

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

REQUEST FOR PROPOSAL COVER SHEET

LOCAL SCHOOL SYSTEM: PRINCE GEORGE'S COUNTY

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DATE SUBMITTED: JUNE 28, 2010

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1003(g) Turnaround Schools Executive Summary

Lessons Learned: Under previous alternative governance plans, Prince George’s County Public Schools (PGCPS) has been able to deploy assistance from a variety of coaches in literacy, math and data utilization. The governance fell to the Area Assistant Superintendents, who also supervised up to 46 schools. The schools utilized a traditional structure of a principal and two assistant principals. In addition, program frameworks were utilized to bring coherence to the instructional program. This included structures such as America’s Choice, the Institute for Learning, and Framework for Teaching. In addition, there was a heavy reliance on interventions, either within the structure of the school or through extended learning opportunities. While the schools saw modest gains, in many cases, the gains were not enough for the school to exit school improvement status.

The 2010-2013 School Improvement Grant (SIG) under Title I 1003(g) allows PGCPS an opportunity to create an innovative structure that will ensure student achievement and success. The SIG 1003(g) grant allows four schools to significantly focus on the following priorities:

1. Governance;
2. Attraction and selection of staff;
3. A focus on rigor and not on intervention; and
4. School climate.

Through an unprecedented level of inter-divisional cooperation, a large team representing each division in the school system contributed to the plan outlined below.

Priority 1: Governance

1. **District Governance:** This grant allows PGCPS to create a district Turnaround Director position. This administrator’s sole focus is on the four schools in turnaround. The position acts as the lead on principal evaluations and actively directs and monitors the school improvement plans. The director’s office will be physically located in one of the schools. The expectation is that the majority of time will be spent interacting with the staffs of the four schools and actively monitoring progress. In addition to the director’s position, the turnaround office will have an administrative assistant who will provide secretarial and budgetary accountability support. Additionally, PGCPS will create a multi-disciplinary team to serve as a steering committee to meet monthly with the school team to monitor progress and provide logistical and content expertise. Members will represent curriculum and instruction, student support, and operational divisions. This multi-disciplinary team will provide each school with district level support.
2. **School Governance:** The traditional role of a principal, two assistant principals and support from content coaches has not allowed for monitoring teacher and student progress to the extent that would result in higher student achievement. Under the new governance, the principal will have:
 - a. An assistant principal (School Operation Manager) position focused exclusively on school operations and management (in three of the four schools only: Benjamin Stoddert, Drew-Freeman, Thurgood Marshall). **
 - b. Two assistant principal positions will be reclassified as Academic Deans. One Academic Dean will focus on literacy and social studies and the other will focus on

- math and science. Their major responsibilities will be to plan and coordinate instructional activities. They will lead collaborative planning sessions with a focus on summative, formative and common assessments.
- c. The Maryland State Breakthrough Center, along with the Academic Deans, will establish the protocols for collaborative planning around student outcomes. They will plan and lead internal professional development, monitor teacher practice and analyze data trends.
 - d. Finally, four teachers will be assigned the role of Instructional Lead Teachers (ILTs). These teachers will have a modified teaching load with additional planning time. The expectation for this position is that the ILTs will model effective content practices and lead content discussions. To offset the impact of a decreased teaching load, two ILT positions will be created using PGCPs school-based staffing allocations and two additional ILT positions will be funded using 1003(g) funds.
 - e. The school system will assign a data coach to each school as support, but the expectation is that the Academic Deans will lead the data analysis and reporting process. This model of school governance will allow for internal control and monitoring, thereby, enhancing coherence within the school.
 - f. School Level Autonomy: While all four school plans look similar, the plans call for a great deal of autonomy by the individual school teams. The newly appointed principals, under the direction of the Turnaround Director, will assemble leadership teams. Utilizing the results of needs assessments completed during the previous school year, taking into account the various levels of staff capacity, and considering community/staff interests, the school leadership team will choose elective courses and create schedules that allow for both the appropriate and necessary interventions and the exposure to rigor required by the plans. In addition, the school leadership teams will determine the need for parent and student support services. There is a need for each school to be flexible in responding to its individual needs by differentiating services based on school-specific. In addition, schools may decide to select a theme like the *Middle Years Programme* or Creative and Performing Arts. This needs to be a school level decision.

** In response to the unique needs of G. James Gholson Middle School, PGCPs has decided that Gholson will operate under a bold, new turnaround model with the addition of a co-principal to the staff. Under direct supervision of the turnaround director, the co-principals will each have equal authority and accountability as leaders of the school. They will also have the autonomy to determine the division of their responsibilities for student discipline, academic oversight, staff supervision, and the day-to-day operations of the school.

Priority 2: Attraction and selection of Staff

1. In each case, the existing principal will be removed from the school and all instructional staff will need to reapply for positions with the expectation that up to 50% of the staff can be rehired.
2. Each staff member must agree and commit to the new plan. To attract the strongest candidates, the grant will provide one-time emoluments to the principal, assistant principals and targeted teaching positions (specifically math and foreign language teachers). In 2010-2011, all four schools will target math teachers with proven success in student achievement. In 2011-2012, as the World Languages model is phased in, foreign language teachers will be added to the targeted category for emoluments. PGCPs is

currently in negotiations with local associations regarding distribution and dollar amounts.

3. All content teachers must agree to participate in the FIRST program, a performance incentive-based which rewards teachers for effective teaching if the school meets its targets. Teachers outside of the parameters of the FIRST grant will also receive stipends through the SIG 1003(g) grant if the school meets its target.
4. If the turnaround school reaches its FIRST target, staff members will be eligible for an additional 1003(g) achievement-based stipend. Stipends for instructional staff will be based on a percentage of individual growth and achievement while administrative and support staff stipends will be based on overall school wide improvement in student achievement. PGCPs is currently in negotiations with local associations to determine percentage targets and dollar amounts.

Priority 3: Rigor

1. **Modification to the School Day:** Currently, PGCPs runs a five period day in the middle schools. This includes a structure of four content courses and an A Day/B Day structure for electives. The planning committee felt that to achieve rigor, another period needed to be added to the day, instead of shortening each period to create a six or seven period day. The extended day increases the opportunity for more electives in the creative and cultural arts and foreign language areas while also providing interventions without the opportunity cost to the variety of electives that students prefer in middle school. In order to lengthen the school day for students, principals will need to employ a flex-time schedule for teachers allowing some to arrive at the beginning of the student day and others to arrive later.
2. **Focus on Rigor:** In the past, PGCPs has focused on the interventions to address deficiencies. While acknowledging this need, the SIG 1003(g) plan focuses on high level outcomes as demonstrated by the goal of 75% of students finishing 8th grade with algebra and a high school foreign language credit.
 - a. Mathematics instruction will be redesigned to meet the expectation that (by 2013) 75% of students will matriculate to high school with an algebra I credit. In order to meet this goal, the extended school day will afford additional opportunities for remediation and intervention for students who struggle to reach grade level proficiency. Problem-solving, communication, making connections, reasoning and proof, and representation will be embedded into all mathematics instruction. Pre-Algebra will be added for 7th grade. Two proposed supplemental programs are Key Elements to Mathematics Success (KEMS) and Key Elements to Algebra Success (KEAS), which include lessons aligned to the state content standards, support the use of the county's adopted textbook as a resource, and encourage connections among concepts and the development of skills necessary for higher level math. The strength of the program is that it combines a hands-on curriculum, intensive professional development, on-going modeling, and coaching support. Additional professional development on how all students learn mathematics will be provided in order for teachers to refine their practice and be able to deliver rigorous instruction that meets the diverse needs of all learners.
 - b. A world languages model will be phased in over three years. In 2010-2011, an *Introduction to Foreign Language* course will be scheduled for 7th graders so that foreign language classes (for high school credit) can be added for 8th grade by 2011-2012. In addition to the current PGCPs foreign language staffing allocation, one

additional foreign language teacher will be added to each school staff for the 2011-2012 school year; two additional foreign language teachers will be added in 2012-2013. Principals will select the languages from the ten offered in PGCPSS (including French, Italian, Chinese, and Latin) based on the interest of the communities and the languages supported by the feeder high schools. The outcome is for 75% of 8th graders to matriculate to high school with a foreign language credit (by 2012-2013).

