Frederick Douglass High School

Recently, the U.S. Department of Education (USDOE) announced an opportunity for school districts to access unprecedented resources for reforms that improve instructional quality, increase graduation rates, and create a challenging learning environment where all students excel. City Schools believes that only the most rigorous interventions hold the promise of rapid improvement for student achievement.

Expanding Great Options (EGO) is a strategy in the reform effort to provide students with more high-quality options and to transform the districts' lowest performing schools. This year's EGO's effort began with a review of applications for new charter schools and Transformation Schools, and a review of existing school programs and school buildings. 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 has identified 12 low-performing schools, five of which were recommended for Turnaround. The 5 Turnaround schools will be paired with an external Turnaround Operator and undergo a comprehensive restructuring that can include the hiring of a new principal and staff, implementation of a new instructional focus, improved academic programming, and more integrated academic and support services. The goal of the Turnaround strategy is for the Operator to implement a robust and comprehensive program that dramatically transforms the schools' culture and increases student outcomes.

External Turnaround Operators for these schools were required to go through a rigorous review process that considered evidence of each of their past success in either operating an actual Turnaround school or operating a new school. The selected Turnaround Operators had to show organizational capacity and an understanding of the challenges involved in transforming low-performing schools. Chosen Operators presented a track record of thoughtful plans that demonstrates a strong chance of success. The Board will approve the eligible organizations, and Office of New Initiatives will consult the school community to ensure that the right organizations are matched with the right schools.

### **Selection Methodology**

Contract Type:	New Contract
Multiple Awards:	Yes; 4 Turnaround Operators
Contract Term:	Five (5) Years

**Board of School Commissioners  
Materials Management Agenda**

Contract Increase Vendor & Amount: N/A  
 Friendship Public Charter School, Global Partnership, Johns Hopkins University, and Living Classrooms Foundation  
 Turnaround Operators will receive \$550,000 in start-up costs and the Fair Student Funding amount.

Funding Source:  
 Solicitation process: RFP-10047  
 MBE/WBE Results: N/A  
 Evaluation Committee: Comprised of staff from the Office of the Chief Academic Officer, Department of Research, Accountability and Evaluation, Office of New Initiatives, Chief of Staff's Office.

Thirteen (13) firms submitted proposals and six (6) were deemed non-susceptible for award. Seven (7) were deemed responsive, of those, (3) three were rejected and (4) are recommended.

**Evidence of Effectiveness**

Friendship Schools	<ul style="list-style-type: none"> <li>• Operating two transformation schools, FAST and FAET.</li> <li>• Experience operating Turnaround and conversion schools in DC</li> </ul>
Global Partnerships	<ul style="list-style-type: none"> <li>• Chosen as lead Turnaround provider in Colorado</li> <li>• Lead by experienced individuals</li> </ul>
Johns Hopkins University	<ul style="list-style-type: none"> <li>• Operating BT DHS</li> <li>• Experience in Chicago, Los Angeles, Philadelphia</li> </ul>
Living Classrooms	<ul style="list-style-type: none"> <li>• Operating Crossroads Charter</li> <li>• Strong leadership team</li> </ul>

Each Turnaround Operator will sign a performance based contract with student achievement targets and be subject to annual review.

Evidence of Turnaround Effectiveness

Recently, the U.S. Department of Education (USDOE) announced an opportunity for school districts to access unprecedented resources for reforms that improve instructional quality, increase graduation rates, and create a challenging learning environment where all students excel.

USDOE outlined 4 possible interventions; Turnaround was one of those interventions selected by the District to transform 5 of the lowest-performing schools in Baltimore.

The main purpose of the Turnaround Operator program is to increase student achievement in the persistently lowest-performing schools. The conceptual framework for the Turnaround Operator program and RFP was created using the work published in *The Turnaround Challenge* published by the Mass Insight Education and Research Institute in 2007. The full copy of the report can be found at <http://www.massinsight.org/turnaround/report.aspx>.

## **Board of School Commissioners Materials Management Agenda**

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.

This model is centered on the Turnaround Operator providing an outside-the-system approach inside-the-system. Under the ultimate authority of the District, the Turnaround Operator will lead the reform effort of an assigned school and be given increased ability to act and the authority to make programmatic choices in an effort to raise student achievement.

### **Financial implications**

The Turnaround Operator will receive up to \$550,000 to support start-up. City Schools will leverage school improvement grant funds to support human capital, facilities/programmatic upgrades, and the ongoing management fee for each school with whom it is partnered. The Operator shall be paid in quarterly installments.

**Author: Laura Weeldreyer**

BALTIMORE CITY PUBLIC SCHOOLS  
200 EAST NORTH AVENUE  
BALTIMORE, MD 21202



REQUEST FOR PROPOSALS  
RESTART SCHOOLS PROGRAM  
RFP-10047

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**ISSUED BY:** Materials Management Office  
Baltimore City Public Schools  
200 East North Avenue, Room 401  
Baltimore, MD 21202  
Attention: Dorothy Hale

**RFP NUMBER:** RFP-10047

**RELEASE DATE:** Monday, February 1, 2009

**PRE-PROPOSAL MEETING:** Monday, February 8, 2010  
10:30 a.m. local time, Room 301

**PROPOSAL DUE DATE:** Tuesday, February 16, 2010 @ 11:00am  
Room 401

**DIRECT INQUIRIES TO:** Dorothy Hale  
PH: 443-984-3389  
FX: 410-545-6977  
E-mail: dhale@bcps.k12.md.us

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## PART I: SCOPE OF WORK

### 1.0 INTRODUCTION

The Baltimore City Public Schools (City Schools) Office of New Initiatives (ONI) invites responses from organizations that are interested in assisting City Schools by serving as **Restart Partners** on an as needed, when needed basis in support of District efforts to turn around chronically low performing schools. The District is seeking proposals from for-profit and non-profit organizations, including educational management organizations (EMO), founders or principals, community organizations, foundations, colleges and universities. Those organizations who seek to focus on STEM, integrated arts programming, project-based learning curriculum, and International Baccalaureate are highly encouraged to apply. In addition, those applicant organizations with specific turnaround experience will be given extra consideration.

Organizations that are selected as a result of this process will become members of the Districts' **Restart Partner Pipeline**. The purpose of the **Restart Pipeline** is to provide the District with a cadre of pre-approved Restart providers. Operators who are selected to join the **Restart Pipeline** are expected to be available to provide **Restart** or turnaround services during the 2010-2011 school year. Providers must continue to meet established criteria to remain on the list.

Schools created through this process will be granted autonomy to implement their own educational programs; in exchange, they will be held accountable for school performance.

Restart Partners will receive funding based on Fair Student Funding and \$550,000 in start-up costs.

City Schools intends to make multiple awards as a result of this RFP however, City Schools does not guarantee that an organization's services will be utilized.

### 2.0 BACKGROUND

City Schools serves the needs of public education in Baltimore City, covering approximately 77 square miles, with a residential population of more than 646,000. It is the fourth largest public school system in the State of Maryland. City Schools operates 190 facilities over a ten-mile radius, which includes elementary, middle, and high schools; special education centers; alternative schools; and administrative offices. Central administration for City Schools is located at 200 East North Avenue, Baltimore, Maryland.

City Schools is committed to supporting sustainable efforts to turn around chronically low performing schools. Recently, the U.S. Department of Education (USDOE) announced an opportunity for school districts to access unprecedented resources for reforms that improve instructional quality, increase graduation rates, and create a challenging learning environment where all students excel. Baltimore City Schools believes that only the most rigorous interventions hold the promise of rapid improvement for student achievement.

To ensure that all students have strong school options, Baltimore City Schools launched *Expanding Great Options*, an initiative to expand and relocate those school programs that are working for students and to Turnaround or Restart those schools that are not. As part of this initiative, the District has launched a new transformation strategy to dramatically transform the most chronically under-performing schools in the City. Under the plan, schools selected for Restart will undergo a comprehensive restructuring that may include the hiring of a new principal and staff, a new instructional focus, improved academic programming, and more integrated academic and support services.

### **Turnaround Research**

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 full copy of the report can be found at <http://www.massinsight.org/turnaround/report.aspx>. The Mass Insight report, along with other available research, serves as a national framework for this process, as well as the basis for ONI and its partners to begin mobilizing. 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. Restart 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.

### **3.0 SCOPE OF SERVICES**

The Restart Partner shall:

- A. Ensure that services are aligned with Maryland state academic standards meet all applicable Federal, State, and local health, safety and civil rights laws.
- B. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
- C. Employ research-based strategies that provide an immediate and dramatic Restart in student achievement.

- D. Work with the District to recruit and recommend teachers and a leader(s) who have a proven record of success in increasing student achievement.
- E. Recommend necessary restructuring of teacher and leader contracts.
- F. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
- G. Promote student motivation for learning.
- H. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
- I. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
- J. Develop constructive relationships with existing school personnel.
- K. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
- L. Require commitment from parents to allow for additional time for instruction (i.e. after and before school opportunities)
- M. Work in partnership with the District to obtain a commitment from teachers to allow for additional time for instruction and professional development.
- N. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
- O. Recommend which existing programs are to be continued and which programs are to be eliminated.
- P. Consistent with state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
- Q. Organize programming to engage students' sense of adventure, camaraderie, and competition.
- R. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
- S. Identify and recommend supporting partners to address social, emotional and behavioral issues (i.e. over-aged or parents- to-soon).

- T. Develop and recommend a budget to the school Board based on available per pupil amounts, Title monies, and special education funding in addition to other sources identified and aligned specifically for school restarts or Restarts
- U. Work with District to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
- V. Integrate all academic and support services.
- W. Produce and provide quarterly achievement data disaggregated in chart and table form that demonstrates the effectiveness of services in increasing student achievement.
- Y. Maintain open enrollment for all eligible students.

## **PART II: GENERAL TERMS AND CONDITIONS**

### **1.0 STATEMENT OF CONFIDENTIALITY**

It is understood and agreed that all information pertinent to this solicitation may contain trade secrets, which are confidential and proprietary. The selected vendor agrees not to disclose or knowingly use any confidential or proprietary information of the Baltimore City Public Schools and/or third party participant.

Trade secrets or proprietary information submitted by a vendor in connection with this procurement shall not be subject to public disclosure under the Maryland Freedom of Information Act. However, the vendor must invoke the protections of this section under submission of the data or other materials, and must identify the data and the other materials that should be granted protection.

### **2.0 TERM OF AGREEMENT**

The anticipated term of this contract shall be for five years from the date of Board approval with a five year renewal option.

### **3.0 PRE-PROPOSAL MEETING**

A pre-proposal meeting is scheduled for **Monday, February 8, 2010** at 10: 30 a.m. local time, 200 E. North Avenue, Baltimore, MD 21202, Room **301**.

While attendance at the pre-proposal meeting is not mandatory, the information presented is informative. All interested Offerors are encouraged to attend in order to be better able to prepare an acceptable proposal. Prospective attendees are requested to email Buyer Name at dhale@bcps.k12.md.us no later than February 3, 2010 to provide notice of the anticipated number of individuals who will attend.

### **4.0 QUESTIONS AND INQUIRIES**

No interpretation of the meaning of the specifications or other documents will be made to any Bidder orally. Questions shall be submitted in writing to the Point of Contact (see Part II, 5.0). To be given consideration, the questions must be received at least five (5) business days prior to the proposal due date. Questions that are deemed to be substantive in nature will be answered only in writing, with both the question(s) and answer(s) being distributed to all persons known by the Procurement Office to have obtained the RFP.

### **5.0 POINT OF CONTACT**

Dorothy Hale, Buyer  
Baltimore City Public Schools  
Office of Materials Management  
200 E. North Avenue  
Baltimore, MD 21202  
Phone: **443-984-3390**

E-mail: [dhale@bcps.k12.md.us](mailto:dhale@bcps.k12.md.us)

## **6.0 CONTRACT MONITOR/CITY SCHOOLS SUPERVISION**

For purposes of this contract, the Contract Monitor (also referred to as the Project Manager) is Ms. Tracy Kelley.

The Contractor's performance will be under the technical direction of the Contract Monitor/Project Manager who will be responsible for ensuring contractor's compliance with the requirements of this contract to include managing the daily activities of the contract, providing technical guidance to the contract, and overall project scheduling and coordination. The contractor shall be accountable to the Project Manager on all matters relating to the scope of work.

## **7.0 CONTRACT TYPE**

The contract resulting from this solicitation will be a fixed-price contract with an indefinite quantity.

## **8.0 RFP REVISIONS**

Should it become necessary to revise any part of this RFP, addenda will be provided to all persons who are known by the Procurement Officer to have received the RFP. All addenda, amendments or changes issued shall be deemed received by offeror provided they are either shipped first class mail, sent via e-mail or posted to the City Schools e-Commerce website. Failure of any offeror to receive or acknowledge receipt of such addenda or interpretation shall not relieve any offeror from any obligations under this RFP as amended by all addenda. All addenda so issued shall become part of the award.

## **9.0 SUBMISSION DEADLINE**

In order to be eligible for consideration, proposals must be received at City Schools Office of Materials Management no later than **11:00 a.m. local time, Tuesday, February 16, 2010, in Room 401**. Vendors mailing proposals shall allow sufficient mail delivery time to ensure timely receipt by the Office of Materials Management. Any proposal received after the submission deadline will be returned unopened.

## **10.0 PROPOSAL OPENING**

RFP Proposals are not opened publicly, but in the presence of at least two City School employees. Once the proposals are opened, the Procurement Officer will prepare a document that summarizes the proposals received. This document will be available for inspection after the Intent to Award letter is issued.

## **11.0 DURATION OF OFFER**

A proposal submitted in response to this solicitation is binding upon the Offeror and is considered irrevocable for a minimum of **120 days** following the closing date for receipt of initial proposals or the closing date for receipt of a best and final offer, if applicable.

## 12.0 E- COMMERCE

eMaryland Marketplace (<https://ebidmarketplace.com>) is the primary site for Baltimore City Public Schools to transmit solicitations over \$25,000. This website also serves to publish any addenda, associated materials, bidder/offeror questions and City Schools' responses, and other solicitation related information.

Notices of solicitations are also posted on our website [www.baltimorecityschools.org](http://www.baltimorecityschools.org), local newspapers, and in accordance with State Finance and Procurement Article 13-103 Competitive Sealed Bids, Article 13-104 Competitive Sealed Proposals, and Article 13-107 Sole Source Procurements.

The newly enacted eMaryland Marketplace law became effective on June 1, 2008 and requires units of State government, including those otherwise exempt from State procurement law, and all local government entities, to publish **notices** of procurement and procurement **awards** on the State's e-commerce website eMaryland Marketplace (eMM).

All offerors are required to register with eMaryland Marketplace, so that the award notice can be properly published.

## 13.0 INSURANCE

All offerors shall complete the attached Certificate of Insurance with their technical proposal per the attached insurance requirement form (See Appendix G).

## 14.0 CRIMINAL BACKGROUND CHECK/PHOTO IDENTIFICATION BADGE

It is the responsibility of the Consultant to make certain that its employees, agents, volunteers, and contractors who have contact with students be fingerprinted and have a background check in compliance with Title 5, Subtitle 5, Part VI, of the Family Law Article of the Maryland Code.

### A. Employees Having Direct Contact with Students:

Any and all current and future employees of Consultant who have direct contact with students must have a criminal background check and fingerprinting conducted by the Human Resources Department of the City Schools before beginning work in a City School. Previous background checks will not be accepted. The fee for the background check shall be paid by the Consultant by check or money order at the time the fingerprinting is performed. No employee can begin work in a City School until results have been received. Violation of this provision may result in Termination for Cause.

### B. Employees Do Not Have Direct Contact With Students:

Employees of Consultant who will be placed in a City School but will not have direct contact with students must have on record a Criminal Justice Information Service (CJIS) and NCIC background checks. Copies of the background checks must be forwarded to the Contract Monitor before services can commence. Every two years the Consultant shall submit copies of background checks to the Contract Monitor. Should any employee be flagged during the term of this

agreement, the Consultant shall contact the Contract Monitor within 24 hours of notification. Violation of this provision may result in Termination for Cause.