- c. In addition to math and foreign language, each school will receive resources and professional development to utilize *The Comprehension Toolkit* in order to enhance reading strategies. Approximately one-half of the feeder elementary schools for the Turnaround Schools currently utilize Toolkit; this will enhance the vertical alignment from one grade to the next and ensure that students do not lose ground in middle school. *The Comprehension Toolkit* provides students with access to the types of thinking that research has shown are consistently employed by successful readers across age, gender, ethnicity, and location, and teach students to independently construct meaning at higher levels. A wide variety of nonfiction texts related to topics studied in science and social studies will be employed in reading/language arts, so that students learn to apply reading strategies to access challenging content-related material, and to develop analytical and critical stances towards that material. After the initial phase of professional development and application of *The Comprehension Toolkit* with Reading English Language Arts (RELA) teachers, the reading strategies will be shared across teams. Emphasis will be placed on transferring the habits of mind that students are developing in RELA classes to other contents, especially mathematics.
- d. The America's Choice design implementation provides a gradual release to the school as the reform takes hold. While PGCPSS will not enter into another year's contract with America's Choice, the strategies and best practices will continue to be implemented through teacher cohorts who will share and model best practices that have become part of the school's instructional culture: role of a leadership team, the workshop model, protocols for examination of and feedback on student work, etc.

Priority 4: School Climate

In order to engage all stakeholders in addressing the needs of the whole child, several strategies and interventions will be implemented:

1. School-based student services personnel, in conjunction with community representatives, will organize monthly parent meetings and training sessions to engage parents and teachers about appropriate social-emotional supports for students and families.
2. To address chronic behavioral and climate issues throughout the school, Positive Behavioral Interventions and Supports (PBIS) will be implemented. PBIS is a systems approach for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans.
3. To provide appropriate socio-emotional support for students and their families, a full-time social worker will be added to the school staff of each school. In addition to the coordination and coverage of after-school and evening activities, he/she will collaborate with site-based professional school counselors and with community organizations to coordinate the "hub" of community services that will be available to the school families.

4. In response to the wide-ranging and diverse needs of G. James Gholson Middle School (13 feeder elementary schools and 13 individual communities), a school-based Bilingual Parent & Community Outreach Assistant position will be created to provide additional support to the students and their parents. In addition to being involved with day-to-day parent support and the training of parents (working on SPMT, parent compact, parent/student school social events, attendance, etc.), the Bilingual Parent & Community Outreach Assistant will work collaboratively with the social worker and professional school counselors to develop appropriate and relevant parent and family workshops/activities.
5. On-going professional development will be held with staff members of all four schools on team building, whole-child development, behavior management, non-violent physical confrontation (de-escalation strategies), PBIS' point system and incentives, the Code of Student Conduct and effective parent/family/community engagement.
6. To increase parent engagement in all school activities and support parental understanding of and involvement in all curriculum areas, the proposed parent engagement program includes:
 - Relevant parent workshops – parenting skills, nutrition, money management, job-seeking skills, resume writing, computer training, etc;
 - Parent-members on school committees and teams;
 - Greater participation of parents on Parent Teacher Association (PTA) committees and School Planning and Management Team (SPMT);
 - Parent contributions to school newsletter;
 - Development of parent database;
 - Parent-developed and produced projects correlated with monthly units of study projects developed and produced by their children.
7. To create a college-preparatory culture, the plan includes the addition of Advancement Via Individual Determination (AVID). AVID teaches study skills, using writing as a learning tool, collaboration, and inquiry to insure that children, including those who may not yet have a college-going tradition in their families, are not excluded from the college track. The AVID elective curriculum is beneficial to any group of students, but works best with average and slightly below average students to fill in the gaps that keep them from preparing for and succeeding in college. The AVID program is designed to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for all students.

Summary:

PGCPS fully leveraged the opportunity presented by the SIG 1003(g) grant by constructing a bold plan that looks and feels different than any plan previously created. The guiding principles of the plan are that we must attract the best people and then empower them to control and monitor the collaborative planning process within their buildings. There is little reliance on outside programs or external support. The Turnaround Director will be more of an insider to the functioning of the school. Coaching support will be internally based and monitored. Finally, adjustments to the schedule and school autonomy allow the principals to structure schedules providing support for rigorous coursework. The district will provide the support and guidance through a multi-disciplinary steering committee. PGCPS feels that this innovative plan coalesces the best of what the system offers.

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.

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

Table 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	Benjamin Stoddert Middle	2400510	01464		X			X			
2	Drew Freeman Middle	2400510	01034		X			X			
3	G. James Gholson Middle	2400510	01211		X			X			
4	Thurgood Marshall Middle	2400510	01465		X			X			
5											
6											
7											
8											

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	N/A				
2					
3					
4					

2.A Background Information

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

Table 2.A

School Name: Benjamin Stoddert Middle School Address: 2501 Olson Street Temple Hills, Maryland 20708	LEA Point of Contact (POC) Name & Position: Betty Joseph, Director Title I and Debra Mahone, Executive Director, School Leadership Development Phone#: 301-925-2384, 301-618-7660 Email Address: bjoseph@pgcps.org, dmahone@pgcps.org								
Grade levels enrolled (SY10): 6th, 7th, and 8th grades	Number of Students Enrolled (SY10): 703 Students								
Year the school entered school improvement status: <u>2003</u>	Tier Level Tier I _____ Tier II <u>X</u> _____								
Differentiated Accountability Status: <input type="checkbox"/> Focus Developing <input type="checkbox"/> Focus Priority <input checked="" type="checkbox"/> Comprehensive Developing <input type="checkbox"/> Comprehensive Priority	School Improvement Status <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								
Title I Status: <input type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input checked="" type="checkbox"/> Title I Eligible School	Intervention Model Selected: <input checked="" type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation								
Waiver Request: <input checked="" type="checkbox"/> Requested for this School <input type="checkbox"/> Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years. <table border="1"> <tr> <td>Year 1: SY 2010-11</td> <td>\$ 773,922</td> </tr> <tr> <td>Year 2: SY 2011-12</td> <td>\$ 863,467</td> </tr> <tr> <td>Year 3: SY 2012-13</td> <td>\$ 953,012</td> </tr> <tr> <td>Total Amount of Funding Requested for this School</td> <td>\$ 2,590,401</td> </tr> </table>	Year 1: SY 2010-11	\$ 773,922	Year 2: SY 2011-12	\$ 863,467	Year 3: SY 2012-13	\$ 953,012	Total Amount of Funding Requested for this School	\$ 2,590,401
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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: Benjamin Stoddert Middle School		Tier: II																																																																																																		
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																																																																			
<p><u>1 Student Profile Information(include trend analysis)</u></p> <ul style="list-style-type: none"> • Total enrollment • Grade level enrollment • Subgroups - # of students in each • Mobility % - Entrants & Withdrawals • Attendance % • Expulsions # • Suspensions # • Dropout rate • Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students • Graduation rate • High School Diploma Rate 	<table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr><td>Total Enrollment</td><td>690</td><td>580</td><td>703</td></tr> <tr><td>6th Grade</td><td></td><td>175</td><td>228</td></tr> <tr><td>7th Grade</td><td></td><td>207</td><td>220</td></tr> <tr><td>8th Grade</td><td></td><td>195</td><td>255</td></tr> <tr><td>African American</td><td>681</td><td>566</td><td>692</td></tr> <tr><td>White</td><td>0</td><td>1</td><td>0</td></tr> <tr><td>Hispanic</td><td>7</td><td>12</td><td>6</td></tr> <tr><td>Asian</td><td>0</td><td>1</td><td></td></tr> <tr><td>Native American Indian</td><td>0</td><td>0</td><td>5</td></tr> <tr><td>FARM</td><td>275</td><td>214</td><td>363</td></tr> <tr><td>SPED</td><td>97</td><td>75</td><td>103</td></tr> <tr><td>Mobility – Entrants</td><td></td><td></td><td></td></tr> <tr><td>Mobility – Withdrawals</td><td></td><td></td><td></td></tr> <tr><td>Attendance</td><td>90.5%</td><td>93.6%</td><td>TBD</td></tr> <tr><td>Expulsions (Requests/Expelled)</td><td>7/1</td><td>9/0</td><td>9/0</td></tr> <tr><td>Suspensions (out of school)</td><td></td><td></td><td></td></tr> <tr><td>Suspensions (in school)</td><td></td><td></td><td>93</td></tr> <tr><td>Dropout Rate</td><td>NA</td><td>NA</td><td>NA</td></tr> <tr><td>Algebra I</td><td></td><td></td><td></td></tr> <tr><td>Geometry</td><td></td><td></td><td></td></tr> <tr><td>Spanish I</td><td></td><td></td><td></td></tr> <tr><td>Graduation Rate</td><td>NA</td><td>NA</td><td>NA</td></tr> <tr><td>High School Diploma Rate</td><td>NA</td><td>NA</td><td>NA</td></tr> </tbody> </table> <p style="text-align: center;">NOTE: Student profile information is forthcoming from the Office of Information Technology.</p>					2008	2009	2010	Total Enrollment	690	580	703	6 th Grade		175	228	7 th Grade		207	220	8 th Grade		195	255	African American	681	566	692	White	0	1	0	Hispanic	7	12	6	Asian	0	1		Native American Indian	0	0	5	FARM	275	214	363	SPED	97	75	103	Mobility – Entrants				Mobility – Withdrawals				Attendance	90.5%	93.6%	TBD	Expulsions (Requests/Expelled)	7/1	9/0	9/0	Suspensions (out of school)				Suspensions (in school)			93	Dropout Rate	NA	NA	NA	Algebra I				Geometry				Spanish I				Graduation Rate	NA	NA	NA	High School Diploma Rate	NA	NA	NA
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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Based on the student profile data, the priority needs for Benjamin Stoddert Middle School as follows:</p> <ul style="list-style-type: none"> • Increased achievement in all content areas in order to enable more student participation in advanced coursework resulting in 75% of students completing 8th grade with an algebra and foreign language credit (High Priority: TA Requirement # 6, #7); • Increased teacher capacity by providing professional development in best practices, the implementation of the State Curriculum, Comprehension Toolkit, differentiated instruction, data analysis, character development, classroom management, and collaborative planning in order to establish a climate of high expectations for all students and teachers (High Priority: TA Requirement #4, #9.4); • Structured vertical and horizontal collaborative planning sessions in order to monitor grade level, departmental, and subgroup progress (Priority: TA Requirement #7); • Extended school days in order to provide students with more time on task and the academic tools needed to be successful in high school (High Priority: TA Requirement #8); • Monthly opportunities for parent involvement in order to improve school climate and decrease suspensions (High Priority: TA Requirement #9-1, #9.9); • Ongoing early articulation meetings with elementary feeder schools to ascertain student’s levels of readiness and to provide appropriate placement (Priority: TA Requirement #8.4). <p>The Turnaround Model will provide a structure for analyzing formative, interim, and summative assessments to inform and differentiate instruction; provide targeted professional development activities, and implement a researched-based instructional program (Comprehension Toolkit) to improve student achievement and increase the amount of students taking advanced placement courses.</p> <p>More specifically the above needs will be addressed in the Turnaround Model in the following ways:</p> <ul style="list-style-type: none"> • Implement a competitive hiring process to select a principal and staff who are best suited for the needs of the school; • Utilize a performance-based incentive model for teacher compensation;

Name of School: Benjamin Stoddert Middle School		Tier: II
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	<ul style="list-style-type: none"> • Redesign professional development to support teacher capacity building; • Select a Turnaround Director who will provide direct support to the turnaround schools; • Augment the Curriculum Framework Progress Guides with Comprehension Toolkit; • Implement the Key Elements to Math Success (KEMS) and Key Elements to Algebra Success (KEAS) programs; • Implement the AVID program; • Organize monthly parent meetings and training sessions to inform parents on appropriate social-emotional supports for students. 	
<p>2 Staff Profile</p> <ul style="list-style-type: none"> • Principal – Length of time at the school • Number of Assistant Principal/s and other administrators • Number and % of teaching faculty’s total classroom instruction experience: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 year ○ 16+ years • Number and % of teaching faculty’s service at this school: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of HQ teachers • Number of school-based reading and 	<p>Length of time at school for principal: 2 years.</p> <p>Number of Assistant Principals and other administrators: 2 administrators</p> <p>Faculty experience: <i>This data reflects the number of teaching years in Prince George’s County.</i></p> <ul style="list-style-type: none"> • 0-5 years – 33 teachers (68.7%) • 6-10 years – 7 teachers (14.5%) • 11-15 years – 4 teachers (8.3%) • 16 + years – 4 teachers (8.3%) <p>Faculty service:</p> <ul style="list-style-type: none"> • 0-5 years – 33 (75%) • 6-10 years – 7 (16.6%) • 11-15 years – 4 (8.3%) • 16 + years - 0 (0%) <p>Number and percent of HQ teachers: 18 HQ teachers (62.0%)</p>	

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<p>English teachers of record</p> <ul style="list-style-type: none"> • Number of school-based mathematics and data/analysis teachers of record • Number of school-based reading and English resource personnel • Number of school-based mathematics and data/analysis resource personnel • Number and % of paraprofessionals who are qualified • Number of mentor teachers and number of teachers being supported • Teacher and administrator attendance % 	<p>Number of school-based Reading and English teachers of record: 6 Number of school-based Mathematics and Data/Analysis teachers of record: 6</p> <p>Number of school-based reading and English resource personnel: 2</p> <p>Number of school-based mathematics and data/analysis resource personnel: 2</p> <p>Number and % of paraprofessionals who are qualified: 2 (100%)</p> <p>There are 4 mentor teachers; three are from Teach for America and 1 is from Prince George’s County Certification. They are mentoring 7 first year teachers.</p> <p>In 2009, the attendance rate for teachers was 95.76%, which reflects personal and sick leave. The attendance rate for administrators was 84.64%, which reflects annual and sick leave.</p> <p>Conclusions: Thirty-three out of forty-eight faculty members have 5 years or less of teaching experience. Due to the high percentage of new teachers, the school identified in the Alternative Governance Plan and School Improvement Plan, that professional development is greatly needed to build capacity in instructional strategies, utilizing the state curriculum, and classroom management.</p> <p>Second, third, and fourth year teachers will receive mentoring from Academic Deans, the principal, and the Department of Professional Development. Through findings from a teacher survey, formal/informal observations, and needs identified through collaborative planning, a targeted professional development plan to build and increase teacher capacity will be identified. In addition, a Novice Teacher’s Academy will be provided to offer monthly professional development opportunities and to develop collegial relationships (High Priority: TA Requirement #4).</p> <p>In order to retain a highly effective staff, additional compensation (emoluments) will be</p>	