C. Employment of Child Sex Offenders:

The Consultant shall at all times be compliant with the Criminal Procedure Article of Annotated Code of Maryland Section 11-722 that states that a person who enters a contract with a County Board of Education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registered child sex offender. If a registered child sex offender is employed by the Consultant, the Consultant is prohibited from assigning that employee to perform management, delivery, installation, repair, construction or any other type of services on any City Schools property. Violation of this provision may result in Termination for Cause.

## **15.0 TERMS AND CONDITIONS**

Any contract entered into in connection with this solicitation shall be subject to these General Terms and Conditions except as otherwise modified herein.

In the event of conflict between the General Terms and Conditions and any part or portion of the Special Conditions (Appendix A), these General Conditions shall take precedence.

In the event of conflict between this solicitation any of the General Terms and Conditions proposed by any offeror, or incorporated in any acknowledgement of contract awarded to the successful offeror, then, and in such event, the terms and conditions stated herein shall take precedence unless modified in writing by the director of Materials Management, Baltimore City Public Schools.

## **16.0 BALTIMORE CITY'S YOUTHWORKS PROGRAM**

The City of Baltimore has promulgated an Executive Order regarding the Baltimore City YouthWorks program which is designed to assist youth between the ages of 14 and 21. All contractors, consultants, vendors etc. are encouraged to employ skilled and qualified Baltimore City youth between the ages of 14-21 who meet the job-ready status, as defined by the Baltimore City's Youth Works Program. There is no cost to the offerors but you are required to complete and submit the single page form located in Appendix J along with your bid submission. Failure to submit the information at the time requested may be cause to have your proposal rejected.

### PART III: PROPOSAL FORMAT

#### 1.0 GENERAL FORMAT – TWO-PART SUBMISSION

- A. Offerors shall submit in separate sealed envelopes the following;
- Volume I - Technical Proposal
  - Volume II - Financial proposal

Each envelop shall comprise the following:

1. The Technical proposal shall include One (1) original (so labeled) and **seven (7)** copies in a sealed envelope clearly labeled "Technical Proposal". An electronic version of the Technical Proposal shall also be submitted with the original. Electronic media must be a CD or USB and shall bear a label on the outside containing the RFP number and name as well as the name of the Offeror and the words Volume I: Technical Proposal.
2. The Financial proposal shall include One (1) original (so labeled) and **seven (7)** copies in a sealed envelope clearly labeled "Financial Proposal".

- B. Each envelope shall, in addition, be labeled with the following:

3. The Offeror's name and business address.
4. The due date/time for receipt of proposals.
5. The Title of the RFP and RFP number

#### 2.0 VOLUME I: TECHNICAL PROPOSAL FORMAT

Each proposal must include a table of contents and all pages in the technical proposal must be numbered, consecutively from beginning to end and separated by tabs as described below:

##### **TAB A. TRANSMITTAL LETTER**

Technical proposals are to be accompanied by a brief transmittal letter prepared on the Offeror's letterhead, and signed by an individual who is authorized to commit the Offeror to the services and requirements in the RFP and proposal. This transmittal letter shall include:

1. The name, title, address, telephone number, and electronic mail address of the person authorized to bind the Offeror to the contract, who will receive all official notices concerning this RFP.
2. The Offeror's Federal Tax Identification Number or Social Security Number.

3. A brief statement of the Offeror's understanding of the work to be done, the commitment to perform the work within the time period, and a statement of why the firm believes it is best qualified to perform the engagement.
4. A statement that the proposal is a firm and irrevocable offer for a period of one-hundred twenty (120) days.
5. Acknowledgement of all Addenda to this RFP
6. Any exceptions Offeror may have to any of the requirements of the solicitation or any of the terms and conditions in the Professional Service Agreement along with a copy of any form or contract that City Schools may be requested to sign.

**TAB B. TABLE OF CONTENTS**

**TAB C. EXPERIENCE AND CAPABILITIES**

Offeror shall provide information on past and current experience with rendering services similar to those in this RFP. This description shall include:

1. Experience in providing the same or similar services. Include a summary of the services offered including the number of years the Offeror provided these services; the number of clients and geographic locations the Offeror currently serves, etc. and has served; and if a past customer, why the Offeror is no longer providing services;
2. Verifiable data (names of schools, addresses, dates, etc.) that demonstrates the Offeror's effectiveness in increasing student academic achievement in a Restart or Turnaround.
2. Organizational chart of the Offeror 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.
3. 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.
4. At least **five (5)** references from its customers who are capable of documenting the following: a) the Offeror's ability to manage similar contracts, b) the quality and breadth of services provided by the Offeror under similar contracts (See Appendix C).

**TAB D. FISCAL INTEGRITY/FINANCIAL STATEMENTS**

1. The Offeror shall include in its proposal, completed audited financial statements including the auditor's notes, for its last two fiscal years. If the Offeror has not had its financial statements audited by an independent accounting firm, the Offeror must submit such un-audited financial statements as it has. Some acceptable methods include but are not limited to one or more of the following:
  - a. Recently audited (or best available) financial statements
  - b. Dunn and Bradstreet Rating
  - c. Standard and Poor's Rating
  - d. Lines of credit
  - e. Evidence of a successful financial track record
  - f. Evidence of adequate working capital
2. Offeror shall identify any claims during the past five (5) years and provide information on any pending litigation, lawsuits etc.

**TAB E. TECHNICAL RESPONSE TO RFP SCOPE OF WORK**

The Offeror shall address each requirement of Part I (Scope of Work) and are encouraged to propose and explain additional creative approaches. In addition to addressing each requirement, the Offeror shall submit a written narrative explaining the following:

1. In the Offeror's opinion, what does it take to be successful in a turnaround environment?
2. Why your organization should be selected to perform this service.

**TAB F. REFERENCES (Appendix C)**

**TAB G. COMPLETED NON-COLLUSION CERTIFICATE (Notarized) (Appendix E)**

**TAB H. COMPLETED DEBARMENT AFFIDAVIT (Notarized) (Appendix F)**

**TAB I. COMPLETED ANTI-BRIBERY AFFIDAVIT (Notarized) (Appendix G)**

**TAB J. COMPLETED CERTIFICATE OF INSURANCE (Appendix H)**

**TAB K. W9 signed**

**TAB L. YouthWorks (If applicable)**

**3.0 VOLUME II: FINANCIAL PROPOSAL**

- A. Offerors shall submit a detail budget for start-up cost (\$550,000) and submit it under a separate sealed cover as described in Part III, Section 1.0.

## PART IV: EVALUATION AND SELECTION PROCEDURE

### 1.0 EVALUATION COMMITTEE

- A. Evaluation of the proposals will be performed by a committee established for that purpose and will be based on the criteria set forth below. The contract resulting from this RFP will be awarded to the Offeror or Offerors whose proposal is the most advantageous to City Schools, considering price and technical factors set forth herein.
- B. The Evaluation Committee will make the final determination about acceptability of proposals.
- C. The financial proposals will not be distributed to the committee until the technical evaluation is completed.

### 2.0 EVALUATION PROCESS

- A. The committee will then evaluate each technical proposal using the evaluation criteria set forth below. As part of this evaluation, the Committee may hold discussions with all qualified Offerors. Discussions may be conducted via teleconference or may take the form of questions to be answered by the Offerors and conducted by mail, E-mail, or facsimile transmission at the discretion of City Schools. During the evaluation process, the committee may request technical assistance from any source.
- B. Offerors whose technical proposals are ultimately deemed reasonably susceptible of being selected for award and who are determined "responsible" will be considered "qualified Offerors."
- C. Any Offeror who does not meet the requirements will be declared "not responsible" or "not reasonably susceptible of being selected for an award" and its financial proposal will be returned unopened.
- D. Following the completion of the technical evaluation of all Offerors' technical proposals, including any discussions, the committee will rank each qualified Offeror's technical proposal.
- E. The cost proposal of each qualified proposal will be distributed to the Evaluation Committee following the completion of the technical evaluation. The cost proposals will not be distributed to the committee until the technical evaluation is completed.
- F. The Evaluation Committee may reject in whole or in part any and all proposals, waive minor irregularities, and conduct discussions with all responsible Offerors in any manner deemed necessary to serve the best interests of the City Schools and the Board of School Commissioners.

- G. Offerors may be asked to make an oral presentation to the Evaluation Committee. The purpose of the oral presentation is to provide an opportunity for the Offeror to clarify its proposal submission and substantiate proposal representation. The oral presentation is a part of the technical evaluation.
- H. If it is determined to be in the best interest of City Schools, the City Schools may invite Offerors to make final revisions to their technical and/or financial proposals through submission of a Best and Final Offer.
- I. The Committee will recommend the Offeror(s) whose overall proposal provides the most advantageous offer to City Schools.

### **3.0 EVALUATION CRITERIA**

The Evaluation committee will evaluate the technical proposals using the following criteria below. The committee shall determine which proposals have the basic requirements of the RFP and shall have the authority to determine whether any deviation from the requirements of the RFP is substantial in nature. The committee may reject in whole or in part any and all proposals and waive minor irregularities.

- A. Approach to satisfying requirements
- B. Offeror's experience and capabilities/references
- C. Fiscal Integrity/Financial Stability

**PART V: APPENDICES**



**BALTIMORE CITY PUBLIC SCHOOLS  
Materials Management Department**

**APPENDIX A - SPECIAL TERMS AND CONDITIONS FOR RFP'S**

These Terms and Conditions shall apply unless otherwise noted in General Terms and Conditions attached to Request for Proposals.

**1. REQUEST FOR PROPOSALS (RFP)**

- a. **DIRECTIONS:** Baltimore City Public Schools (City Schools) invites all interested and qualified vendors to submit proposals to this RFP in accordance with directions specified in the attached General Terms and Conditions and these Special Terms and Conditions.
- b. **DEFINITIONS:** For the purpose and clarity of this document only, "City Schools" will mean Baltimore City Public Schools and/or the Baltimore City Board of School Commissioners. "Board" shall mean the Baltimore City Board of School Commissioners. Also, for the purpose and clarity of this document, "Vendor" will mean any reliable and interested broker, vendor, contractor, and/or manufacturer that want to respond to this RFP.

**2. GENERAL REQUIREMENTS**

- a. **AUTHORIZED DEALERS:** Only authorized dealers may submit a proposal on requested equipment. At the discretion of City Schools, a certificate, executed by the manufacturer, may be requested stating that the Vendor is an authorized agent of the manufacturer and is duly authorized to service and maintain the equipment.
- b. **INSPECTIONS:** City Schools reserves the right to have inspectors on the premises of the manufacturer during the process of manufacture of any products being furnished under this RFP for as long as may be considered necessary by City Schools. All expenses of the inspectors shall be borne by City Schools. The presence of the inspectors at the site of manufacture of the products shall not relieve the Awarded Vendor of responsibility for faulty workmanship of materials that may be discovered at any time after delivery and prior to final acceptance in accordance with the specifications. In case of factory inspection of items being manufactured for City Schools, every facility shall be afforded inspectors by the manufacturers for the pursuance of their work.
- c. **TYPES OF PURCHASES:** These specifications are intended to cover the various types of purchases of equipment, materials, supplies, or services as shown to any or to each of the various public schools, offices, or to any designated warehouse or warehouses in Baltimore City, Maryland, whichever is specified, in quantities to be determined

subsequent to the award. There are approximately 200 schools and offices in City Schools.

- d. **SINGLE PRICE:** Unless otherwise specified in the General Terms and Conditions attached to this RFP, the Vendor will not be allowed to offer more than one price on each item even though the vendor may feel that it has two or more types or styles that will meet specifications. Vendor must determine which to offer. If said Vendor should submit more than one price on any item, all prices for that item will be rejected.
- e. **AGGREGATE BIDS:** Where provision is made on the proposal form for bidding items on an individual, group or aggregate basis, the award will be made on whichever basis is in the best interest of the City Schools. When an aggregate bid is requested, the unit prices for each item shall be identified in the response. The unit prices in an aggregate bid should be consistent with the total quoted price for an aggregate bid. No bid or a combination of items will be permitted except as noted in the General Terms and Conditions.
- f. **MINIMUM REQUIREMENTS:** Whenever mention is made of any article, material, or workmanship to be in accordance with laws, ordinances, building codes, underwriter's code, A.S.M.E. regulations, or similar expressions, the requirements of these laws, ordinances, etc., shall be construed as to the minimum requirements of these specifications. In case of any apparent conflict between the specifications and such laws, ordinances, etc., the Awarded Vendor shall call said conflict to the attention of the City Schools Director of Materials Management for a decision before proceeding with any work.
- g. **USE OF BRAND NAMES:** Brand names and model numbers are offered as a reference for Vendors as to the style, size, weight, and other characteristics of the item(s) in the specifications. The use of such brand names should not be interpreted to be the exclusive brand desired unless so stated. The determination of the acceptability and/or the criteria for acceptability of an alternate is solely the responsibility of the City Schools.
- h. **PRODUCT OFFERED BY THE VENDOR:** The product offered by the Vendor shall be new, not used, and the latest version of the product. Should a product be discontinued and/or upgraded during the course of the contract, the Vendor shall offer to City Schools a new alternate product that meets and/or exceeds the established specifications, under the same terms, conditions, and prices as the originally offered item.
- i. **COMPLIANCE WITH SPECIFICATIONS:** The Vendor shall abide by and comply with the true intent of the specifications and not take advantage of any unintentional error or omission, but shall fully complete every part as the true intent and meaning of the drawings and specifications, as decided by the Director of Materials Management. Where the requirements of the specifications call for higher grade and are not in conflict with the laws, ordinances, etc., the specifications shall govern. Where the requirements of the laws, ordinances, etc., are mandatory, they shall govern. The successful Vendor, after award and before manufacture and/or shipment, may be required to submit working drawings or detailed descriptive data identified as acceptable to City Schools, which would provide sufficient data to enable City Schools to judge the Vendor's compliance with the specifications.
- j. **DEVIATIONS TO SPECIFICATIONS:** Any deviation from the specifications must be

noted in detail by the Vendor, in writing, as an attachment to the response. The absence of a written list of specification deviations attached to the response will hold the Vendor strictly accountable to City Schools to the specification as written. Any deviation by the Awarded Vendor from the specifications, without prior documented approval, will be grounds for rejection of the goods and/or equipment when delivered.

- k. SUB-CONTRACTORS: The Awarded Vendor shall give its constant personal attention to the faithful execution of this contract, shall keep the same under its own control, and shall not assign by power of attorney or otherwise, the work or any part thereof without the previous written consent of the City Schools. The Awarded Vendor shall provide the name of the sub-contractor(s) it intends employing, the portion of the materials/labor to be furnished, their place of business, and such other information as requested by the specifications and/or the Director of Materials Management Department or his or her designee. The information may be used in considering the potential performance capabilities of the sub-contractor(s). The Awarded Vendor shall not, without prior written consent of City Schools, assign any of the monies payable under the contract.
- l. COOPERATIVE PURCHASING: The City Schools reserves the right to extend the terms and conditions of this solicitation to any and all other agencies within the state of Maryland as well as any other federal, state, municipal, county, or local governmental agency under the jurisdiction of the United States and its territories. This shall include but not limited to private schools, parochial schools, non-public schools such as charter schools, special districts, intermediate units, non-profit agencies providing services on behalf of government, and/or state, community and/or private colleges/universities that require these goods, commodities and/or services. This is conditioned upon mutual agreement of all parties pursuant to special requirements, which may be appended thereto. The supplier/contractor agrees to notify the issuing body of those entities that wish to use any contract resulting from this bid and will also provide usage information, which may be requested. A copy of the contract pricing and the bid requirements incorporated in this contract will be supplied to requesting agencies.

Each participating jurisdiction or agency shall enter into its own contract with the Award Bidder(s) and this contract shall be binding only upon the principals signing such an agreement. Invoices shall be submitted in duplicate "directly" to the ordering jurisdiction for each unit purchased. Disputes over the execution of any contract shall be the responsibility of the participating jurisdiction or agency that entered into that contract. Disputes must be resolved solely between the participating agency and the Award Bidder. City Schools does not assume any responsibility other than to obtain pricing for the specifications provided.

- m. E-COMMERCE: City Schools has entered into an agreement with K12Buy, a third party provider of an e-commerce system through which all materials and supplies are ordered. The Awarded Vendor shall provide and maintain an electronic catalog of all applicable supplies and materials during the term of this contract. The Awarded Vendor shall complete an agreement with K12Buy and pay a fee of 1.5 percent of sales made via the K12Buy system.

### 3. PRICES

- a. UNIT PRICES: Unit Prices must be rounded off to no more than two (2) decimal places, unless so specified in the General Terms and Conditions included with the RFP. All unit

prices on items shall be completed on the proposal sheet(s). A NO BID notation must be completed for each item not being bid. In case of error in extension of prices in the proposal response, the unit price shall govern.

- b. **UNITS OF MEASURE:** Wherever City Schools indicates the unit of measure required and the Vendor's price is based on a different unit of measure, it shall be at the sole discretion of City Schools to determine whether the Vendor's price will be recalculated. City Schools will not accept any proposals with Vendor escalator clauses, unbalanced figures, or irregular features.
- c. **DELIVERY CHARGES:** All prices shall include all delivery charges.
- d. **CASH DISCOUNTS:** Cash discounts will not be taken into consideration in determining a contract award. All discounts, other than prompt payment, are to be included in the bid price.
- e. **PRICE REDUCTIONS:** City Schools reserves the right to accept price reductions from the Awarded Vendor during the term of this contract to occur no less than thirty (30) days from the approval of the contract.
- f. **TAXES:** City Schools is exempt from the payment of the Maryland Sales Tax (Tax Exempt Number 30002539) and Federal Excise Tax (Tax Identification Number 52-2064-235). Prices quoted shall not include State Sales and Use Tax or Federal Excise Tax. Exemption certificates will be furnished upon request.

#### 4. ITEM DELIVERY

- a. **GENERAL DELIVERY REQUIREMENTS:** All materials, supplies, and equipment for City Schools shall be delivered F.O.B. Destination. All deliveries must be inside the building. Delivery hours shall be Monday through Friday with the exception of holidays, to offices - between 8:30 a.m. and 3:30 p.m.; to schools – between 9:00 a.m. and 2:30 p.m. The Award Vendor(s) shall be held responsible for clean-up and removal of all packing cartons, boxes, crates, packing materials, etc., from the premises after delivery and set up of any furniture and equipment. Drivers must be bonded, have a clean driving record and have the appropriate training to handle hazardous items. Vendor will have the ability (including all applicable permits and licenses) to handle all types of shipments ranging from letters to multi-carton shipments, including bulky and fragile items. Delivery must include a current MSDS for each hazardous chemical or chemical compound delivered or used by the Vendor at a City Schools worksite. The Awarded Vendor shall be liable for the full replacement value of any delivery item lost or damaged.
- b. **SPECIAL DELIVERY INSTRUCTIONS:** Special Instructions for delivery dates, delivery of heavy equipment, materials or machinery requiring special handling, to schools/sites under construction and/or renovation, or refrigerated goods will be defined in General Terms and Conditions.
- c. **PACKING:** All materials must be securely packed in accordance with accepted trade practices. City Schools purchase order number must be plainly visible on the exterior of each container. A packing slip and/or delivery ticket shall be included in each shipment. This ticket shall contain the following information: Purchase Order Number, Vendor Name, Name of the Article, Item Number, Quantity, and Delivery Location (Example:

ABC Elementary School Library). Failure to comply with this condition may be considered sufficient reason to refuse to accept the goods.

- d. **SAFETY REQUIREMENTS:** The Awarded Vendor shall provide all equipment and machinery furnished and delivered to City Schools complying with the Safety regulations as required by OSHA and the Maryland State Safety Health Act known as MOSHA. The Vendor shall sign the safety section, if attached in the proposal response, certifying that the regulations for the type of equipment furnished shall meet all regulations applying to this type equipment meeting the CFR-1910 MOSHA Standard. The Vendor shall submit Material Safety Data Sheets (MSDS) for all items awarded to that vendor provided under the terms of this proposal in accordance with OSHA Communication Standard 29 CFR 1910.101, 29 CFR 1910.1200 and 29 CFR 1926.58 or any other applicable state, federal, or local regulation. Prior to delivery of the items awarded, the vendor must submit MSDS sheets to: Baltimore City Public Schools, Director of Facilities, 200 E. North Avenue, Room 407, Baltimore, Maryland 21202.
- e. **LIQUIDATED DAMAGES:** In the event the Award Bidder fails to deliver the goods or services of the contract in accordance with the specifications, City Schools reserves the right to purchase the goods/services on the open market in sufficient quantities to assure the continued operation of City Schools. All additional expenses incurred by City Schools as a result of such purchases will be deducted from the monies owed or monies that may become due the Vendor.

#### 5. GUARANTEE AND WARRANTIES

- a. **GENERAL REQUIREMENTS:** Payment shall be based upon acceptance of goods or services by City Schools. Vendor expressly warrants that: (a). The merchandise to be furnished and services performed will be free from defects in material and workmanship and will be in full conformity with the specifications, drawings, representation, or sample; that this warranty shall survive acceptance and payment of the merchandise; and that the Vendor will bear the cost of inspection of all goods and services rejected. (b). The Vendor hereby provides a warranty of authorization as to all goods and services. (c). The goods or services furnished must be or have been mined, manufactured, or produced in full compliance with at least the minimum conditions required under the Fair Labor Standards Act of 1938, as amended, and all other applicable local state and federal laws, rules, and regulations to include Department of Transportation (DOT); Food and Drug Administration (FDA) regulations, and the Equal Opportunity Clause contained in Executive Order 11246, as amended. If applicable to the goods or services purchased herein, vendor must also be in full compliance with the Workplace Hazardous Materials Information System (WHMIS) legislation and maintain a written Hazard Communication Plan.
- b. Awarded Vendor, its employees, agents, volunteers, and contractors who may have contact with students must be in compliance with Title 5, Subtitle 5, Part VI, of the Family Law Article of the Maryland Code. All costs thereof shall be borne by the Vendor.
- c. **GUARANTEE PERIOD:** The Vendor shall unconditionally guarantee all services, materials, and workmanship of all furniture, goods, and equipment furnished by it for a period of one year from the date of acceptance, i.e., delivery and installation, unless a longer period of warranty is specified in the General Terms and Conditions attached to the RFP.

- d. **FURNITURE AND EQUIPMENT:** If, within the guaranteed period, any defects or signs of deterioration are noted, which in the opinion of City Schools are due to faulty design and installation, workmanship or materials, upon notification, the Vendor, at its expense, shall repair or adjust the equipment or parts to correct the condition, or it shall replace the part or entire unit to the complete satisfaction of City Schools. These repairs and/or replacements shall be made at such times as will be designated by City Schools to avoid any interruption to the instructional programs.
- e. **OFFICE EQUIPMENT:** Vendor agrees to provide on-site service of equipment within eight (8) hours of notification by school system personnel. Loaner equipment shall be supplied, free of charge, during the warranty period if the office equipment cannot be repaired within three (3) working days.
- f. **OTHER EQUIPMENT:** Certain pieces of equipment, machinery, and refrigeration will require guarantees other than detailed above. Refer to General Terms and Conditions for requirements on specific equipment.
- g. **MANUFACTURER'S AGENT:** The Vendor shall act as the manufacturer's agent for all warranty claims.

#### 6. MINORITY AND WOMEN OWNED BUSINESS ENTERPRISES PARTICIPATION

- a. **PARTICIPATION REQUIREMENT:** All suppliers shall comply with the requirements of Article 5, Subtitle 28 et seq. of the Baltimore City Code, as amended from time to time, pertaining to Minority and Women's Business Enterprises (MBE/WBE Requirements). The enforcement and interpretation of the MBE/WBE Requirements is vested in the Board.
- b. **BOARD POLICY:** It is the policy of the Board that maximum feasible opportunity will be provided to certify Minority and Women Business Enterprises to participate in the performance of Board contracts for goods and services needed by the Board. The general goal of the Board is that in contracts valued at \$25,000 or more, the Vendor subcontract a given percentage to certified Minority Business Enterprises ("MBE") and a given percentage of the total contract price to Women Business Enterprises ("WBE").
- c. **REQUIRED FORMS:** Interested Vendors must complete the MBE and WBE Vendor Information and Utilization Forms attached to the bid request and submit it as directed.
- d. **MBE AND WBE PARTICIPATION REVIEW:** The Director of Materials Management will deliver the bidder's completed MBE and WBE Bidder Information and Utilization Forms to the MBE/WBE Liaison to review on behalf of the Board to determine whether the firms listed by the interested Bidder are certified MBE/WBE firms, whether the percentage of MBE/WBE participation is in compliance, and whether the interested Bidder has attained the Board's MBE/WBE goals. The MBE/WBE Liaison will submit their findings and any recommendations to the Board for their review and approval. The Board may accept, reject, or modify any findings or recommendations of the MBE/WBE Liaison.
- e. **BOARD EXCEPTIONS, WAIVERS AND REDUCTIONS:** The Board may grant such exceptions, waivers, and reduction in the MBE/WBE goals as it deems to be in the best interest of the City Schools. The Board, in its capacity as the contracting authority, may

also grant exceptions and waivers with respect to the MBE/WBE requirements as it deems appropriate.

- f. **FAILURE TO COMPLY:** A Vendor's failure to comply fully with these requirements constitutes a breach of any Agreement and entitles the Board, at its option, to terminate the Agreement immediately upon delivery of written notice of termination to the Company. A Vendor that fails to comply with any provision pertaining to MBE/WBE requirements, including, but not limited to, the failure to provide required information to demonstrate compliance with MBE/WBE requirements, is subject to any and all of the following penalties: suspension of contract; withholding of funds; rescission of contract based on material breach; refusal to accept a bid; disqualification (debarment) of a Vendor, contractor or other business from eligibility for providing goods or services to the Board for a period not to exceed two years; or payment of liquidated damages.

## **7. BONDING**

- a. **BID BONDS:** Bid Bonds may be required. Refer to General Terms and Conditions.

## **8. PROPOSAL SUBMISSION**

- a. **KNOWLEDGE OF TERMS AND CONDITIONS:** Vendors or their authorized representatives are expected to fully inform themselves as to the conditions, requirements, and specifications before submitting a proposal response. Failure to do so will be at the Vendor's own risk and Vendor cannot secure relief on the plea of error. Neither law nor regulations make allowance for errors of omission or commission on the part of Vendors.
- b. **SUBMISSION:** Proposals must be delivered to the Materials Management Office, 200 E. North Avenue, Room 401, Baltimore, Maryland 21202. Vendors must submit technical and cost proposals as specified in the General Terms and Conditions. Vendors shall retain one (1) copy of the proposal for their files. Proposals must be signed and submitted by an authorized representative of the company. Each Vendor may attach a letter of explanation to the proposal, if so desired (or required), to provide an explanation of any detail(s) in the proposal. This letter may not be used to offer optional or alternative proposals or pricing.
- c. **FORMAT:** Signed proposals must be delivered in sealed, opaque envelopes and clearly marked on the outside with: Name of Vendor, Due Date, RFP Number and Title. City Schools shall not accept any facsimile transmission to agents, representatives or employees as meeting the requirement of the Proposal. A facsimile document shall not be considered a valid response to the RFP.
- d. **VENDOR ADDRESS:** Each proposal must show the full business address, telephone number, and fax number of the Vendor and be signed by the person or persons legally authorized to sign contracts. All correspondence concerning the proposal and contract, including Notice of Award, copy of Contract, and Purchase Order, will be mailed or delivered to the address shown on the proposal in the absence of written instructions from the Vendor to the contrary.
- e. **PARTNERSHIPS:** Proposals by partnerships must be signed with the partnership name by one of the members of the partnership or by an authorized representative, followed

by the signature and designation of the person signing, who shall also state the names of the individuals composing the partnership.

- f CORPORATIONS: Proposals by corporations must be signed with the name of the corporation, followed by the signature and designation of the officer having authority to sign. When requested, satisfactory evidence of authority of the officer signing in behalf of the corporation shall be furnished. Anyone signing the proposal as agent shall file satisfactory evidence of authorization to do so.
- g CERTIFICATES AND AFFIDAVITS: All Vendors shall be required to complete the certificates and/or affidavits that are incorporated into the General Terms and conditions of this RFP. Such documents are required by local, state, or federal funding agencies of City Schools as part of the bidding process. The documents may include: Anti-Bribery Affidavit, Debarment Certificate, Sales Tax Certification, Minority Business Enterprise affidavit, Small Business Enterprise affidavit, and when applicable, Asbestos Free Certification.
- h SAMPLES: When indicated in the General Terms and Conditions, a properly tagged sample and descriptive data shall be submitted to the address specified no later than the date specified in the Schedule of Events included in the General Terms and Conditions. The tag on the sample shall indicate the item number, the name of the company submitting the sample, and the RFP number. City Schools will not be responsible for any samples not picked up within 30 days of the notification of Vendors to do so. Samples may be retained by City Schools until Vendors are notified to remove them. Vendors agree that City Schools will incur no liability for samples that are damaged, destroyed, lost, or consumed in testing processes. Failure to submit the above information when requested is sufficient grounds for rejection of the proposal.
- i SPECIAL SAMPLES WITH CERTIFIED APPROVAL: Some successful Vendors shall be required to submit two (2) samples of each product awarded with an affidavit stating that the chemical composition of the sample submitted is identical with the composition tested prior to the proposal and all remain unchanged during the period of the contract. This requirement shall be part of the specifications of the product or products requested. Failure to submit the above information when requested is sufficient grounds for rejection of the proposal.
- j PROPOSAL PREPARATION FEES: City Schools will not be responsible for any costs incurred by a Vendor in preparing and submitting a proposal response.
- k PROPOSAL EVALUATION Proposal responses will be evaluated for compliance with detailed specifications. The specifications shall vary with each individual RFP issued, and the award shall be made in accordance with the General Terms and Conditions. Consideration will be given to the quantities, time required for delivery, purpose of the goods/services, competency and responsibility of the Vendor, and the ability of the Vendor to perform satisfactorily. Evaluation may also be made for other factors, such as serviceability, functional suitability, workmanship, safety in use, and overall product quality, where acceptability may be determined on the basis of professional judgment and educational application. City Schools will consider the Vendor's record and performance of any prior contracts with City Schools, federal departments or agencies, or with other public bodies.

- l RECOMMENDATION OF AWARD: Recommendation of an award of a contract will be made to the Board in accordance with the General Terms and Conditions.
- m RIGHT TO PROTEST: Any actual Vendor, offeror, or contractor who is aggrieved in connection with the solicitation or award of a contract may protest to the City Schools Director of Materials Management in accordance with the provisions of the City Schools Procurement Policies and Procedures visible on the City Schools web site: [www.bcps.k12.md.us](http://www.bcps.k12.md.us).
- n CONTRACT TERM: The Vendor shall refer to the General Terms and Conditions attached to the RFP for details regarding the Term of Contract for this solicitation.
- o COMMENCEMENT OF SERVICES: City Schools shall have no obligation to pay for services performed before the Board approves the contract or after it ends. City Schools shall have no obligation to pay for services in excess of the monetary amount of the award. City Schools shall have no obligation to pay for services before a purchase order is issued.

#### 9. ANNULMENTS AND RESERVATIONS

- a RIGHT TO REJECT: The Board reserves the right to exercise its statutory option to reject any or all proposals and re-advertise for other proposals. The Board reserves the right to order the said equipment, materials, supplies or services as described within the specifications, and the Board also reserves the right not to order any items(s) within the specification.
- b WAIVER OF TECHNICAL DEFECTS: The Board reserves the right to waive technical defects, if in its judgment the interest of City Schools shall so require.
- c CONTRACT RESERVATIONS: The Board reserves the right to annul any contract if, in its opinion, there shall be a failure, at any time, to perform faithfully any of its stipulations, or in case of any willful attempt to impose upon City Schools materials, products and/or workmanship inferior to that required by the Vendor, and any action taken in pursuance of this latter stipulation shall not affect or impair any rights or claims of City Schools to damages for the breach of any covenant of the contract by the Vendor(s). Should the Vendor(s) fail to comply with the conditions of this contract or fail to complete the required work within the time stipulated in the contract, except for circumstances beyond its control, including, but not limited to, Acts of God, war, flood, governmental restrictions, or the inability to obtain transportation, City Schools reserves the right to purchase the required articles in the open market or to complete the required work at the expense of the Vendor(s). Should the Vendor be prevented from furnishing any item or items, or from completing the required work included in the contract, by reason of such failures caused by circumstances beyond its control, including but not limited to Acts of God, war, flood, governmental action, or the inability to obtain transportation, City Schools reserves the right to withdraw such items or required work from the operation of this contract without incurring further liabilities.
- d AUTHORITY TO DEBAR OR SUSPEND The Director of City Schools Materials Management Department shall have the authority to debar a person or company for cause from consideration for award of contracts in accordance with the provisions of the City Schools Procurement Policies and Procedures visible on the City Schools web site:

[www.bcps.k12.md.us](http://www.bcps.k12.md.us).