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	<p>provided for challenging, hard-to-fill teaching positions. In addition, all content area teachers must agree to participate in the FIRST program which rewards teachers for effective teaching. Teachers outside the parameters of the FIRST grant and who are successful in increasing student achievement will receive rewards through the 1003 (g) Grant. Teachers will also receive in-depth professional development and follow-up throughout the school year. Goals and objectives from the professional development will be monitored through formal/informal observations and collaborative planning (Priority: TA Requirement #3, #4).</p> <p>During the interview process for newly appointed and former teachers of Benjamin Stoddert Middle School, the importance of teacher attendance will be discussed. Teachers will be provided with the leave policy of the county and given instructions for completing lesson plans that can be effectively implemented by substitute teachers in the event of their absence. Due to the fact that no more than 50% for the former staff will be assigned to Benjamin Stoddert, the new tone, expectations, and climate set for the school will reflect professionalism and dedication (Priority: TA Requirement #2).</p>	
<p>3 <u>Student Achievement</u></p> <ul style="list-style-type: none"> Student achievement data for reading and math on State assessments by the “all student” category and all subgroups 	<p>Reading Analysis: Reading performance data for the 2009 MSA indicates that 61.8% of students were proficient compared to 58.4% in 2008 and 47.7% in 2007. The African American, FARMS, and Special Education subgroups did not make AYP or the AMO.</p> <ul style="list-style-type: none"> <i>African American</i> – Trended data for the African American subgroup indicates that 61.9% of students were proficient in 2009; 58.4% of students were proficient in 2008; 49.6% were proficient in 2007, and 46.7% were proficient in 2006. Since 2006, the school made a 15.2% increase in African American students scoring proficient. While this subgroup has not reached the AMO, increases in scores are attributed to the utilization of the Soar to Success reading program, collaborative planning, and professional development. <i>FARMS</i> – Trended data for the FARMS subgroup indicates that 60.5% of students were proficient in 2009; 55.7% of students were proficient in 2008; 45.6% were proficient in 2007, and 45.6% were proficient in 2006. Since 2006 the school made a 17.0% increase in FARMS students scoring proficient. Increases in scores are attributed to small group instruction from the reading specialist, the ELO program, 	

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	<p>and MSA test preparation.</p> <ul style="list-style-type: none"> • <i>Special Education</i> - Trended data for the Special Education subgroup indicates that 33.3% of students were proficient in 2009; 27.0% of students were proficient in 2008; 15.1% were proficient in 2007, and 15.0% were proficient in 2006. Since 2006, the school made an 18.3% increase in Special Education students scoring proficient. Increases in scores are attributed to placing a reading coach in the school, professional development on the implementation of IEPs, and monitoring instructional delivery from the Special Education Department Chair. <p>After an analysis of the data, reading weaknesses were identified as follows:</p> <ul style="list-style-type: none"> • General Reading Processes: <ul style="list-style-type: none"> ○ Identify and explain what is not directly stated in the text by drawing inferences; ○ Connect the text to prior knowledge or personal experience. • Comprehension of Informational Text: <ul style="list-style-type: none"> ○ Read, use, and identify the characteristics of primary and secondary sources of academic information; ○ Identify and explain the author's purpose and intended audience; ○ Analyze changes or additions to the structure and features of the text that would make the text easier to understand. • Comprehension of Literary Texts: <ul style="list-style-type: none"> ○ Analyze conflicts that motivate characters and those that advance the plot. <p>(High Priority: TA Requirement: #3, #4, #6, #7, #8.4)</p> <p>Math Analysis: Math performance data for the 2009 MSA indicates that 30.2% of the students were proficient compared to 26.5% in 2008 and 34.0% in 2007. The African American, FARMS, and Special Education subgroups did not make AYP or the AMO.</p> <ul style="list-style-type: none"> • <i>African American</i> - Trended data for the African American subgroup indicates that 30.1% of students were proficient in 2009; 26.4% of students were proficient in 2008; 34.0% were proficient in 2007, and 26.4% proficient in 2006. Since 2006, the school made a 3.7% increase in African American students scoring proficient. Low scores are attributed to a lack of follow-up from professional development to

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<ul style="list-style-type: none"> • Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup • Graduation rate 	<p>ensure that strategies are being implemented in the classroom, parental involvement, and the lack of safety nets for low performing students.</p> <ul style="list-style-type: none"> • <i>FARMS</i> – Trended data for the FARMS subgroup indicates that 33.3% of students were proficient in 2009; 23.4% of students were proficient in 2008; 32.7% were proficient in 2007, and 25.8% proficient in 2006. Since 2006 the school made a 7.5% increase in FARMS students scoring proficient. Low scores are attributed to a lack of follow-up from professional development to ensure that strategies are being implemented in the classroom, students have not mastered basic math concepts and skills, and a lack of parental involvement. • <i>Special Education</i> - Trended data for the Special Education subgroup indicates that 18.8% of students were proficient in 2009; 4.8% of students were proficient in 2008; 11.1% were proficient in 2007, and 3.3% were proficient in 2006. Since 2006, the school made a 15.5% increase in Special Education students scoring proficient. While gains have been made extensive professional development, collaborative planning, and consistent monitoring of the Special Education subgroup is needed. <p>After an analysis of the data, several math weaknesses were identified. They are as follows:</p> <ul style="list-style-type: none"> • Analyze linear relationships. • Estimate and apply measurement formulas. • Apply knowledge of rational numbers and place value. • Analyze data. • Add and subtract fractions. <ul style="list-style-type: none"> • Directed not to answer by MSDE. <ul style="list-style-type: none"> • Graduation rate: NA 	

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<p>4 Rigorous Curriculum Alignment of curriculum implementation with state standards across grade levels:</p> <ul style="list-style-type: none"> • Core English/Reading program • Core Mathematic and algebra programs • Curriculum Intervention Programs • Enrichment Programs 		<table border="1"> <thead> <tr> <th></th> <th>Core Program</th> <th>Intervention</th> <th>Enrichment</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td> <ul style="list-style-type: none"> • McDougall-Littell Series with the America's Choice design model • Framework Progress Guide (State Curriculum) </td> <td> <ul style="list-style-type: none"> • America's Choice Ramp-Up to Literacy • Soar to Success • Scholastic Reading Assessment • McDougall Bridges to Literature • Reading Academy software program • Strategies to Achieve Reading Success (STARS) and Comprehensive Assessment of Reading Strategies (CARS) • Advancement Via Individual Determination (AVID) • I Station </td> <td> <ul style="list-style-type: none"> • MSA Finish line • MSA Grand Slam • Honors courses in Reading/ Language Arts </td> </tr> <tr> <td>Mathematics</td> <td> <ul style="list-style-type: none"> • Glencoe Math – courses 1, 2, and 3 • Curriculum Framework Progress Guide (State Curriculum) </td> <td> <ul style="list-style-type: none"> • Algebraic Thinking • America's Choice Ramp-Up • Math Navigator • Math Academy software program • Moving with Math • Advancement Via Individual Determination (AVID) </td> <td> <ul style="list-style-type: none"> • MSA Grand Slam •GEAR UP </td> </tr> </tbody> </table> <p>Conclusions: The Curriculum Framework Progress Guides (CFPG) for Reading and Math are aligned to the state standards and are fully implemented by most teachers. However, most teachers are not effectively implementing the CFPG or infusing strategies such as differentiated instruction, flexible groupings, or utilizing manipulatives in the classroom.</p> <p>Scores from the Formative Assessment System Test (FAST) indicate that a majority of</p>			Core Program	Intervention	Enrichment	Reading	<ul style="list-style-type: none"> • McDougall-Littell Series with the America's Choice design model • Framework Progress Guide (State Curriculum) 	<ul style="list-style-type: none"> • America's Choice Ramp-Up to Literacy • Soar to Success • Scholastic Reading Assessment • McDougall Bridges to Literature • Reading Academy software program • Strategies to Achieve Reading Success (STARS) and Comprehensive Assessment of Reading Strategies (CARS) • Advancement Via Individual Determination (AVID) • I Station 	<ul style="list-style-type: none"> • MSA Finish line • MSA Grand Slam • Honors courses in Reading/ Language Arts 	Mathematics	<ul style="list-style-type: none"> • Glencoe Math – courses 1, 2, and 3 • Curriculum Framework Progress Guide (State Curriculum) 	<ul style="list-style-type: none"> • Algebraic Thinking • America's Choice Ramp-Up • Math Navigator • Math Academy software program • Moving with Math • Advancement Via Individual Determination (AVID) 	<ul style="list-style-type: none"> • MSA Grand Slam •GEAR UP
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	<p>students have not mastered curriculum indicators. Forty-three percent of sixth grade students scored proficient or advanced on the first quarter FAST. That proficiency level was repeated in the second FAST taken at the end of the second quarter. Fifty-eight percent of the seventh grade test-takers scored proficient or advanced on the first quarter FAST. This level dropped significantly for the eighth grade students who scored thirty-nine percent proficient or advanced on the second quarter FAST.</p> <p>In mathematics, sixth graders scored forty-two percent proficient on the first quarter FAST and decreased to twenty-five percent proficient on the second quarter FAST. Seventh graders scored only nineteen percent proficient or advanced on the first quarter FAST and increased to thirty-two percent proficient or advanced on the second quarter FAST. Eighth grade students scored twenty-one percent proficient or advanced on the first quarter FAST and increased to thirty-four percent proficient or advanced on the second quarter FAST.</p> <p>Observations indicate that all teachers require professional development in best practices, scaffolding objectives, and differentiated instruction to assist with the implementation of curriculum indicators. A lack of effective classroom management also impedes the instructional delivery of reading and math. In addition, the school contains a significant number of teachers in their first or second year of teaching (High Priority: TA Requirement #3, #4, #6, #7, #8.4).</p>	
<p>5 Instructional Program</p> <ul style="list-style-type: none"> Planning and implementation of research-based instructional practices 	<p>Research-based instructional practices include collaborative planning meetings, analyzing student work, data inquiry, professional development, flexible grouping, cooperative learning, independent reading of self-selected text, co-teaching, differentiated instruction, extended learning opportunities, and study groups. America's Choice was implemented in SY08. The America's Choice intensive school design is a comprehensive school reform model for middle school students that cover Standards and assessments, curriculum and instruction, leadership, and parent involvement. The design provides the school with extensive coaching and professional development. In addition, the America's Choice intensive design reform model provides assistance, which includes the Ramp-Up to Literacy and Ramp-Up to Algebra, and the Mathematics Navigator Program for struggling students.</p> <p>Technology-based tools (infused in the some classrooms) include: visualizers, LCD</p>	