## 10. TERMINATION OF CONTRACT

- a. **TERMINATION FOR NON-APPROPRIATION OF FUNDS:** City Schools may terminate this contract, in whole or in part, due to insufficient funding or non-appropriation of funds with written notice to the Vendor. City Schools shall pay for all of the purchases, if any, incurred up to the date of the termination notice.
- b. **TERMINATION FOR DEFAULT:** When the Vendor has not performed or has unsatisfactorily performed the contract, payment shall be withheld at the discretion of City Schools. Failure on the part of a Vendor to fulfill contractual obligations shall be considered just cause for termination of the contract, and the Vendor is not entitled to any costs incurred up to the date of termination. In the event of a default by the vendor, this Contract may be terminated.
- c. **TERMINATION FOR CONVENIENCE:** City Schools has the right to terminate this Agreement at any time, without any liability, upon five (5) days prior written notice to Vendor, provided that Vendor shall be compensated for services rendered prior to the date of termination.

## 11. GOVERNING LAW

- a. The RFP shall be construed in accordance with, and interpreted under, the laws of the State of Maryland. Any lawsuits arising out of such RFP shall be filed in the Circuit Court of Baltimore City, Maryland. During the term of the contract resulting from this solicitation the awarded vendor(s) shall pay its employees a Living Wage in accordance with all applicable City, State or Federal Living Wage legislation and regulations. The awarded amount of the contract resulting from this solicitation can not be increased for the vendor's failure to factor into its proposal any future increases in the Living Wage rates in effect at the time of this solicitation.

## 12. CONTRACT TERMS AND CONDITIONS

- a. **SUBMISSION OF INVOICES:** Supplier agrees to accept the line item price on the purchase order as final payment. All invoices are to be submitted promptly showing Purchase Order number, and name and address of recipient and mailed to Baltimore City Public School System, Accounts Payable Office, Room 403, 200 E. North Avenue, Baltimore, Maryland 21202 (unless otherwise noted). A second copy (Delivery Ticket) shall be sent with the material to the appropriate location at the time of delivery.
- b. **INCORRECT INVOICES:** Incorrect invoices will be returned for correction or paid in accordance with the purchase order. Each invoice shall identify the City Schools Purchase Order Number, line item number and item descriptions or services shall be listed in the same order as on the Proposal and/or Purchase Order.
- c. **PARTIAL PAYMENTS:** Payment in full will only be made upon final acceptance of items as shown on Purchase Order. Partial payments are permissible.
- d. **FREIGHT:** When transportation charges are billed to City Schools, a paid freight bill must accompany the invoice. Invoices received unaccompanied by such evidence will

be paid only upon acceptance by City Schools. Cartage, package or boxing charges will not be allowed unless specifically so stated in this Purchase Order.

- e. **LATE SUBMISSION OF INVOICES:** The parties acknowledge and agree that the Vendor's invoices are to be submitted in a timely manner, per the terms of the purchase order, after the services have been provided or the goods and materials have been provided. If invoices are submitted after one calendar year after the Vendor's services have been rendered or the last date when goods and materials were accepted by the Board, then the Board shall have no obligation to pay for the stale invoices.
- f. **CONFIDENTIALITY:** Vendor acknowledges and agrees to hold all Confidential Information in the strictest confidence as a fiduciary and will not make any press release or public announcement, or voluntarily sell, transfer, publish, disclose, display or otherwise make available to any third persons such Confidential Information or any portion thereof without the express written consent of the City Schools. Vendor and its employees, agents, volunteers and contractors shall maintain the confidentiality of all medical, psychological, and student records in compliance with federal and state laws. Additionally, Vendor shall procure from the parent or guardian of each student receiving services hereunder a written consent in favor of Vendor and City Schools for the mutual disclosure of such records by and among the Vendor, City Schools and City Schools' employees, agents, volunteers and contractors.
- g. **INDEMNIFICATION:** Vendor shall indemnify, defend, and hold harmless the Mayor and City Council of Baltimore (City), the Board and their respective elected/appointed officials, employees, departments, agencies, agents and volunteers from any and all claims, demands, suits, and actions, including attorney's fees, litigation expenses and court costs, connected therewith, brought against the City, the Board and their respective elected/appointed officials, employees, departments, agencies, agents, and volunteers, arising as a result of any direct or indirect, willful, or negligent act or omission of the Consultant or its employees, agents, or volunteers.
- h. **INSURANCE:** Unless otherwise specified in the General Terms and Conditions, Vendor shall procure and keep in force the following required insurance coverage: Commercial General Liability Insurance at limits of not less than One Million Dollars (\$1,000,000) per occurrence for claims arising out of bodily injuries or death, and property damages, subject to a minimum limit of Three Million Dollars (\$3,000,000) aggregate. Such insurance shall include contractual liability insurance. 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. 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. Consultant shall, at all times, maintain and keep in force 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 such as those provided by the Consultant. The City, the Board, and their respective elected/appointed officials, employees, departments, agencies, agents and volunteers shall be covered, by endorsement, as additional insured as respect to liability arising out of activities performed or to be performed by or on behalf of the Consultant in

connection with this Agreement. The Consultant's insurance shall apply separately to each insured against whom a claim is made and/or lawsuit brought. The Consultant's insurance coverage shall be primary. Any insurance and/or self-insured program maintained by the City or the Board and their respective elected/appointed, officials, employees, departments, agencies, agents and volunteers, shall not contribute with the Consultant's insurance or benefit the Consultant in any way. Coverage shall not be suspended, voided, canceled, reduced in coverage or in limits, except by the reduction of the applicable aggregate limit by claims paid, until after forty-five (45) days prior written notice has been given to the City and the Board. There will be an exception for non-payment of premium, which is ten (10) days notice of cancellation. 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. The Consultant shall furnish the City and the Board's Director of Materials, a "Certificate of Insurance" with a copy of the additional insured endorsement as verification that coverage is in force. The City and the Board reserve the right to require complete copies of Insurance policies at any time. 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 the City or the Board shall in any way limit modify or affect the obligations of Consultant under any provision of this Agreement.

- i. E-COMMERCE: City Schools has entered into an agreement with K12Buy.com to provide an e-Commerce system to City Schools. The Awarded Vendor will be required to provide and maintain an electronic catalog of all applicable contract goods and / or services as well as pay K12Buy.com a transaction charge of 1.5 percent on actual sales made via that system, if applicable.
- j. NON-ASSIGNABILITY: This contract shall not be assigned or services subcontracted in whole or in part without the written consent of the City Schools. Any attempt to do so without such written consent shall be null and void of no effect.
- k. INDEPENDENT VENDOR: Vendor is furnishing its goods and/or services hereunder as an independent Vendor, and nothing herein shall create any association, partnership or joint venture between the parties hereto or any employer-employee relationship.
- l. GENERAL RECORDS CLAUSE: Vendor's contracts, files, accounts, records; and other documents related to this Contract shall be open to examination and/or audit by the City Schools and made available by the Vendor to the City Schools and/or its designated agents at any time upon reasonable prior notice, during performance under this Contract and for a period of four (4) years after final payment or such longer period of time as required by law or rule or regulations.
- m. SOLE AGREEMENT: This Contract constitutes the sole agreement between the parties hereto and no amendment, modification or waiver of any of the terms and conditions hereof shall be valid unless in writing and executed by both parties. Any prior verbal agreements or proposals shall not be considered a part of this Contract.
- n. PROTECTION OF PROPERTY: Vendor will use reasonable care to avoid damaging existing buildings, equipment, and property at City Schools sites and all material furnished by City Schools ("Property"). If the Vendor's failure to use reasonable care causes damage to any property, Vendor must replace or repair the damage at no

expense to the City Schools as directed by the Contracting Officer. If the Vendor fails or refuses to make such repair or replacement, the Vendor will be liable for the cost, which may be deducted from payments due Vendor.

- o. PUBLIC STATEMENTS: Vendor shall not use or reference the Name or Emblem of the Baltimore City Public Schools in issuing any press releases or otherwise making any public statement with respect to this Contract (unless such press release or statement is required by applicable law regulation or the requirements of any listing agreement with any applicable stock exchange) without the prior written consent of City Schools, which consent will not be unreasonably withheld. Purchase by the City Schools of any articles, material, merchandise, or service does not imply that the City Schools has either adopted or endorsed the product of service, and the use by any manufacturer, Vendor, merchant or other person of the name or emblem of the City Schools in any advertisement that they are furnishing products or services is not authorized. The unauthorized use of the name or emblem of the City Schools is prohibited by the United States Criminal Code - Section 706.

## APPENDIX C - REFERENCES

**Client Name:**  
**Address:**  
**Services Provided:**  
**Date(s) of services:**  
**Contact Name & Title:**  
**Phone No:**  
**Email Address:**

**Client Name:**  
**Address:**  
**Services Provided:**  
**Date(s) of services:**  
**Contact Name & Title:**  
**Phone No:**  
**Email Address:**

**Client Name:**  
**Address:**  
**Services Provided:**  
**Date(s) of services:**  
**Contact Name & Title:**  
**Phone No:**  
**Email Address:**

**Client Name:**  
**Address:**  
**Services Provided:**  
**Date(s) of services:**  
**Contact Name & Title:**  
**Phone No:**  
**Email Address:**

**APPENDIX D - CONTRACT DOCUMENT**  
**PROFESSIONAL SERVICE AGREEMENT**  
**BETWEEN**  
**THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS**  
**AND**

THIS PROFESSIONAL SERVICE AGREEMENT ("Agreement") is made as of this day of \_\_\_\_\_, (This date to be inserted by "The Board") by and between the Baltimore City Board of School Commissioners ("the Board"), and \_\_\_\_\_ (the "Consultant").

WHEREAS, the Baltimore City Public School System ("City Schools") needs the technical assistance of Consultant with regard to providing \_\_\_\_\_, and;

WHEREAS, Consultant employs individuals who possess the necessary experience, skills, and talent to assist the Board in providing such services.

NOW, THEREFORE, the parties agree as follows:

1. Term. This Agreement shall be for a period of performance beginning \_\_\_\_\_ and, unless sooner terminated as provided in this Agreement or extended with the approval of the Board, will end on the earlier of \_\_\_\_\_ or when the monetary amount of the Agreement is fully expended, or when the services are no longer needed. **No services shall be performed before the Board approves the contract or after it ends.**
2. Services. During the term of this Agreement Consultant shall provide the services which are set forth in the attached document which is entitled Scope of Services, which is a part of this Agreement (Attachment I to this Agreement). Such services are to be provided in coordination with \_\_\_\_\_.
3. Contract Documents. This Agreement, together with the Invitation For Bid (IFB \_\_\_\_\_) or Request for Proposal (RFP- \_\_\_\_\_) and the Response to IFB or RFP- \_\_\_\_\_ constitute the Contract Documents. In the event of a conflict between the terms and

conditions of any of the Contract Documents, the controlling terms and conditions shall be, in this order, those of:

- A. This Agreement; then
- B. IFB or RFP- , including any attachments, exhibits, and addenda; then
- C. The Response.

4. Payment. The Board agrees to pay Consultant and Consultant agrees to accept, as full compensation for Consultant's services under this Agreement, an aggregate amount not to exceed \$ , in accordance with the attached Budget which is a part of this Agreement (Attachment II to this Agreement). Consultant shall submit an invoice on a monthly basis detailing the services provided and the actual costs incurred. Payment shall be made within 30 days after the date of submission of an invoice to the Board's Accounts Payable Office. **The Board shall have no obligation to pay for services performed before the Board approves the Agreement or after it ends. The Board shall have no obligation to pay for services in excess of the monetary amount of the Agreement. The Board shall have no obligation to pay for services before a purchase order is obtained from the Office of Materials Management formerly the Procurement Office.**

5. Accounts and Records.

- A. Consultant shall retain, and upon request, make available to the Board, all accounts and records relating to this Agreement for at least three years after final payment is made and all other pending matters are concluded. The Board reserves the right to audit and inspect all accounts and records maintained by Consultant in connection with this Agreement.
- B. Public and private nonprofit contractors are required to comply with the requirements of the Office of Management and Budget (OMB) Circular A-133. The nonprofit contractor is responsible for having an audit performed in accordance with and when required by OMB A-133 and for sending a copy of the report issued as a result of the audit to the Board within 30 days of the audit report's issuance. Furthermore, the Board must approve any independent auditor engaged to assure that the auditor is qualified and meets Government Accounting Office standards as well as to evaluate the scope of the audit engagement to assure it complies with OMB requirements. **(Applicable/Not Applicable: City Schools Buyer circle one).**

5. Independent Contractor. The Board and Consultant recognize and agree that Consultant is an independent contractor, and that neither Consultant nor any of Consultant's employees or agents is an employee of the Board or of the Mayor and City Council of Baltimore (the "City").
  
6. Subcontract or Assignment. Consultant shall give full personal attention to the faithful execution of this Agreement. Consultant shall not subcontract or assign any part of this Agreement without the prior written consent of the Board.
  
7. Indemnification. The Consultant shall defend, indemnify, and hold harmless the City, the Board and their respective elected/appointed officials, employees, departments, agencies, agents and volunteers from any and all claims, demands, suits, and actions, including attorney's fees, litigation expenses and court costs, connected therewith, brought against the City, the Board and their respective elected/appointed officials, employees, departments, agencies, agents, and volunteers, arising as a result of any direct or indirect, willful, or negligent act or omission of the Consultant or its employees, agents, or volunteers.
  
8. Insurance.  
**(If the total amount of this agreement is under \$25,000.00, these insurance requirements do not apply).**
  - A. The Consultant shall procure and keep in force the following required insurance coverage:
    1. Commercial General Liability Insurance at limits of not less than One Million Dollars (\$1,000,000) per occurrence for claims arising out of bodily injuries or death, and property damages, subject to a minimum limit of Three Million Dollars (\$3,000,000) aggregate. Such insurance shall include contractual liability insurance.
    2. 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.

3. 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.
  4. 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, certified or otherwise documented professional.
- B. The City, the Board, 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 Consultant in connection with this Agreement.
  - C. The Consultant's insurance shall apply separately to each insured against whom a claim is made and/or lawsuit brought.
  - D. The Consultant's insurance coverage shall be primary. Any insurance and/or self-insured program maintained by the City or the Board and their respective elected/appointed, officials, employees, departments, agencies, agents and volunteers, shall not contribute with the Consultant's insurance or benefit the Consultant in any way.
  - E. Coverage shall not be suspended, voided, canceled, reduced in coverage or in limits, except by the reduction of the applicable aggregate limit by claims paid, until after forty-five (45) days prior written notice has been given to the City and the Board. There will be an exception for non- payment of premium, which is ten (10) days notice of cancellation.
  - F. 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.
  - G. The Consultant shall furnish the City and the Board's Director of Materials, a "Certificate of Insurance" with a copy of the additional insured endorsement as verification that coverage is in force. The City and the Board reserve the right to require complete copies of Insurance policies at any time.
  - H. 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 the City or the Board shall in any way limit

modify or affect the obligations of Consultant under any provision of this Agreement.

10. Responsibility for payment of taxes. Consultant shall be responsible for all federal and/or state tax, and Social Security liability that may result from the performance of and compensation for these services. The Board assumes no responsibility for the payment of any compensation, wages, benefits, or taxes by, or on behalf of Consultant, its employees and/or others by reason of this Agreement. Consultant shall defend, indemnify and save harmless the Board, the City and the State of Maryland, (when any funds for this Agreement are provided by the State of Maryland or the Federal Government), their officials, officers, agents, and employees from and against any and all claims, costs, and/or losses whatsoever occurring or resulting from:
  - A. Consultant's failure to pay any such compensation, wages, benefits, or taxes; and/or
  - B. The supplying to Consultant of work, services, materials, or supplies in connection with or in support of the performance of this Agreement.
  
11. Criminal Background Check. It is the responsibility of the Consultant to make certain that its employees, agents, volunteers, and contractors who have contact with students be fingerprinted and have a background check in compliance with Title 5, Subtitle 5, Part VI, of the Family Law Article of the Maryland Code.
  - A. Employees Having Direct Contact with Students:  
Any and all current and future employees of Consultant who have direct contact with students must have a criminal background check and fingerprinting conducted by the Human Resources Department of the City Schools before beginning work in a City School. Previous background checks will not be accepted. The fee for the background check shall be paid by the Consultant by check or money order at the time the fingerprinting is performed. No employee can begin work in a City School until results have been received. Violation of this provision may result in Termination for Cause.
  - B. Employees Do Not Have Direct Contact With Students:  
Employees of Consultant who will be placed in a City School but will not have direct contact with students must have on record a Criminal Justice Information Service (CJIS) and NCIC background checks. Copies of the background checks must be forwarded to the Contract Monitor before services can commence. Every two years the Consultant shall submit copies of background checks to the

Contract Monitor. Should any employee be flagged during the term of this agreement, the Consultant shall contact the Contract Monitor within 24 hours of notification. Violation of this provision may result in Termination for Cause.

C. Employment of Child Sex Offenders:

The Consultant shall at all times be compliant with the Criminal Procedure Article of Annotated Code of Maryland Section 11-722 that states that a person who enters a contract with a County Board of Education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registered child sex offender. If a registered child sex offender is employed by the Consultant, the Consultant is prohibited from assigning that employee to perform management, delivery, installation, repair, construction or any other type of services on any City Schools property. Violation of this provision may result in Termination for Cause.

11. Student's Education / Medical / Psychological Records / Consents. Consultant and its employees, agents, volunteers and contractors shall maintain the confidentiality of all medical, psychological, and student records in compliance with federal and state laws. Additionally, Consultant shall procure from the parent or guardian of each student receiving services hereunder a written consent in favor of Consultant and the Board for the mutual disclosure of such records by and among the Board, Consultant and Consultant's employees, agents, volunteers and contractors.
12. Compliance with Laws. Consultant shall comply with all federal, state, and local laws, statutes, ordinances, rules, and regulations applicable to the services to be rendered under this Agreement. Consultant's violation of any of these laws, statutes, ordinances, rules, or regulations constitutes a breach of this Agreement and entitles the Board to terminate this Agreement immediately upon delivery of written notice of termination to Consultant.
13. MBE/WBE Compliance. Consultant shall comply with the requirements of Article 5, Subtitle 28 et seq. of the Baltimore City Code, as amended from time to time, pertaining to Minority and Women's Business Enterprises. (MBE/WBE Requirements). The enforcement and interpretation of the MBE/WBE Requirements is vested in the Board. The Board may grant such exceptions and waivers of the MBE/WBE Requirements as it deems is in the best interest of the Baltimore City Public School System. Consultant's failure to comply fully with these requirements constitutes a breach of this Agreement,

and entitles the Board, at its option, to terminate this Agreement immediately upon delivery of written notice of termination to Consultant.

A CONSULTANT WHO FAILS TO COMPLY WITH ANY PROVISIONS PERTAINING TO THE ABOVE MBE/WBE REQUIREMENTS, INCLUDING BUT NOT LIMITED TO THE FAILURE TO PROVIDE REQUIRED PAPERWORK TO DEMONSTRATE COMPLIANCE WITH MBE/WBE REQUIREMENTS, IS SUBJECT TO ANY AND ALL OF THE FOLLOWING PENALTIES: (1) SUSPENSION OF CONTRACT; (2) WITHHOLDING OF FUNDS; (3) RESCISSION OF CONTRACT BASED ON MATERIAL BREACH; (4) REFUSAL TO ACCEPT A BID; (5) DISQUALIFICATION (DEBARMENT) OF A BIDDER, CONTRACTOR, OR OTHER BUSINESS FROM ELIGIBILITY FOR PROVIDING GOODS OR SERVICES TO THE BOARD FOR A PERIOD NOT TO EXCEED 2 YEARS; AND (6) PAYMENT OF LIQUIDATED DAMAGES.

THE FINAL PAYMENT FROM THE BOARD TO THE CONSULTANT IS CONTINGENT UPON COMPLIANCE WITH AND SUBMISSION OF THE REQUIRED PAPERWORK PERTAINING TO THE ABOVE MBE/WBE REQUIREMENTS. (Applicable/Not Applicable: City Schools Buyer circle one).

15. Termination for Convenience. The Board or its designee shall have the right in its absolute discretion to terminate this Agreement for its convenience, in whole or in part, at any time and for any reason or for no reason, without incurring any liability, upon no less than ten (10) days prior written notice to Consultant. If the Board terminates this Agreement for its convenience, then Consultant shall have no other right to compensation or payment except for actual services rendered and actual expenses paid prior to the date of termination that has been approved by the Board's Contract Monitor. Upon receipt of the notice and unless otherwise directed by the Board's Contract Monitor, Consultant immediately shall stop performing 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 the Board's Contract Monitor.

16. Professionals. In the event the services to be provided by Consultant must by law be provided by individuals who are licensed and/or certified, Consultant shall only assign individuals to provide services under this Agreement who are licensed and/or certified in accordance with the law. Additionally, Consultant shall only assign individuals who have been credentialed by the Consultant to provide the specific professional services required by this Agreement. All such individuals assigned by Consultant to provide services shall maintain their license and/or certification in good standing (not under review or subject to suspension, credentials current) during the entire term of this Agreement. Consultant shall, prior to providing services, submit documentation that the individuals assigned to provide services are properly credentialed and are licensed and/or certified to the Director of Materials, 200 E. North Avenue, Baltimore, Maryland 21202.
17. Performance Evaluation. The Board or its authorized agents or representatives may conduct an evaluation of the Consultant's performance under this Agreement. Consultant shall fully cooperate with the Board or its authorized agents or representatives and shall provide such information and documents as may be requested to conduct the performance evaluation.
18. Governing Law. This Agreement shall be construed by and governed under the laws of the State of Maryland.
19. Entire Agreement. This Agreement supersedes all prior oral and written proposals and communications between Consultant and the Board related to Consultant's services to be performed and validly executed Amendments are herein incorporated by reference to this Agreement. This Agreement may not be modified orally, and no modification or any claimed waiver of any of the provisions hereof shall be binding unless in writing and signed by the party against whom enforcement of such modification or waiver is sought.

20. 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.
21. Termination for Default. If the Consultant fails to fulfill its obligation under this Agreement properly and on time, or otherwise violates any provision of the Agreement, the Board or its designee may terminate the Agreement by written notice to the Consultant. The notice shall specify the acts or omissions relied upon as cause for termination. All finished or unfinished work provided by the Consultant shall, at the Board's option, become the Board's property. The Board shall pay the Consultant fair and equitable compensation for satisfactory performance prior to receipt of notice of termination, less the amount of damages caused by Consultant's breach. If the damages are more than the compensation payable to the Consultant, the Consultant will remain liable after termination and the Board can affirmatively collect damages.
22. Withholding Payment. In addition to any other available remedies, if, in the opinion of the Board, the Consultant fails to perform in accordance with the terms of the Agreement, the Procurement Officer or a department designee responsible for paying invoices may refuse or limit approval of any invoices for payment, and may cause payments to the Contractor to be reduced or withheld until such time as the Board determines that the Consultant has met the performance terms as established by the Agreement.
23. Late Submission of Invoices. The parties acknowledge and agree that the Consultant's invoices are to be submitted to the Board in a timely manner, per the terms of the purchase order, after the services have been provided or the goods and materials have been provided to the Board. If invoices are submitted after one calendar year after the last date the Consultant's services have been rendered or the last date when goods and materials were accepted by the Board, then the Board shall have no obligation to pay for the stale invoices.

24. Recitals. The Recitals are incorporated herein by reference.
25. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument.
26. Interpretation. 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.
27. Contract Monitor. Communications for the purposes of billing, payment and submission of documentation required by this Agreement shall be between the Board's Contract Monitor who is as follows:

**For the Board:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
200 East North Avenue  
Address

\_\_\_\_\_  
Baltimore, MD 21202  
City, State, Zip Code

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Fax Number

**For the Consultant:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State, Zip Code

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Fax Number

\_\_\_\_\_  
Tax Identification Number

With a copy to:  
Director of Materials Management  
200 E. North Avenue, 4th Floor  
Baltimore, Maryland 21202  
(410) 396-8757

**THIS SECTION INTENTIONALLY LEFT BLANK**

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

BALTIMORE CITY BOARD  
OF SCHOOL COMMISSIONERS

\_\_\_\_\_  
Witness

\_\_\_\_\_(Seal)  
By: Andrés A. Alonso, Ed.D.  
Chief Executive Officer

CONSULTANT

\_\_\_\_\_  
Witness

\_\_\_\_\_(Seal)  
By:

APPROVED AS TO FORM AND LEGAL  
SUFFICIENCY THIS \_\_\_\_\_, DAY OF  
\_\_\_\_\_, 200\_\_.

APPROVAL OF THE  
DIRECTOR OF MATERIALS  
MANAGEMENT

\_\_\_\_\_  
Office of Legal Counsel

\_\_\_\_\_

APPROVAL OF THE BALTIMORE CITY  
BOARD OF SCHOOL COMMISSIONERS

\_\_\_\_\_  
Secretary: Andrés A. Alonso, Ed.D.

Date: \_\_\_\_\_

ATTACHMENT I  
SCOPE OF SERVICES

## ATTACHMENT II

### BUDGET

Payment to Consultant is subject to compliance with the following requirements:

Consultant is only entitled to reimbursement for reasonable and actual expenses and travel costs which are incurred, in accordance with this Contract. Consultant will only be paid for services actually provided in accordance with this contract. In no event shall the total amount to be paid to Consultant exceed the total amount stated in this Budget.

Consultant must submit documentation, along with its invoice for payment, justifying all expenses and costs for which it is seeking reimbursement. Such documentation must also include the number of actual hours worked by its staff, the name of the staff person providing services and, a description of the services provided by each such member of its staff. Payment to consultant is conditioned upon submission of such documentation and the submission of any other documentation as may be requested by the Board or its representatives.

**APPENDIX E - NON-COLLUSION CERTIFICATE**  
(TO BE SUBMITTED WITH TECHNICAL PROPOSAL)

I HEREBY CERTIFY that I am the \_\_\_\_\_ and the duly authorized representative of \_\_\_\_\_ whose address is \_\_\_\_\_ and

THAT NEITHER I nor, to the best of my knowledge, information, and belief, the above firm nor any of its other representatives I here represent:

(a) Have agreed, conspired, connived or colluded to produce a deceptive show of competition in the compilation of the bid or offer being submitted herewith;

(b) Have in any manner, directly or indirectly, entered into any agreement, participated in any collusion to fix the bid price or price proposal of the bidder or offeror herein or any competitor, or otherwise taken any action in restraint of free competitive bidding in connection with the Contract for which the within bid or offer is submitted.

In making this affidavit, I represent that I have personal knowledge of the matters and facts herein stated.

\_\_\_\_\_  
(SIGNATURE)

\_\_\_\_\_  
(DATE)

\_\_\_\_\_  
PRINTED OR TYPED NAME)

STATE OF \_\_\_\_\_, COUNTY/CITY OF \_\_\_\_\_, to wit:

I HEREBY CERTIFY that on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, before me, the subscriber, a Notary Public in and for the State, County/City, aforesaid, \_\_\_\_\_ personally appeared, and (s)he acknowledged that (s)he is \_\_\_\_\_, of \_\_\_\_\_, and as such, is authorized to execute this Document on its behalf and to bind it thereby, and that this Document is her/his free and voluntary act.

AS WITNESS my Hand and Notary Seal.

My commission expires:

Notary Public

**APPENDIX F - DEBARMENT AFFIDAVIT**  
(TO BE SUBMITTED WITH TECHNICAL PROPOSAL)

\_\_\_\_\_, being first duly sworn deposes and says that he is an officer in the \_\_\_\_\_ and the party making a certain proposal or bid dated, \_\_\_\_\_ 20\_\_\_\_, to the Board of School Commissioners for Baltimore City Public Schools:

I further affirm that: Neither I, nor to the best of my knowledge, information, and belief, the above business, or any of its officers, directors, partners, or any of its employees directly involved in obtaining or performing contracts with public bodies, has ever been suspended or debarred (including being issued a limited denial of participation) by any public entity, except as follows (list each debarment or suspension providing the dates of the suspension or debarment, the name of the public entity and the status of the proceedings, the name(s) of the person(s) involved and their current positions and responsibilities with the business, the grounds of the debarment or suspension, and the details of each person's involvement in any activity that formed the grounds of the debarment or suspension):

\_\_\_\_\_  
\_\_\_\_\_

I further affirm that:

- (1) The business was not established and it does not operate in a manner designed to evade the application of or defeat the purpose of debarment pursuant to Sections 16-101, et seq., of the State Finance and Procurement Article of the Annotated Code of Maryland; and
- (2) The business is not a successor, assignee, subsidiary, or affiliate of a suspended or debarred business, except as follows (you must indicate the reasons why the affirmations cannot be given without qualification):

\_\_\_\_\_  
\_\_\_\_\_

Signature of:

X \_\_\_\_\_  
Bidder, if the bidder is an individual

X \_\_\_\_\_  
Partner, if the bidder is a partnership

X \_\_\_\_\_  
Officer, if the bidder is a corporation

Subscribed and sworn before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

X \_\_\_\_\_ Notary Public

My commission expires: \_\_\_\_\_

**APPENDIX G - ANTI-BRIBERY AFFIDAVIT**  
(TO BE SUBMITTED WITH TECHNICAL PROPOSAL)

\_\_\_\_\_, being first duly sworn deposes and says that he is an officer in the organization known as \_\_\_\_\_ and the party making a certain proposal or bid dated, \_\_\_\_\_ 20\_\_\_\_, to the Board of School Commissioners for Baltimore City Public Schools:

I further confirm that: Neither I, nor to the best of my knowledge, information, and belief, the above business (as in defined in Section 16-101(b) of the State Finance and Procurement Article of the Annotated Code of Maryland), or any of its officers, directors, partners, or any of its employees directly involved in obtaining or performing contracts with public bodies (as is defined in Section 16-101(f) of the State Finance and Procurement Article of the Annotated Code of Maryland), has been convicted of bribery, attempted bribery, or conspiracy to bribe in violation of Maryland Law, or of the law of any other state or federal law, except as follows (indicate the reasons why the affirmation cannot be given and list any conviction, plea, or imposition of probation before judgment with the date, court or administrative body, sentence or disposition, the name(s) of person(s) involved, and their current positions and responsibilities with the business):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of:

X \_\_\_\_\_  
Bidder, if the bidder is an individual

X \_\_\_\_\_  
Partner, if the bidder is a partnership

X \_\_\_\_\_  
Officer, if the bidder is a corporation

Subscribed and sworn before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

X \_\_\_\_\_ Notary Public

My commission expires: \_\_\_\_\_

**APPENDIX H - CERTIFICATE OF INSURANCE COVERAGE**

Contract: RFP-10047 Contract Title: Restart Schools Program

CONTRACTOR NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

NAME OF SURETY: (TYPE OR PRINT) \_\_\_\_\_

NAME OF AGENT: (TYPE OR PRINT) \_\_\_\_\_

AGENT'S PHONE NO: \_\_\_\_\_

The below signed hereby certifies that the following information is true and correct.

TYPE OF COVERAGE	MINIMUM REQUIRED LIMITS	POLICY OR BINDER NUMBER	ACTUAL LIMITS PROVIDED	EXPIRATION DATE_____
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COMMERCIAL GENERAL LIABILITY  
\$1,000,000 OCC / \$3,000,000 AGG.