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<ul style="list-style-type: none"> • Use of technology-based tools 	<p>projectors, computer lab, Discovery Education Clips (United Streaming), computer software programs, and web-based programs for Reading and math. The modified CFPG is provided to teachers to address the specific needs of students with disabilities. The Electronic Readers/Writers Notebook allows students with auditory processing and writing disabilities to record their responses on the computer and save them in electronic folders. Students with severe reading disabilities may access fiction and nonfiction text through the use of electronic screen readers (i.e., Book share, Read Out Loud, Natural Reader, and Read Please). Other technology utilized within the CFPG includes, digital media, McDougal Littell’s audio libraries and power point presentations. Prince George’s County approved databases, such as SIRS, Discovery Education, and Safari Montague are also used.</p>	
<ul style="list-style-type: none"> • Use of data analysis to inform and differentiate instruction 	<p>Data is analyzed through weekly collaborative planning meetings, quarterly data inquiry meetings, and Performance Management Analysis and Planning Process (PMAPP) meetings. In addition to analyzing data, these meetings enable teachers and administrators to modify instruction, monitor student progress, analyze student work, and identify next steps.</p>	
<ul style="list-style-type: none"> • Master Schedule by content area (include minutes of instruction) 	<p>The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. One block or mod, per day, is used for collaborative/individual planning and for parent conferences.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 88.37% of the 43 survey participants, felt that the America’s Choice workshop model was fully implemented. In addition, 79.06% of the staff felt that on a weekly basis data is analyzed during collaborative planning and is used to differentiate instruction.</p> <p>Conclusion: Time is allotted in the school schedule for weekly collaborative planning meetings. Coaches are available to assist with planning. The area office reviews strengths and weaknesses of FAST data and provides feedback regarding next steps and instructional practices. Through the New Teacher Academy, first and second year teachers are engaged in a book study on effective teaching and classroom management (Priority: TA Requirement #4, #6, #8).</p>	

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<p>Results from walkthroughs, informal and formal observations indicate that instructional time is not utilized effectively (i.e. teachers are not prepared to start or stop instruction on time, teachers are unable to implement planned lessons due to classroom management issues which interrupt teaching and learning, etc.) Funding for the Extended Learning Opportunity (ELO) program was not dispersed in a timely manner in order to begin the program during the first quarter of the school year. According to the School Improvement Plan, additional professional development is needed on effective data analysis. The school would benefit from analyzing student performance on indicators more frequently to assess student mastery and plans for re-teaching.</p> <p>Technology is not being utilized to enhance instruction in every classroom. The school instructional/leadership team will work with curriculum and instruction to develop specific lessons for classroom delivery that use technology and help to build teacher capacity and confidence in this area. Software also needs to be added to use in classroom centers to help differentiate instruction. The use of technology-based tools will be one of many ways to engage students in learning. Students will be exposed to a variety of technology programs to motivate their interest to learn such as Smartboards and visualizers. Students will have access to two computer labs in order to conduct research projects and engage in enrichment activities. Technology (software) will also be used to assist with the needs of special education students and student below grade level by providing program interventions aligned to the curriculum. In addition, teachers will utilize the results from the Maryland Measure of Student Technology Literacy program to inform instruction (Priority: TA Requirement #8).</p> <p>The America’s Choice design implementation provides a gradual release to the school as the reform takes hold. PGCPS will not enter into another year’s contract with America’s Choice; however, the strategies and best practices will continue to be implemented through teacher cohorts who will share and model best practices that have become part of the school’s instructional culture: role of a leadership team, the workshop model, protocols for examination of and feedback on student work, etc.</p>	

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<p>6 Assessments</p> <ul style="list-style-type: none"> • Use of formative, interim, and summative assessments to measure student growth • Process and timeline for reporting • Use of technology, where appropriate • Use of universal design principles 	<p>MSA and Mod MSA (Summative): Utilized to establish student base line data and to determine student mastery of the Maryland Content Standards. This data is reported annually. The Mod MSA and the Science MSA are administered on-line.</p> <p>Formative Assessment System Test (FAST) (Formative): Developed quarterly by the PGC testing office to measure student progress for reading and math indicators.</p> <p>Scholastic Reading Inventory (SRI) (Summative): Administered to students twice a year in grades 3-8 to determine reading levels. Scores from the SRI are used to identify flexible reading groups.</p> <p>Unit Assessments (Interim): Administered after each content unit to provide immediate feedback regarding student mastery of content standards.</p> <p>Quality Reading Inventory (Formative): Administered at the beginning of the year to provide baseline data on student comprehension levels.</p> <p>Universal Design: The components of the universal design for learning include a variety of ways to measure student goal attainment. Also, the components include a variety of materials, media, and formats to reach learners with diverse abilities, styles, and needs. Assistive technology software and digital text should be used when creating forms of assessments.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 83.72% of the 43 participating staff felt that the school uses formative, interim, and summative assessments to measure student growth. In addition, 69.76% of the 43 staff felt that consideration is given in developing multiple assessment tools that address the various learning styles of students.</p> <p>Conclusion: In order to guide instruction, teachers review assessment data during collaborative planning and submit a planning calendar of indicators that need to be re-taught. Teachers maintain an assessment notebook to monitor instruction and inform planning. The Inclusion Management Team also identifies strategies that will be utilized to increase student performance.</p> <p>Although data is reviewed, consistent follow-up and follow-through of proposed action steps from collaborative planning meetings are not always executed. Teachers require additional professional development on analyzing data and effective collaborative planning</p> <p>(High Priority: TA Requirement #7).</p>	

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<p>7 School Culture and Climate</p> <ul style="list-style-type: none"> • School vision, mission and shared values • School safety • Student health services • Attendance supports • Climate survey, if available 	<p><i>School Vision:</i> “To prepare students for the new millennium as scholars and citizens in order to mold them into the leaders of tomorrow.”</p> <p><i>School Mission:</i> “All stakeholders will share in the responsibility of educating our diverse population of students. We will strive to provide a safe, nurturing, and healthy environment that fosters self-directed, global thinkers and life-long</p> <p>Since April of 2010, 93 out of school and 204 in school suspensions have been reported. To reduce the number of student referrals and suspensions, the school has adopted the Positive Behavior Intervention and Supports Program (PBIS) in order to model, encourage, increase, reinforce, and reward positive behavior. The school follows the Student Code of Conduct as the primary document to determine acceptable behaviors and disciplinary measures.</p> <p>County policies regarding health services for students are followed by the school nurse. The school is involved in the Healthier School’s Program which provides professional development to the school nurse regarding the alliance for a healthier generation. The sessions give information about how to increase healthiness for the student population (exercise, healthy eating habits, etc.) Health services are announced daily on the morning announcements for students. Announcements include H1N1 updates and warnings, allergy season care instructions, etc. The Mobile dentist lab visits the school for students who have signed up for dental check ups, exams and dental care instructions. Students are checked for their height and weight in correlation to their BMI. Blood Born Pathogen workshops are conducted twice throughout the school year to inform staff how to interact with students who may be injured Blood Pressure and cholesterol screenings are conducted for the staff and community through a program with Southern Maryland Hospital</p> <p>Attendance supports include a school-wide attendance plan and an attendance team which compiles monthly reports. The Pupil Personnel Worker (PPW) contacts parents of students who are absent or tardy for more than three days. If needed a home visit is conducted by the PPW.</p> <p>See below</p>	

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	<table border="1"> <thead> <tr> <th colspan="7">Results SY 2007 and 2009</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Students</th> <th colspan="2">Parents</th> <th colspan="2">Teachers</th> </tr> <tr> <th>2007</th> <th>2009</th> <th>2007</th> <th>2009</th> <th>2007</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Characteristics of Effectives Schools (Combined)</td> <td>73.7</td> <td>69.0</td> <td>80.9</td> <td>64.8</td> <td>71.4</td> <td>64.3</td> </tr> <tr> <td>Effective Instructional Leadership</td> <td>NA</td> <td>NA</td> <td>79.4</td> <td>66.7</td> <td>78.6</td> <td>57.1</td> </tr> <tr> <td>Clear and Focused Mission</td> <td>NA</td> <td>NA</td> <td>80.9</td> <td>79.6</td> <td>85.7</td> <td>71.4</td> </tr> <tr> <td>Safe and Orderly Environment</td> <td>56.3</td> <td>45.0</td> <td>88.2</td> <td>79.6</td> <td>84.6</td> <td>46.4</td> </tr> <tr> <td>Positive School Climate</td> <td>39.0</td> <td>36.0</td> <td>77.9</td> <td>64.8</td> <td>76.9</td> <td>53.6</td> </tr> <tr> <td>High Expectations</td> <td>78.0</td> <td>67.3</td> <td>92.6</td> <td>79.6</td> <td>76.9</td> <td>85.7</td> </tr> <tr> <td>Frequent Assessment and Monitoring of Student Achievement</td> <td>55.3</td> <td>57.3</td> <td>61.8</td> <td>63.0</td> <td>92.3</td> <td>85.7</td> </tr> <tr> <td>Emphasis on Basic Skills</td> <td>85.5</td> <td>84.4</td> <td>72.7</td> <td>64.8</td> <td>92.3</td> <td>75.0</td> </tr> <tr> <td>Maximum Opportunities for Learning</td> <td>75.0</td> <td>64.5</td> <td>50.0</td> <td>51.9</td> <td>92.3</td> <td>50.0</td> </tr> <tr> <td>Parent/ Community Involvement</td> <td>47.5</td> <td>48.7</td> <td>62.0</td> <td>61.1</td> <td>30.8</td> <td>57.1</td> </tr> </tbody> </table> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 65.11% of the 43 participants felt that the school has appropriate supports in place to ensure high daily student attendance. At this time, it can not be determined the exact number of parents who responded to the parent survey, only the percentage (see above chart).</p>						Results SY 2007 and 2009								Students		Parents		Teachers		2007	2009	2007	2009	2007	2009	Characteristics of Effectives Schools (Combined)	73.7	69.0	80.9	64.8	71.4	64.3	Effective Instructional Leadership	NA	NA	79.4	66.7	78.6	57.1	Clear and Focused Mission	NA	NA	80.9	79.6	85.7	71.4	Safe and Orderly Environment	56.3	45.0	88.2	79.6	84.6	46.4	Positive School Climate	39.0	36.0	77.9	64.8	76.9	53.6	High Expectations	78.0	67.3	92.6	79.6	76.9	85.7	Frequent Assessment and Monitoring of Student Achievement	55.3	57.3	61.8	63.0	92.3	85.7	Emphasis on Basic Skills	85.5	84.4	72.7	64.8	92.3	75.0	Maximum Opportunities for Learning	75.0	64.5	50.0	51.9	92.3	50.0	Parent/ Community Involvement	47.5	48.7	62.0	61.1	30.8	57.1
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	<p>Conclusion: Grade level administrators and security are highly visible throughout the school day. However, school rules and consequences are not consistently enforced by teachers. Classroom management issues impede the effective implementation of instruction. Students are not held accountable for negative behavior or rewarded for positive behavior or perfect attendance. Teachers lack classroom management skills which impedes instruction. The PBIS program is not implemented with fidelity. According to the climate survey, the low retention rate among teachers may be attributed to the perception that the school is not safe. Forty-six percent of teachers thought the school was not safe and orderly. The survey also indicates that there is no positive school climate or maximum opportunities for learning. The school shares the PPW with another school.</p> <p>Our suspension data reflects a dramatic decrease in comparison to the last two school years. This is due to a variety of supports that have deescalated inappropriate adolescent behavior. However, due to the boundary change and the closing of Shugart Middle school, our student population has significantly changed. Currently, we have over five hundred fifty seven (557) students that are new to Stoddert. Many of our students that represent the “Red Flag” population come from these boundaries. Several attempts to increase parent involvement particularly with this population to date, have not been very successful; many of these parents appear not willing or not able to participate in school events or meetings and often, when contacted, request for help dealing with their own children. These parents have been provided support both inside and outside of Stoddert. Many of these challenges require extensive therapy to help children overcome unfortunate experiences that are often outside of their control. The Parent Liaison, School Psychologist, Counselors and Administration have been successful with assisting parents and children to optimize student achievement and ensure that the school climate is safe and conducive to learning. On-going support continues with outside agencies to help our parents provide the support that their children need. Overall, our school climate is positive and our focus of student achievement continues.</p> <p>During the 2009-2010 school year PBIS has been implemented by a committee of ten individuals. The committee meets on a bi-weekly basis and discusses ways to improve student behavior as well as providing monthly incentives for our students. Strategies from</p>

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p>the PRIM Manuel have been issued to our staff to infuse into their daily routines to prevent negative behaviors. S.O.A.R. Bucks have also been used this school year to stimulate positive behavior. In addition, we have also identified “Red Flag” students and developed additional strategies to change student behaviors. Again, our primary focus this school year has been to lower the suspension rate, as well as prevent the amount of PS 74’s (discipline referrals) issued over the school year (High Priority: TA Requirement #8.4, #9.2, 9.5).</p> <p>Student health services are coordinated with other student services in the following ways:</p> <ul style="list-style-type: none"> • Students can utilize a dental mobile one a year. • The Student Assistance Program (SAP) provides substance abuse counseling. • Students who are in need of dental care are referred to The Oxon Hill Wellness Center. • Students in need of Immunizations are referred to the Prince George’s Health Department. • Students can be referred to The Healthy Schools Program to fight obesity. <p>Below are the specific strategies to improve schools climate (High Priority: TA Requirement #8.4, #9.1, 9.7, 9.9):</p> <ul style="list-style-type: none"> • Provide incentives and awards for attendance and positive behavior. • Conduct monthly parent meetings and establish a parent advisory board for parents to voice any concerns and receive information about the school. Parents will also be invited to various trainings in reading and math instruction that will better enable them to assist their child with homework and school projects. • Maintain community activism within the school such as the mentor program from the Community of Hope Baptist Church. • Provide direct support to students with behavior and social problems through the school counselor. • Present assemblies that will expose students to different cultural and social concepts. 	
<p>8 Students, Family, and Community Support</p> <ul style="list-style-type: none"> • Social-emotional and community-oriented services and supports for students and 	<p>The school has formed some partnerships with the following establishments:</p> <ul style="list-style-type: none"> ○ McDonald’s provides support to the Principals’ Book of the Month, which is a component of the America’s Choice program. Each month the principal identifies a book that students are to read and provide written feedback. The school kicks off 	