BUSINESS AUTOMOBILE LIABILITY  
\$1,000,000 PER OCCURRENCE

WORKMAN'S COMP  
MARYLAND STATE MINIMUM COMPENSATION  
STATUTORY

LIMITS ON ABOVE POLICY WILL BE INCREASED       ABOVE POLICY NOW IN EFFECT  
 POLICY WILL BE  
OBTAINED/ISSUED \_\_\_\_\_

The following additional clauses will be considered a part of the above policy(s), the same as if specifically written therein, as pertains to the above stated contract.

- The Baltimore City Public School System and Board of Schools Commissioners are hereby named as Additional Insured.
- The policy(s) cannot be reduced or cancelled without at least forty-five (45) days prior written notice to the Baltimore City Public School System.
- The insurance company is prohibited from pleading government function in the absence of any specific written authority by the Baltimore City Public School System.
- The policy(s) will be automatically included and cover all phases of work, equipment, persons, et cetera which are normally covered while performing work under the above contract, whether specifically written therein or not.
- The Baltimore City Public School System is hereby granted authority to contact the agency directly to confirm information or obtain copies of certificates of insurance. The Baltimore City Public School System bears no responsibility for premiums or other cost of insurance. If policy(s) is not currently in effect, it will be written immediately upon notice of award, and a copy of binder

or certificate will be sent directly to the Baltimore City Public School System. A properly executed copy of this document shall be legally binding as a Carrier Certificate of Insurance Form.

INSURANCE (CONTINUED):

The successful bidder will be required to provide insurance coverage as shown in General Conditions of Bid and Contract, prior to beginning any work. This insurance coverage must be maintained throughout the life of the contract. PROOF THAT COVERAGE IS EITHER CURRENTLY IN PLACE OR WILL BE PROVIDED MUST BE SUBMITTED WITH THE BID. This can be done by one of the two following methods:

Complete form "CERTIFICATION OF INSURANCE COVERAGE" or

Submit a Certificate of Insurance on a form provided by your Insurance Agent. This form must include the following clauses:

The Baltimore City Public Schools and Board of Schools Commissioners are hereby named as Additional Insured.

The policy(s) cannot be reduced or canceled without at least forty-five (45) days' prior written notice to the Baltimore City Public Schools.

The insurance company is prohibited from pleading government function in the absence of any specified written authority from the Baltimore City Public Schools.

The policy(s) will automatically include and cover all phases of work, equipment, persons, et cetera which are normally covered while performing work under the above contract, whether specifically written therein or not.

Regardless of the method used, the form MUST be totally complete, MUST show that all Limits of Insurance are or will be met, and MUST be signed by the Agent.

Failure to provide the required insurance coverage by either of the two (2) methods described above when the bid is submitted, may result in rejection of your bid as being non-responsive.

\_\_\_\_\_  
(AUTHORIZED AGENT'S SIGNATURE)

\_\_\_\_\_  
(DATE)

**APPENDIX I - BALTIMORE CITY'S YOUTHWORKS**

TO: Mayors Office of Employment Development ("MOED")

FROM: \_\_\_\_\_  
(Legal name of Bidder)

Pursuant to Executive Order, the aforesaid bidder hereby presents MOED with the following information to assist its outreach for the Baltimore City YouthWorks Program:

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone Number: \_\_\_\_\_

Facsimile Number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

EVALUATION ASSESSMENT TOOL  
For

RESTART SCHOOLS PROGRAM  
RFP-10047

Offeror \_\_\_\_\_

Evaluator \_\_\_\_\_

A. Narrative/Executive Summary

1. In the Offeror's opinion, what does it take to be successful in a turnaround environment?
2. Why your organization should be selected to perform this service.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

- Excellent (A)                       Good (B)                       Adequate (C)                       Poor (D)

Strengths: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Weaknesses: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

B. Technical Response to Scope of Work

The Offeror shall address each requirement of Part I (Scope of Work) and are encouraged to propose and explain additional creative approaches.

1. Ensure that services are aligned with Maryland state academic standards meet all applicable Federal, State, and local health, safety and civil rights laws.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

2. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

3. Employ research-based strategies that provide an immediate and dramatic Restart in student achievement.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

4. Work with the District to recruit and recommend teachers and a leader(s) who have a proven record of success in increasing student achievement.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

5. Recommend necessary restructuring of teacher and leader contracts.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

6. Develop and engage teachers and the leader in professional development aligned to programmatic goals.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

- Excellent (A)                     
  Good (B)                                     
  Adequate (C)                                     
  Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

7. Promote student motivation for learning.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

- Excellent (A)                     
  Good (B)                                     
  Adequate (C)                                     
  Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

- Excellent (A)       Good (B)       Adequate (C)       Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

9. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

10. Develop constructive relationships with existing school personnel.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

11. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

- Excellent (A)
  Good (B)
  Adequate (C)
  Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

12. Require commitment from parents to allow for additional time for instruction (i.e. after and before school opportunities)

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

13. Work in partnership with the District to obtain a commitment from teachers to allow for additional time for instruction and professional development.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

14. Provide comprehensive, coherent, manageable and integrated instructional and support programs.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

15. Recommend which existing programs are to be continued and which programs are to be eliminated.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

16. Consistent with state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

17. Organize programming to engage students' sense of adventure, camaraderie, and competition.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)                       Good (B)                       Adequate (C)                       Poor (D)

Strengths: \_\_\_\_\_  
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Weaknesses: \_\_\_\_\_  
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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

18. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)                       Good (B)                       Adequate (C)                       Poor (D)

Strengths: \_\_\_\_\_  
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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

19. Identify and recommend supporting partners to address social, emotional and behavioral issues (i.e. over-aged or parents- to-soon).

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

20. Develop and recommend a budget to the school Board based on available per pupil amounts, Title monies, and special education funding in addition to other sources identified and aligned specifically for school restarts or Restarts

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

21. Work with District to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

22. Integrate all academic and support services.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

23. Produce and provide quarterly achievement data disaggregated in chart and table form that demonstrates the effectiveness of services in increasing student achievement.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Executive Summary exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	Executive Summary was described in an above adequate manner.	Executive Summary was described in an adequate manner.	Executive Summary was described in a less than adequate manner.

24. Maintain open enrollment for all eligible students.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
The proposed plan to provide services exhibits outstanding knowledge, creativity, innovation or other factors justifying this rating.	The proposed plan to provide services was described in an above adequate manner.	The proposed plan to provide services was described in an adequate manner.	The proposed plan to provide services was described in a less than adequate manner.

**OVERALL: TECHNICAL RESPONSE**

Excellent (A)                       Good (B)                       Adequate (C)                       Poor (D)

**C. Experience/Qualifications**

- Experience in providing the same or similar services. Include a summary of the services offered including the number of years the Offeror provided these services; the number of clients and geographic locations the Offeror currently serves, etc. and has served; and if a past customer, why the Offeror is no longer providing services;

**OVERALL ASSESSMENT OF RESPONSE (Please Check One):**

Excellent (A)                       Good (B)                       Adequate (C)                       Poor (D)

Strengths: \_\_\_\_\_  
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Weaknesses: \_\_\_\_\_  
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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Excellent level of Experience/Qualifications	Above Adequate level of Experience/Qualifications	Adequate level of Experience/Qualifications.	Less than adequate level of Experience/Qualifications

- Verifiable data (names of schools, addresses, dates, etc.) that demonstrates the Offeror's effectiveness in increasing student academic achievement in a Restart or Turnaround.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Excellent level of Experience/Qualifications	Above Adequate level of Experience/Qualifications	Adequate level of Experience/Qualifications.	Less than adequate level of Experience/Qualifications

3. Organizational chart of the Offeror 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.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

Excellent (A)

Good (B)

Adequate (C)

Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Excellent level of Experience/Qualifications	Above Adequate level of Experience/Qualifications	Adequate level of Experience/Qualifications.	Less than adequate level of Experience/Qualifications

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.

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

- Excellent (A)
  Good (B)
  Adequate (C)
  Poor (D)

Strengths:

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Weaknesses:

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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Excellent level of Experience/Qualifications	Above Adequate level of Experience/Qualifications	Adequate level of Experience/Qualifications.	Less than adequate level of Experience/Qualifications

5. At least five (5) references from its customers who are capable of documenting the following: a) the Offeror's ability to manage similar contracts, b) the quality and breadth of services provided by the Offeror under similar contracts (See Appendix C).

OVERALL ASSESSMENT OF RESPONSE (Please Check One):

- Excellent (A)
  Good (B)
  Adequate (C)
  Poor (D)

Strengths:

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Weaknesses: \_\_\_\_\_  
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**Scoring Rubric**

Excellent	Good	Adequate	Poor
Excellent level of Experience/Qualifications	Above Adequate level of Experience/Qualifications	Adequate level of Experience/Qualifications.	Less than adequate level of Experience/Qualifications

**OVERALL EXPERIENCE**

Excellent (A)                       Good (B)                       Adequate (C)                       Poor (D)

**D. Fiscal Integrity**

1. The Offeror shall include in its proposal, completed audited financial statements including the auditor's notes, for its last two fiscal years. If the Offeror has not had its financial statements audited by an independent accounting firm, the Offeror must submit such un-audited financial statements as it has. Some acceptable methods include but are not limited to one or more of the following:
  - a. Recently audited (or best available) financial statements
  - b. Dunn and Bradstreet Rating
  - c. Standard and Poor's Rating
  - d. Lines of credit
  - e. Evidence of a successful financial track record
  - f. Evidence of adequate working capital
  
2. Offeror shall identify any claims during the past five (5) years and provide information on any pending litigation, lawsuits etc.

**OVERALL ASSESSMENT OF RESPONSE (Please Check One):**

Excellent (A)                       Good (B)                       Adequate (C)                       Poor (D)

Strengths: \_\_\_\_\_  
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Weaknesses: \_\_\_\_\_

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**Scoring Rubric**

<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>
Fiscal Integrity demonstrated in an excellent manner	Fiscal Integrity demonstrated in an above adequate manner	Fiscal Integrity demonstrated in an adequate manner	Fiscal Integrity demonstrated in an less than adequate manner

**CONTRACT SCHOOL AGREEMENT  
(RESTART MODEL SCHOOL)**

Between

**BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS**

And

[ ]

SY: \_\_\_\_\_  
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, as amended (“ESEA”) and the American Recovery and Reinvestment Act of 2009 (“ARRA”), the Baltimore City Board of School Commissioners (“School Board”) for the Baltimore City Public School System (“City Schools”) 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 II), 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**, the Board issued a Request for Proposals (“RFP #10047”) in order to seek interested organizations to operate Restart Model Schools;

**WHEREAS**, \_\_\_\_\_ (“School Operator”), a [non-profit; for profit; organization; EMO; CMO; insert whatever it is formed to be], whose principal place of business is \_\_\_\_\_, submitted a proposal in response to RFP #10047, attached hereto as Attachment 1, and was selected by the Board 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 School Board requirements.

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

### **1. Term:**

This Agreement shall be effective beginning SY 2010 for a period of three (3) school years, upon complete execution by the School Board 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 three (3) years based on meeting the performance criteria and following the process set by the City Schools, and subject to appropriations and funds availability. There are no appeal rights in instances of non-renewal.

#### **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 School Board for a three (3) 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 School Board and the School Operator shall apply their best efforts toward such a renewal and shall conduct the renewal process in good faith. The School Board 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 School Board 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:**

City Schools agrees to provide the School Operator sufficient space to implement its approved model. Space provided will meet all appropriate inspections. The City Schools 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.

City Schools is responsible for maintaining, and ensuring all aspects of the facility are in good operating condition (i.e. HVAC, plumbing), as the facility is titled to the Mayor and City Council of Baltimore.

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

City Schools reserves the right to relocate the school to meet the needs of the City Schools. All efforts will be made to make such changes at the end of the school year.

**4. Startup Funding:**

City Schools, through its partnership with the State, local foundations, and benefactors shall provide the Restart school with start-up funding in an amount up to [\$ ] and is based upon projected student enrollment for each school. Each School Operator opening multiple schools would receive full start-up funding for each school. This startup funding is meant to cover the full expansion of the school and should be planned accordingly.

The School Operator will maintain proper inventory and accounting of all materials purchased with startup funding and other City Schools' funding. Inventory will include identifying the property as "City Schools Property" and maintaining a control system showing purchase price and location in building.

**5. Operating Funding:**

City Schools agrees to provide a projected budget for each school, based on the City Schools' Fair Student Funding model in effect at this time. The Fair Student Funding Model included as Attachment 2. Payment to the [ ] from City Schools will be made in four installments not later than August 1, November 1, February 1, and May 1 and deposited directly into the schools K12Buy account.

Both parties agree that all funds provided by City Schools through its fair student funding model will be used for the approved Restart Model School which is the subject of this Agreement and approved by the School Board.

The Restart Model Schools will be eligible for the same centrally supported services as other City Schools and will be eligible to buy back the same services as other schools through the Fair Student Funding Model.

The fiscal year for operating funds will be July 1<sup>st</sup> through June 30<sup>th</sup>. Each school will participate in the City Schools internal auditing process.

**6. Enrollment**

The City Schools agrees to limit student enrollment to the designated number as outlined in each of the individual school operating plans. The School Operator shall not make changes to the enrollment capacity without prior written consent of the School Board.

**7. Staffing**

The School Operator will have autonomy to identify and recommend its principal to the CEO. 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 have the opportunity to provide their own evaluation and make recommendations to the Executive Director of Secondary Schools of principal and staff evaluations. The School Operator may design and implement orientation around school specific policies and procedures.

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

- a. The CEO 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 CEO and the School Operator will operate in good faith.
- b. All members of the professional staff assigned to the [insert school name] shall hold the appropriate Maryland certification.
- c. Employees at [insert school name] are public school employees of the City Schools, 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 School Board approval.

#### **8. Autonomy:**

The School Operator will have the autonomy to:

- Implement its proposed school model consistent with the application submitted to the City Schools (see Attachment 1)
- Determine the staffing necessary for the implementation of its model;
- Manage its budget according to the needs of the school;
- Determine its own school calendar;
- 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;

#### **9. City Schools Responsibilities:**

The City Schools will provide opportunities for resolution about questions and concerns regarding compliance and appropriateness through the City Schools Office of New Initiatives (ONI) in consultation with the Office of the CEO.

The City Schools 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 (SMS), and Human Resources Management Systems (HRMS). Furthermore, City Schools shall provide electrical upgrades and installation or upgrade of computer networking infrastructure to meet new school requirements.

The City Schools 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 high schools in the City Schools and consistent with the Fair Student Funding model.

The City Schools agrees to provide human resource services to the School Operator and the School System employees assigned to each of the Diploma Plus Schools, including payroll processing; direct deposit arrangements; leave processing; certification processing; benefits processing; employee requests for information and assistance; and retirement services consistent with the Fair Student Funding Model (Attachment 2).

The City Schools, through its agent the ONI will provide technical assistance and support regarding the school's areas of responsibilities set forth herein.

#### **10. Compliance Requirements:**

The School Operator agrees to comply with all School Board policies and City Schools guidance and memoranda, including, but not limited to the Board's Promotion Policy and Code of Student Conduct, unless waived (The School Board has authority to waive policies and procedures and the CEO has authority to waive guidance and memoranda.). In the event the School System or the School Board considers or adopts a new policy, procedure, and/or circular during the term of this agreement, the School Board or the CEO 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 City Schools including data collection on staff, students, academic strategies/interventions, recovery/remediation, partnership and service contracts and internal audits conducted by City Schools.

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 School Board agrees to furnish or make available to the School Operator.

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

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.

#### **11. Student Records:**

The City Schools, 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 Card 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 School Board 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. The City Schools 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 City Schools 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 (SIF) assigned to the student for all record-keeping purposes. The School Operator shall maintain and keep up-to-date all SMS data in a timely manner and in a format required by School Board, as well as the physical student records. The School Operator must use the School System's SMS data for all special education reporting requirements, including Court Orders.

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, including SMS data, to the School System and by the deadlines reasonably set by the City Schools. 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 City Schools using the software provided by the School System.

## **12. Educational Program:**

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

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

## **13. 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. The School Board will provide special education services to students with disabilities who require them as indicated on their individualized education program (“**IEP**”). These services include the Child Study Team, IEP services such as specialized instruction, related services, extended school year (ESY) services, assistive technology, and all necessary assessments as ordered by the Child Study Team. IEP mandated transportation services will also be provided to the students requiring such services on their IEP.

C. The School Operator may provide written notice to the School Board, on or prior to February 1st of any year during this Agreement, of the School Operator's intention to provide special education services to students with disabilities at the School for the upcoming new school year, which notice shall be accompanied by the School Operator's proposal to provide such services. The School Operator agrees to provide any information or documentation reasonably requested by the School Board in evaluating the School Operator's proposal. The School Board has the right to provide objections and/or comments to the School Operator's proposal, provided such objections and/or comments are given in writing to the School Operator at least one hundred twenty (120) days prior to the proposed implementation date. The School Board and the School Operator agrees to apply best efforts and to negotiate in good faith in resolving any such objections or implementing any such comments in the School Operator's special education plan for the School. The School Operator's special education plan and special education funding model shall be attached to and incorporated into this Agreement.

**13.1 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.

**13.2 Individualized Education Programs.** If the School System is providing special education services at the School pursuant to Section 3.1(B) of this Agreement, (a) the School Operator will utilize all of the School Board's forms and procedures related to pre-referral activities, referral, special education eligibility, IEP, development, and placement; and (b) the School Operator, in coordination with the School Board, will develop an IEP and conduct an IEP meeting with the student's family for each eligible special education student enrolled in the School. The School Operator will invite the School Board to any and all staffing and IEP meetings by giving at least two (2) weeks prior written notice to the School Board's designee, delivered by mail or in person.

**13.3 Local Educational Agency ("LEA").** The School Board will serve as the LEA at all eligibility staffing and initial IEP meetings for all special education students. Every effort should be made to arrange these staffing/IEP conferences during the time the School Board's representative is scheduled to be at the School. Noting that parent participation is the highest priority, the School Board will try to accommodate the School Operator if the staffing/IEP conference cannot be scheduled during the designated time. The School Operator will provide the School Board with the names of its representatives eligible to participate in the LEA's annual IEP meetings and updates. A person eligible to serve as the School's representative shall be:

- Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- Knowledgeable about the general curriculum; and
- Knowledgeable about the availability of resources for the local education agency.

**13.4 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, as determined by the Child Study Team in consultation with the School Board, will be appropriately referred; and the School's staff will work together with the School Board's personnel to meet the needs of these students.

**13.5 Records.** The School Operator shall maintain all records on enrolled students with disabilities and shall provide parents with copies of such records as requested. The School Board has the right, at any time pursuant to Section 12.2 hereof, to review any documentation maintained by the School Operator pertaining to children with disabilities. The School Board 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 the School Board all records pertaining to School's students with disabilities who have transferred from the School to another School System school.

**13.6 Cooperation.** The School Operator will work closely with the School Board'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 School Board in any legal or quasi-legal activity regarding the educational program or placement afforded special education students attending or admitted to the School, such as a due process hearing request or a formal complaint.

**13.7 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.

**13.8 Due Process Procedures and Request for Hearings.** Parents of students with disabilities have the opportunity to request mediation or a due process hearing as part of the Procedural Safeguards.

**13.9 Vaughn G. Litigation.** The School Board is a party to a case before the U.S. Supreme Court (the "Court") known as the Vaughn G. case. The Court has issued numerous orders governing the delivery of special education services. The School Board will provide notice to the School Operator of any orders issued after the date hereof. The School Operator must (i) comply with all orders issued by the Court for which notice is provided by the School Board to the School Operator, (ii) assist the School Board in its efforts to comply with such orders as they relate to the School and (iii) submit information and documents that may be requested by the Court or the School Board. The parties understand that the Court has jurisdiction over this Agreement.

**13.10 Third Party Billing.** The School Board 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 School Board 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 the School Board, and will be used by the School System to defray the cost of providing this service.

**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.

In the second semester of the first year and as part of the renewal process in the first semester of the final year of this contract, the School Operator will participate in a site review to evaluate the school's progress and develop priorities for the remainder of the fiscal year.

**15. Assessment/ Graduation Requirements:**

The schools will be expected to meet accountability standards set forth by the school system and defined by NCLB.

The School Operator will comply with all assessment requirements of Maryland State Department of Education (MSDE) and City Schools. 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 City Schools. The calendar for these assessments is subject to change at any time, with prior notification, at the sole discretion of City Schools.

The School Operator will comply with the HSA requirements as they relate to high school graduation requirements. The School Operator will fulfill all MSDE and City Schools requirements for high school graduation.

**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. The City, the Board, 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 PARTNER 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 the City or the Board 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 limit by claims paid, until after forty-five (45) days prior written notice has been given to the City and the Board. 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 City and the Board's Director of Materials Management, a "Certificate of Insurance" with a copy of the additional insured endorsement as verification that coverage is in force. The City and the Board reserve 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 the City or the Board 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 the Board, the City, 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 the Board, the City, 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 the Board) 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 City Schools on a timetable required by City Schools.

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 City Schools and other revenue sources related to the operation of the schools, in a format acceptable to City Schools.

**19. Amendment :**

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

**20. Termination:**

City Schools 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 the School Board 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 the School Board policy and procedures.

- c) The academic condition of the school is deficient as defined by School Board 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 CEO's designees.

**20.1. City Schools Termination For Convenience**

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

Should the School Board 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 the School Board 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 the School Board, 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 the School Board.

**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 CEO initiate termination pursuant to one or more of the causes listed above City Schools 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 CEO may recommend in writing to the Board that it terminate the School Operator's Agreement. The CEO 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 CEO and City Schools' Contract Monitor. If any objections are filed, City Schools 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. City Schools is authorized to accept, reject, or to modify the designated hearing officer's decision.

B. The CEO 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, City Schools may immediately suspend operation of the school and revoke the agreement. The School Operator School shall be granted the opportunity for a hearing before City Schools or an impartial designated hearing officer. City Schools 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 the Board related to School Operator's services to be performed and unless validly executed Amendments are herein incorporated by reference to this Agreement.

**THE REMAINDER OF THIS PAGE  
INTENTIONALLY LEFT BLANK**

**DRAFT**

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

THE BALTIMORE CITY BOARD  
OF SCHOOL COMMISSIONERS

\_\_\_\_\_  
Witness

\_\_\_\_\_  
By: Andrés A. Alonso, Ed.D. (Seal)

**THE REMAINDER OF THIS PAGE  
INTENTIONALLY LEFT BLANK**

**DRAFT**

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

THE BALTIMORE CITY BOARD  
OF SCHOOL COMMISSIONERS

\_\_\_\_\_  
Witness

\_\_\_\_\_  
By: Andrés A. Alonso, Ed.D. (Seal)

Chief Executive Officer

**[INSERT SCHOOL OPERATOR  
NAME]**

By: [insert name]  
[insert title]

\_\_\_\_\_(Seal)  
Witness

APPROVED AS TO FORM AND LEGAL  
SUFFICIENCY THIS \_\_\_\_\_, OF  
\_\_\_\_\_, 20\_\_\_\_\_.

APPROVAL OF THE  
DIRECTOR OF MATERIALS  
MANAGEMENT

\_\_\_\_\_  
Office of Legal Counsel

APPROVAL OF THE BALTIMORE CITY  
BOARD OF SCHOOL COMMISSIONERS

\_\_\_\_\_  
Secretary: Andrés A. Alonso, Ed.D.

Date: \_\_\_\_\_

**BALTIMORE CITY  
PUBLIC SCHOOLS**

**School Turnaround Community Meeting**

**Garrison Middle School  
Thursday, March 25, 2010  
6:00 – 7:30 p.m.**

**AGENDA**

**Welcome and Introductions-** *Office of Partnerships, Communications and Community Engagement*

**Overview of Turnaround Selection Process-** *Office of New Initiatives*

**Turnaround Operator Presentations**

- a. Global Partnerships
  - i. Question and Answer
  
- b. Johns Hopkins University/Talent Development
  - i. Question and Answer

**Closing Remarks and Questions**

Please complete your survey. Your feedback in the selection of your school operator is critical. For further information, contact the Office of Partnerships, Communications and Community Engagement at 410-545-1870.

Michael Sarbanes, Executive Director  
Office of Partnerships, Communications and Community Engagement  
410-545-1870 (office)  
410-361-9202 (fax)  
[msarbanes@bcps.k12.ms.us](mailto:msarbanes@bcps.k12.ms.us)



**BALTIMORE CITY  
PUBLIC SCHOOLS**

**School Turnaround Community Meeting**  
**William C. March Middle School**  
**Friday, March 26, 2010**  
**3-4:30 p.m.**

**AGENDA**

**Welcome and Introductions-** *Office of Partnerships, Communications and Community Engagement*

**Overview of Turnaround Selection Process-** *Office of New Initiatives*

**Turnaround Operator Presentations**

- a. Living Classrooms
  - i. Question and Answer
- b. Global Partnerships
  - i. Question and Answer
- c. Johns Hopkins University/Talent Development
  - i. Question and Answer

**Closing Remarks and Questions**

Please complete your survey. Your feedback in the selection of your school operator is critical. For further information, contact the Office of Partnerships, Communications and Community Engagement at 410-545-1870.

Michael Sarbanes, Executive Director  
Office of Partnerships, Communications and Community Engagement  
410-545-1870 (office)  
410-361-9202 (fax)  
[msarbanes@bcps.k12.ms.us](mailto:msarbanes@bcps.k12.ms.us)

**GREAT KIDS  
GREAT SCHOOLS**

**BALTIMORE CITY  
PUBLIC SCHOOLS**

**School Turnaround Community Meeting**

**Calverton Elementary/Middle School**

**Wednesday, March 24, 2010**

**6:00 – 7:30 p.m.**

**AGENDA**

**Welcome and Introductions-** *Office of Partnerships, Communications and Community Engagement*

**Overview of Turnaround Selection Process-** *Office of New Initiatives*

**Turnaround Operator Presentations**

- a. Global Partnerships
  - i. Question and Answer
  
- b. Friendship Schools
  - i. Question and Answer

**Closing Remarks and Questions**

Please complete your survey. Your feedback in the selection of your school operator is critical. For further information, contact the Office of Partnerships, Communications and Community Engagement at 410-545-1870.

Michael Sarbanes, Executive Director  
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**GREAT KIDS  
GREAT SCHOOLS**

**BALTIMORE CITY  
PUBLIC SCHOOLS**

**School Turnaround Community Meeting**

**Commodore John Rodgers Middle School**

**Thursday, March 25, 2010**

**6:00 – 7:30 p.m.**

**AGENDA**

**Welcome and Introductions-** *Office of Partnerships, Communications and Community Engagement*

**Overview of Turnaround Selection Process-** *Office of New Initiatives*

**Turnaround Operator Presentations**

- a. Global Partnerships
  - i. Question and Answer
- b. Friendships Schools
  - i. Question and Answer
- c. Living Classrooms
  - i. Question and Answer

**Closing Remarks and Questions**

Please complete your survey. Your feedback in the selection of your school operator is critical. For further information, contact the Office of Partnerships, Communications and Community Engagement at 410-545-1870.

Michael Sarbanes, Executive Director  
Office of Partnerships, Communications and Community Engagement  
410-545-1870 (office)  
410-361-9202 (fax)  
[msarbanes@bcps.k12.ms.us](mailto:msarbanes@bcps.k12.ms.us)



# BALTIMORE CITY PUBLIC SCHOOLS

Please write in or circle responses that describe how you feel about the following items. This will provide valuable input in selecting the best operator for Calverton Elementary/Middle School. Thank you!

1. Are you a:
- Parent/Guardian
  - Community Partner
  - Other \_\_\_\_\_
  - Staff
  - Student

2. How were you notified about today's community meeting
- City Schools e-mail/ website
  - Phone Call
  - Friend, relative, and/or colleague
  - Principal, teacher, and/or staff
  - Other (please specify) \_\_\_\_\_

**Turnaround Operator Rating:**

3. Please provide your feedback for each operator on the criteria listed below? Please circle your response.

Global Partnerships

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions					X
Has demonstrated the ability to improve student achievement					X
Has experience as a successful turnaround partner					X
Understands our school community					X
Will partner with families and community members to improve the school					X
Will provide needed resources and supports to Calverton students					X

(Please Turn Over)

Friendships Schools

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions					X
Has demonstrated the ability to improve student achievement					X
Has experience as a successful fundraising partner					X
Understands our school community					X
Will partner with families and community members to improve the school					X
Will provide needed resources and supports to Calverton students					X

4. Please rank the operators in order of preference. (1: Most preferred)

1. \_\_\_\_\_
2. \_\_\_\_\_

5. Please feel free to give additional comments, questions or concerns. Please be specific.

A lot of people say they can & will change Calverton, But can they need to prove them selves.

Thank you for taking the time to complete our evaluation. Please call the Community Engagement Office at 410-545-1870 for any further questions.

My children has some very good teachers. With these teachers my children are excited to come to school, every day.

Morehead - 1st  
 McBride 5th  
 Mitchell 5th

MS. Robinson - Elem.  
 Logan - Business/Computer.  
 and many many more staff!!

Friendships Schools

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions					X
Has demonstrated the ability to improve student achievement					X
Has experience as a successful turnaround partner					X
Understands our school community					X
Will partner with families and community members to improve the school					X
Will provide needed resources and supports to Calverton students					X

4. Please rank the operators in order of preference. (1: Most preferred)

1. \_\_\_\_\_

2. \_\_\_\_\_

5. Please feel free to give additional comments, questions or concerns. Please be specific.

A lot of people say they can & will change Calverton, but can't will that. Drove them selves. need to

Thank you for taking the time to complete our evaluation. Please call the Community Engagement Office at 410-545-1870 for any further questions.

My children has some very good teachers. With these the teachers my children are excited to come to school, every day.

Morehead - 1st  
McBride 5th  
Mitchell 5th

Ms. Robinson - Elem.

Logan - Business/Computer.

and many many more staff!!

# BALTIMORE CITY PUBLIC SCHOOLS

Please write in or circle responses that describe how you feel about the following items. This will provide valuable input in selecting the best operator for Calverton Elementary/Middle School. Thank you!

1. Are you a:

- |   |                                  |
|---|----------------------------------|
| <input type="checkbox"/> Parent/Guardian              | <input type="checkbox"/> Staff   |
| <input checked="" type="checkbox"/> Community Partner | <input type="checkbox"/> Student |
| <input type="checkbox"/> Other _____                  |                                  |

2. How were you notified about today's community meeting

- City Schools e-mail/website
- Phone Call
- Friend, relative, and/or colleague
- Principal, teacher, and/or staff
- Other (please specify) \_\_\_\_\_

### Turnaround Operator Rating:

3. Please provide your feedback for each operator on the criteria listed below? Please circle your response.

#### Global Partnerships

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions					✓
Has demonstrated the ability to improve student achievement		✓			
Has experience as a successful turnaround partner		✓			
Understands our school community		✓			
Will partner with families and community members to improve the school	✓				
Will provide needed resources and supports to Calverton students	✓				

(Please Turn Over)

Friendships Schools

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions		✓			
Has demonstrated the ability to improve student achievement		✓			
Has experience as a successful turnaround partner		✓			
Understands our school community		✓			
Will partner with families and community members to improve the school		✓			
Will provide needed resources and supports to Calverton students		✓			

4. Please rank the operators in order of preference. (1: Most preferred)

1. \_\_\_\_\_ 6
2. \_\_\_\_\_ 7

5. Please feel free to give additional comments, questions or concerns. Please be specific.

*I feel you must engage community more and let parents express their values and be apart of the change. Gangs are a serious problem in this area we must provide more support and resources to parents about gangs and make them accountable for the actions of their children*

Thank you for taking the time to complete our evaluation. Please call the Community Engagement Office at 410-545-1870 for any further questions.

# BALTIMORE CITY PUBLIC SCHOOLS

Please write in or circle responses that describe how you feel about the following items. This will provide valuable input in selecting the best operator for Calverton Elementary/Middle School. Thank you!