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<p>families</p> <ul style="list-style-type: none"> • Engagement of parents in the education of students 	<p>this initiative by patronizing the area McDonald’s restaurant and in turn receives 5% of the nightly proceeds.</p> <ul style="list-style-type: none"> ○ Community of Hope Baptist Church provides a mentoring program to 50-60 7th graders. They mentor students on Tuesdays in reference to leadership skills and career choices. ○ Outback Restaurant provides refreshments for some school programs. ○ TGI Friday’s assists the school with recognizing the school’s selected Teacher of the Month and helps to promote the 25 Book Campaign. ○ EXXON donates money toward the Principal’s Book of the Month program. ○ Ledo Pizza and Quizno’s provide the school discounts when food purchases are made by staff for students. <p>Parental activities include PTA meetings, Back to School night, MSA night, and HSA night. Parents also have the opportunity to schedule a parent-teacher conference throughout the school year. Parents are invited to attend monthly School Planning and Management Team meetings once a month. According the Alternative Governance plan, the parent liaison will facilitate the following activities:</p> <ul style="list-style-type: none"> ○ Create a learning center for parents to use the computer lab for a variety of purposes. ○ Send home quarterly newsletters informing parents of what is occurring school-wide. ○ Hold parent forums to meet with the principal about issues and concerns. ○ Provide guest speakers on educational topics selected by the parents. <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 72.09% of the 43 participants felt that social-emotional and community-oriented services and supports for students and families are available in the school. 62.79% feel that parents are provided a variety of ongoing opportunities to actively participate in the education of their children. In addition, 53.48% felt that parent engagement policies and opportunities are clearly communicated to all families in a timely fashion.</p> <p>Conclusion: There is a lack of parental involvement in school activities and the PTA. The PTA meets monthly with an average of 10 parents attending. Parents have the opportunity to use the computer lab to view their child’s grades and homework assignments on Parent</p>	

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	<p>Portal, update resumes, seek employment opportunities, or take on-line courses (High Priority: TA Requirement #8.4, #9.9).</p> <p>The Community of Hope Baptist Church’s mentoring program has been at Benjamin Stoddert since January 2010. This program has been very beneficial to the students. Thus far, 27 seventh grade students participate every Tuesday after school. The mentors provide the students with activities to increase their self esteem and leadership qualities. Students also have the opportunity to listen to a variety of guest speakers ranging from politicians to entertainers.</p> <p>In order to provide support to students and parents with serious family issues, a full-time social worker is needed. The social worker would need to work a flexible schedule to allow for coordination and coverage of after-school and evening activities. In addition, he/she would collaborate with the site-based professional school counselors and with community organizations to coordinate the “hub” of community services that will available to the school families. (High Priority: TA Requirement #9.3)</p>	
<p>9 Professional Development</p> <ul style="list-style-type: none"> • Use of Maryland Professional development standards • Accountability aligned to improved teaching and learning 	<p>The professional development calendar in the school improvement plan is aligned with the Maryland Professional Development Standards. The school identifies the master plan goals, activities with targeted subgroups, date of implementation, evidence of successful implementation, person responsible, targeted audience, and follow-up activity.</p> <p>Learning walks, focus walks, and informal observations are conducted to ensure that strategies from the professional development plan are implemented in the classroom. Strategies are also discussed in collaborative planning and leadership team meetings. Peer coaching relationships have been established between new and veteran teachers. The Special Education Department for Prince George’s County Schools provides training to the Inclusion Management Team on the analysis of data for the effective implementation of instruction.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, the 72.09% of the 43 of participants agree that the professional development opportunities were aligned to MSDE standards – 81.39% in the area of current research-based instructional practices and 79.06% in the area of meeting diverse learning</p>	

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	<p>needs. Additionally, 79.06% report that the professional development provided has been aligned to learning walks, formal and informal observations, peer review outcomes, and collaborative planning.</p> <p>Conclusion: The county has provided the school with a format for incorporating the professional development standards within the school improvement plan. However, the topics selected for professional development do not appear to be reflective of the data and or teacher needs. The artifacts that support follow-up to professional development are not available.</p> <p>MSDE’s Professional Development Standards are utilized in the following ways:</p> <ul style="list-style-type: none"> • Provides content knowledge and quality research-based teaching strategies for teachers; • Enables teachers to collaborate on lessons learned through collaborative planning and learning walks; • Consist of targeted professional development trainings geared to meet the needs of a diverse staff; • Enables teachers to utilize data to drive instruction. <p>The administrators, academic deans, and instructional lead teachers will receive information on MSDE’s Professional Development Standards from the Director of the Turnaround Schools. Benjamin Stoddert will complete an evidence of need and activities to improve subgroup performance for the 2010-2011 school improvement plan. Each activity will identify needed targeted professional development to increase student achievement and teacher capacity. The school will also identify how each professional development activity is aligned to the MSDE Professional Development Standards (High Priority: TA Requirement #3, #4).</p>	
<p>10 <u>Organizational structure and resources</u></p> <ul style="list-style-type: none"> • Collaborative planning time • Class scheduling (block, departmentalizing, etc.) 	<p>Collaborative planning sessions (Wednesdays) and Grade level team meetings (Tuesday) occur once a week.</p> <p>The school’s schedule is built around a 72-minute block with math, language arts, social studies, and science taught everyday. The schedule allows time for teachers to plan collaboratively with their specific content area and discuss team issues.</p>	

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<ul style="list-style-type: none"> • Class configuration • Managing resources and budgets • Accessing other grants to support learning • Increasing learning time for students and teachers 	<p>Classes are heterogeneously grouped by grade level to include co-taught, general education, and intensive resource for grades 6-8. One class on each grade level is an inclusion class with general education, special educator, and a paraprofessional who assists struggling students. The Inclusion Management Team is composed of the special education department chair, the reading and math coaches, the special education instructional specialist, and the principal. The team is responsible for monitoring identified students in their classrooms. Monthly meetings are in place to determine a plan of action instructionally and emotionally for the students.</p> <p>The school improvement plan provides a budget section that is completed by members of the school improvement team. The budget identifies how the allocations from the School Operating Resources (SOR) allotment, AG allotment, and other state school improvement funds are aligned to the Bridge to Excellence Master Plan Goals and activities in the school improvement plan.</p> <p>The school received funds from the School Improvement Grant for the Extended Learning Opportunity (ELO). There are no other grants at this time.</p> <p>The school offers an ELO program that met on Tuesdays and Thursdays. Students were selected based on test results from the SRI, FAST, and teacher recommendations.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 65.11% of the 43 participants feel the amount of scheduled collaborative planning time is adequate to review data, plan instruction, and collaborate with peers on best practices. 55.81% feel that the classrooms do not reflect heterogeneous grouping. 68.11% feel the SPMT plays an integral role in the management and oversight of the day-to-day operations. 23.25% believe the implementation of the F.I.R.S.T. initiative has supported teaching and increased student achievement. Finally, 60.46% believe increasing learning time for students (ELO) has had a positive effect on student achievement.</p> <p>Conclusion: The school did not have appropriate funding to begin the program earlier in</p>	