1. Are you a:

- |   |                                  |
|---|----------------------------------|
| <input type="checkbox"/> Parent/Guardian                              | <input type="checkbox"/> Staff   |
| <input checked="" type="checkbox"/> Community Partner                 | <input type="checkbox"/> Student |
| <input checked="" type="checkbox"/> Other <u>AFTER-SCHOOL PROGRAM</u> |                                  |

2. How were you notified about today's community meeting

- City Schools e-mail/website  
 Phone Call  
 Friend, relative, and/or colleague  
 Principal, teacher, and/or staff  
 Other (please specify) \_\_\_\_\_

### Turnaround Operator Rating:

3. Please provide your feedback for each operator on the criteria listed below? Please circle your response.

#### Global Partnerships

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions	✓				
Has demonstrated the ability to improve student achievement		✓			
Has experience as a successful turnaround partner					✓
Understands our school community					✓
Will partner with families and community members to improve the school		✓			
Will provide needed resources and supports to Calverton students		✓			

(Please Turn Over)

Friendships Schools

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions	✓				
Has demonstrated the ability to improve student achievement		✓			
Has experience as a successful turnaround partner					✓
Understands our school community		✓			
Will partner with families and community members to improve the school		✓			
Will provide needed resources and supports to Calverton students		✓			

4. Please rank the operators in order of preference. (1: Most preferred)

1. \_\_\_\_\_

2. \_\_\_\_\_

5. Please feel free to give additional comments, questions or concerns. Please be specific.

I ENJOYED BOTH PRESENTATIONS AND BELIEVE THAT IF THE COMMUNITY SUPPORT IS BARNERED THEN THE PARTNERSHIP WILL BE SUCCESSFULL.

Thank you for taking the time to complete our evaluation. Please call the Community Engagement Office at 410-545-1870 for any further questions.

# BALTIMORE CITY PUBLIC SCHOOLS

Please write in or circle responses that describe how you feel about the following items. This will provide valuable input in selecting the best operator for Calverton Elementary/Middle School. Thank you!

1. Are you a:
- Parent/Guardian
  - Community Partner
  - Other: *Relative of student*
  - Staff
  - Student

2. How were you notified about today's community meeting
- City Schools e-mail/website
  - Phone Call *3/23/10*
  - Friend, relative, and/or colleague
  - Principal, teacher, and/or staff
  - Other (please specify) *Student 3/23/10*

**Turnaround Operator Rating:**

3. Please provide your feedback for each operator on the criteria listed below? Please circle your response.

**Global Partnerships**

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions					
Has demonstrated the ability to improve student achievement					✓
Has experience as a successful turnaround partner					
Understands our school community					
Will partner with families and community members to improve the school					
Will provide needed resources and supports to Calverton students					

(Please Turn Over)

Friendships Schools

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions					
Has demonstrated the ability to improve student achievement					✓
Has experience as a successful turnaround partner					
Understands our school community					
Will partner with families and community members to improve the school					
Will provide needed resources and supports to Calverton students					

4. Please rank the operators in order of preference. (1: Most preferred)

1. Friendship
2. Global

5. Please feel free to give additional comments, questions or concerns. Please be specific.

Will conduct school visits to observe.  
Additional information is needed to make a more informed decision.

Thank you for taking the time to complete our evaluation. Please call the Community Engagement Office at 410-545-1870 for any further questions.

# BALTIMORE CITY PUBLIC SCHOOLS

Please write in or circle responses that describe how you feel about the following items. This will provide valuable input in selecting the best operator for Garrison Middle School. Thank you!

1. Are you a:
- |   |                                  |
|---|----------------------------------|
| <input type="checkbox"/> Parent/Guardian              | <input type="checkbox"/> Staff   |
| <input checked="" type="checkbox"/> Community Partner | <input type="checkbox"/> Student |
| <input type="checkbox"/> Other _____                  |                                  |

2. How were you notified about today's community meeting
- City Schools e-mail/website
  - Phone Call
  - Friend, relative, and/or colleague
  - Principal, teacher, and/or staff
  - Other (please specify)

**Turnaround Operator Rating:**

3. Please provide your feedback for each operator on the criteria listed below? Please circle your response.

Global Partnerships

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions	✓				
Has demonstrated the ability to improve student achievement	✓				
Has experience as a successful turnaround partner	✓				
Understands our school community	✓				
Will partner with families and community members to improve the school	✓				
Will provide needed resources and supports to Garrison students	↓				

Please Turn Over

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions		✓			
Has demonstrated the ability to improve student achievement		✓			
Has experience as a successful turnaround partner		✓			
Understands our school community			✓		
Will partner with families and community members to improve the school		✓			
Will provide needed resources and supports to Garrison students		✓			

4. Please rank the operators in order of preference. (1: Most preferred)

1. Global
2. JHU

5. Please feel free to give additional comments, questions or concerns. Please be specific.

Global approach seeks to produce a well-rounded, self-reflecting citizen, not just one who can pass tests and get a high school diploma.

Thank you for taking the time to complete our evaluation. Please call the Community Engagement Office at 410-545-1870 for any further questions.

# BALTIMORE CITY PUBLIC SCHOOLS

Please write in or circle responses that describe how you feel about the following items. This will provide valuable input in selecting the best operator for Garrison Middle School. Thank you!

1. Are you a:
- Parent/Guardian
  - Community Partner
  - Other \_\_\_\_\_
- Staff
  - Student

2. How were you notified about today's community meeting
- City Schools e-mail/website
  - Phone Call
  - Friend, relative, and/or colleague
  - Principal, teacher, and/or staff
  - Other (please specify)

**Turnaround Operator Rating:**

3. Please provide your feedback for each operator on the criteria listed below? Please circle your response.

**Global Partnerships**

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions					
Has demonstrated the ability to improve student achievement	X				
Has experience as a successful turnaround partner	X				
Understands our school community	X				
Will partner with families and community members to improve the school	X				
Will provide needed resources and supports to Garrison students	X				

Please Turn Over

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions		X			
Has demonstrated the ability to improve student achievement	X				
Has experience as a successful turnaround partner		X			
Understands our school community		X			
Will partner with families and community members to improve the school		X			
Will provide needed resources and supports to Garrison students	X				

4. Please rank the operators in order of preference. (1: Most preferred)

1. Global
2. John Hopkins

5. Please feel free to give additional comments, questions or concerns. Please be specific.

*I was impressed by the Hopkins presenters comments about importance of reading and literacy. I truly agree with this important component. The young lady from Global really touched a nerve talking about community people without children. For years we (my husband & myself) wanted to help. We thank you for taking the time to complete our evaluation. Please call the Community Engagement Office at 410-545-1870 for any further questions. settled for a yearly installation service at our Church for the past 10 yrs. (8th grade)*

# BALTIMORE CITY PUBLIC SCHOOLS

Please write in or circle responses that describe how you feel about the following items. This will provide valuable input in selecting the best operator for Garrison Middle School. Thank you!

1. Are you a:
- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Parent/Guardian   | <input type="checkbox"/> Staff   |
| <input type="checkbox"/> Community Partner | <input type="checkbox"/> Student |
| <input type="checkbox"/> Other _____       |                                  |

2. How were you notified about today's community meeting
- City Schools e-mail/ website
  - Phone Call
  - Friend, relative, and/or colleague
  - Principal, teacher, and/or staff
  - Other (please specify)

**Turnaround Operator Rating:**

3. Please provide your feedback for each operator on the criteria listed below? Please circle your response.

Global Partnerships

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Provided information clearly and answered questions					
Has demonstrated the ability to improve student achievement					
Has experience as a successful turnaround partner					
Understands our school community					
Will partner with families and community members to improve the school					
Will provide needed resources and supports to Garrison students					

Please Turn Over

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Unsure</b>
Provided information clearly and answered questions					
Has demonstrated the ability to improve student achievement					
Has experience as a successful turnaround partner					
Understands our school community					
Will partner with families and community members to improve the school					
Will provide needed resources and supports to Garrison students					

4. Please rank the operators in order of preference. (1: Most preferred)

1. \_\_\_\_\_

2. \_\_\_\_\_

5. Please feel free to give additional comments, questions or concerns. Please be specific.

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**Thank you for taking the time to complete our evaluation. Please call the Community Engagement Office at 410-545-1870 for any further questions.**

# GREAT KIDS GREAT SCHOOLS

School Turnaround Community Meeting  
 Commodore John Rogers Elementary/Middle School  
 March 25, 2010  
 6-7:30 p. m.

Name	Address	Phone/Email	Please Circle One	
Heidi Stevens BEN & Civic works	3425 Sinclair Lane B Md. 21213-	717-574-0694 hstevens@civicworks.org	Parent	Student
			<u>Community</u>	Staff
Irma Mabry	2409 N - Chester St Baltimore - 21231	410-675-3288 imabry@thedorinc.org	Parent	Student
			<u>Community</u>	Staff
Pam Williams Butchers Hill Neighbors	118 S. Maderni St Balt 21231	pamelise@hotmail.com	Parent	Student
			<u>Community</u>	Staff
Kareal Finch	246 N. Dallas at Baltimore, Md. 21231	443-691-4772	<u>Parent</u>	Student
			Community	Staff
Jim Dwyer	219 N. Chester	675-3288 JDwyer@TheParrot.com	Parent	Student
			<u>Community</u>	Staff
Susana Barrios	614 S. Kenwood Ave		Parent	Student
			<u>Community</u>	Staff
Kemberly Clerk	219 N. Castle St	443-388-9060	<u>Parent</u>	Student
			Community	Staff

# GREAT KIDS GREAT SCHOOLS

**School Turnaround Community Meeting**  
**Commodore John Rogers Elementary/Middle School**  
**March 25, 2010**  
**6-7:30 p. m.**

Name	Address	Phone/Email	Please Circle One	
			Parent	Student
Maryann Hendricks	901 N. Broadway Balt 21205	410 396 4241	Parent	Student
		mhendri3@jhmi.edu	Community	<u>Staff</u>
BETH BRAUN	12. N. COLLINGTON		Parent	Student
		bethabraun@hotmail.com	<u>Community</u>	Staff
Toni Holtzer	2131 E. FAIRMOUNT NE 21231	ACHOLTZER@VERIZON.NET	Parent	Student
			<u>Community</u>	Staff
Jamara Chappel	227 <sup>N.</sup> Castle St	410 522 0569	<u>Parent</u>	Student
		443 220 9850	Community	Staff
Aishe Almond	801 S. Highland Ave. Baltimore, MD 21224	443 642 3182/83	Parent	Student
			Community	<u>Staff</u>
Antelma Rodriguez	123.5 Chester str <sup>t</sup>		Parent	Student
		410-917-95-69	Community	Staff
Sarah Letos	2102 E. Fairmount Ave.	SN/cats@yahoo.com	Parent	Student
			<del>Community</del>	Staff

# GREAT KIDS GREAT SCHOOLS

**School Turnaround Community Meeting**  
**Commodore John Rogers Elementary/Middle School**  
**March 25, 2010**  
**6-7:30 p. m.**

Name	Address	Phone/Email	Please Circle One	
Kristen Sweeney	2141 Cambridge St Baltimore, Md 21231	Kristen.Sweeney@gmail.com 732 300 3414	Parent	Student
			Community	Staff
Jeana Patti	18 Bursage Ct Nottingham MD 21236	JPatti@bcps.k12.md.us 410 952 1640.3	Parent	Student
			Community	Staff
Liela Orogo	2835 Marnat Rd. Apt D Baltimore Md 21209	lhie-0309@yahoo.com 443-455-0102	Parent	Student
			Community	Staff
Maria Victoria Alderite	1196 W. Northern Parkway Apt. 517 Baltimore MD 21210	mav-alderite@yahoo.com 443-813-9171	Parent	Student
			Community	Staff
Marquita Vanderberg	18 Pellinore Ct Pikesville MD 21208	marquitav2002@yahoo.com 410-602-7894	Parent	Student
			Community	Staff
Cristina Costilla	1820 E pratt st Baltimore MD 21231	410 419 8823	Parent	Student
			Community	Staff
Nakia Freeman	2042 Orleans Baltimore, MD 21231	443-934-8701	Parent	Student
			Community	Staff

# GREAT KIDS GREAT SCHOOLS

**School Turnaround Community Meeting**  
**Commodore John Rogers Elementary/Middle School**  
**March 25, 2010**  
**6-7:30 p. m.**

Name	Address	Phone/Email	Please Circle One	
Ms. Carla S. Aldame		203-564-6087	Parent	Student
			Community	Staff
Carla S. Aldame		443-205-6616	Parent	Student
		Translator	Community	Staff
Michael Colm		202-281-1100	Parent	Student
		Drum	Community	Staff
		443-594-6344	Parent	Student
			Community	Staff
		mjohnson06@bcps.	Parent	Student
Martha K. Johnson			Community	Staff
			Parent	Student
Tyhera Watts	100 N. Chester CJR	twatts@bcps. k12.md.us	Community	Staff
			Parent	Student
T Keels		tekeels@bcps. k12.md.us	Community	Staff

# GREAT KIDS GREAT SCHOOLS

School Turnaround Community Meeting  
Commodore John Rogers Elementary/Middle School  
March 25, 2010  
6-7:30 p. m.

Name	Address	Phone/Email	Please Circle One	
Doris Coleman-Brown	801 S. Highland Ave.	443-642-3182	Parent	Student
			Community	<u>Staff</u>
Marian Roberts	7323 Castle Moor Rd. Windsor Mill, MD 21244	443-415-2480	Parent	Student
	1820 E. Pratt St	malicia1@comcast.net	Community	<u>Staff</u>
			<u>Parent</u>	Student
Laura E. Costilla Subilo	Baltimore MD 21231	443 798 1372	Community	Staff
			<u>Parent</u>	Student
Nancy Newman	2107 E Baltimore St 21231	naelnewman@aol.com	<u>Community</u>	Staff
			Parent	Student
Wanda Hopkins	2 Clematis Ct 21117	410-581-5098	Community	<u>Staff</u>
			<u>Parent</u>	Student
Sharon L Bentley Triplett	2208 E FAIRMOUNT AVE	410-342-2684 SharonTriplett@yahoo.com	Community	Staff
			Parent	Student
Jamila Sams	802 S. Caroline St.	<del>443</del> jamila.sams@gmail	<u>Community</u>	Staff

# GREAT KIDS GREAT SCHOOLS

**School Turnaround Community Meeting**  
**Commodore John Rogers Elementary/Middle School**  
**March 25, 2010**  
**6-7:30 p. m.**

Name	Address	Phone/Email	Please Circle One	
Karen Matthews	100 N. Chester Street	4412, 650-2495	<input checked="" type="radio"/> Parent	<input type="radio"/> Student
		RTAG@Hotmail.com	<input type="radio"/> Community	<input checked="" type="radio"/> Staff
Katherine Kern	1009 Olive St. Balto., MD	(301) 633-4728	<input type="radio"/> Parent	<input type="radio"/> Student
		KEKERN@bcps.k12.md.us	<input type="radio"/> Community	<input checked="" type="radio"/> Staff
Natiya Bennett	100 N. 2402 Pickering Dr, Apt. E Baltimore MD 21234	443-703-6534	<input type="radio"/> Parent	<input type="radio"/> Student
		natiya.bennett@yahoo.com	<input type="radio"/> Community	<input checked="" type="radio"/> Staff
Josefina Sanchez	136 N Milton Av Baltimore M.D. 21224	410 342-82-33	<input checked="" type="radio"/> Parent	<input type="radio"/> Student
		410/675-1743	<input type="radio"/> Community	<input type="radio"/> Staff
Carol Hartke	2334 E Baltimore St 21224	RTXRACERS@YAHOO.COM	<input checked="" type="radio"/> Community	<input type="radio"/> Staff
		c.boitwotke@verizon.net	<input type="radio"/> Parent	<input type="radio"/> Student
Carolyn Boitwot	2105 E Baltimore St 21231		<input checked="" type="radio"/> Community	<input type="radio"/> Staff
			<input type="radio"/> Parent	<input type="radio"/> Student
Bill Wilson	4221 E Lombard St	410-522-0333	<input type="radio"/> Parent	<input type="radio"/> Student
		BWilson@THPIP.com	<input checked="" type="radio"/> Community	<input type="radio"/> Staff