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	<p>the school year. Due to the limited time frame, student selections were compromised. There are a number of classroom with more than 30 students which makes differentiated instruction and classroom management a challenge for first and second year teachers. Although time was allotted for daily individual or collaborative planning, there was no schedule for professional development on best practices or follow-up of proposed action steps during these times.</p> <p>Under the plan for the Turnaround Model, the class size will consist of a 25:1 student teacher ratio. Teachers will be provided with professional development on how to utilize the reading and math instructional block to reach all learning styles and academic levels (High Priority: TA Requirement #4).</p> <p>America’s Choice recommends a 90-minute instructional block; however, the current reading instructional block consists of 72 minutes. Within this period of time, students are also exposed to the instructional strategies within the America’s Choice design.</p>	
<p>11 Comprehensive and Effective Planning</p> <ul style="list-style-type: none"> • Practices for strategic school planning • School improvement plan development, implementation and monitoring 	<p>The school participates in the annual Bridge to Excellence School Improvement Institute in which professional development is delivered on the school improvement planning process, best practices, and budget alignment. The collaborative planning peer review of school improvement plans is also conducted during the institute. The school also receives support from the Alternative Governance (AG) board on the implementation and monitoring of the AG plan.</p> <p>Schools review formal and informal assessment data to identify activities and professional development needs for the school improvement plan. An on-site review including persons from school teams, the area office, curriculum and development, and special education provide feedback on the school improvement plan. The school participated in 3 PMAPP sessions in which the activities from the school improvement plan were monitored and an action plan for improvement established.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 67.44% of the 43 participants report that school utilized the PGCPS school improvement planning process in the development of the SIP. 55.81%</p>	

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	<p>report that each quarter the monitoring tool (PMAPP) is shared with all stakeholders. Finally, 46.51% report that all stakeholders including parents are involved in the development of implementation and monitoring of the School Improvement Plan.</p> <p>Conclusion: The school improvement planning process allows schools to enhance their plans by incorporating feedback from numerous departments and peer principals/schools. Although quarterly monitoring has taken place, the results have not met or exceeded the projected targets in reading or math (Priority: TA Requirement # 5.4).</p>	
<p>12 <u>Effective Leadership</u></p> <ul style="list-style-type: none"> • Instructional leadership to promote teaching and learning 	<p>The principal along with his administrative team completed their performance objectives at the beginning of the school year. School targets are identified along with two or three objectives in support of each Bridge to Excellence Master Plan Goals. Activities and strategies are included in the performance objectives to address the Master Plan Goals. A status/completion column is included for principals to include information regarding dates that strategies were implemented. Principals are responsible for monitoring their performance objectives throughout the year. During the mid-year evaluation and end of the year evaluation, principals share their Accountability Binders which show artifacts that support implementation of the activity/strategy.</p> <p>Strategies included in the principals' performance objectives are not implemented consistently. There is evidence that coaches are facilitating collaborative planning meetings; however, administrative attendance is not consistent.</p> <p>Administrators conduct classroom observations of tenured and non-tenured staff members each year in order to monitor school curriculum and delivery of instruction. The principal along with the administrative team has conducted 39 out of 39 (100%) teacher observations. As a result of administrators conducting formal observations, teachers are able to receive meaningful feedback on their delivery of instruction. Teachers are provided with recommendations and if necessary an action plan for improvement. Observation notes/action plans are reviewed in order to assess instructional curricular execution expectations.</p>	

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<ul style="list-style-type: none"> • Monitoring of curriculum implementation and instructional practices linked to student growth • Impact on the school culture for teaching and learning • Use of assessment data using technology 	<p>Classroom observations collected from Benjamin Stoddert did not provide meaningful feedback to teachers regarding their lessons in order for them to improve their practice. The administrative team created one teacher growth plan for a teacher struggling to deliver instruction. Informal walkthroughs are not conducted by the administrative team in order to assess implementation of the curriculum. An instructional walkthrough was conducted at Benjamin Stoddert in December 2009 by the Area office and a report was compiled. Feedback from the walkthrough was shared with the principal. Feedback included accolades, areas for improvement, possible staff development opportunities and PMAPP was addressed.</p> <p>The administrative team visits classrooms to monitor instruction. However, teachers are not provided with written feedback regarding curriculum implementation and strategies to address student growth. Coaches facilitate collaborative planning meetings for teachers weekly but there is little evidence of administrative attendance during those meetings. Quarterly monitoring tools are submitted to identify strengths, weaknesses, and plans for next steps but PMAPP presentations do not reflect full implementation of strategies and activities.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 79.06% of the 43 participants agree that the curriculum implementation and instructional practices are monitored and linked to student growth by the leadership team. 76.74% agree that the leadership team models the use of technology in analyzing student assessment data. In addition, 60.46% agree that the leadership team successfully identifies and coordinates the use of resources to meet school needs.</p> <p>Performance Matters and Edusoft is a data warehouse for school staff to utilize school test data. The data coach at Benjamin Stoddert assists the administrative team with accessing data in order to present their findings during quarterly PMAPP sessions held in the area office. PMAPP sessions allowed opportunities for principals to come together and participate in instructional conversations regarding instruction and discuss the school's top 5 activities/strategies used to increase student achievement. Also during that time, the principal utilizes FAST data to assess individual teacher classroom data. During Area 4</p>	

Name of School: Benjamin Stoddert Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> • Recruitment and retention of effective staff • Identification and coordination of resources to meet school needs • Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p>PMAPP meetings suggestions were provided to principals in order to address weak indicators on FAST 1 and FAST 2.</p> <p>The principal facilitates the New Teacher’s Academy. The New Teachers Academy provides on-going professional development in the areas of classroom management and organization, curriculum pacing and implementation, analyzing data, the curriculum framework and the state curriculum. The Alternative Governance plan enabled the school to obtain 100% of highly qualified teachers. Staff members are highlighted as “Staff Member of the Month” and their pictures are displayed in the school as well as on the school website.</p> <p>The Area office provides an achievement coach, instructional specialist, and school improvement specialist to assist the school with curriculum implementation, professional development, and compliance mandates from Maryland State Department of Education and the No Child Left Behind Act.</p> <p>A quarterly newsletter informs parents and community partners of upcoming school events. The school hosts an annual Career Day in May to expose students to various vocations. Parents are also encouraged to participate in MSA/HSA Night, Back to School Night, 25 Book Campaign Pep Rally Kick Off, and an ELO presentation. Included as strategies in the administrator’s performance objective in order to address strengthening family and school relationships to support improved student achievement is to work with the PTA to sponsor events such as Math Night, Reading Night and MSA Nights for parents. Another strategy listed is to establish a partnership with parents for the purpose of engaging in meaningful decision making and improving and expanding student services. Quarterly school newsletters and monthly GEAR UP newsletters are sent out to parents and are posted on the school website.</p> <p>Conclusion: The school administrative team provides immediate feedback to teachers after observations are conducted. Teachers in need of improvement are paired with a mentor teacher or instructional coach. The school has challenges with parents attending school functions due to their work schedule and home obligations such child care and medical issues.</p>	

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	<p>The school will engage parents and community partners in significantly reforming the school in the following ways (High Priority: TA Requirement #9.9):</p> <ul style="list-style-type: none"> • Distribute quarterly newsletters to parents; • Allow parents to participate and provide input to the School Based Management Team and School Improvement Planning Team meetings; • Present information and trainings during PTA meetings; • Consistently inform parents of school data during Back to School Nights, MSA Nights, Parent-Teacher Conferences, Community Night, and other school based forums. • Create a parent advisory board to receive input and feedback on school wide initiatives. 	

2.C Intervention Model Selection and Descriptive Information

The LEA must select an Intervention Model for each Tier I and Tier II it decides to serve. Using the format below, the LEA must describe actions it has taken, or will take to design and implement each Intervention Model consistent with the final requirements.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. Duplicate the following templates and complete them for each Tier I and Tier II school as appropriate. Model must be implemented at the start of the 2010-2011 academic year.

2.C.1 Turnaround Model

School Name and Number: Benjamin Stoddert Middle School

Tier: II

Intervention Model: TURNAROUND MODEL

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

	MSA Reading % Proficient			Interim Assessment % Proficient
	SY 2011	SY 2012	SY 2013	SY 2011
All	66.8	76.8	86.8	66.8
African American	66.9	76.9	86.9	66.9
White	---	---	---	---
Hispanic	49.4	59.4	69.4	49.4
SPED	35.5	45.3	55.3	35.5
FARMS	63.8	73.8	83.8	63.8

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)

All students will score at least 70% proficiency on quarterly Reading/Language Arts formative assessment tests.

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

	MSA Mathematics % Proficient			Interim Assessment % Proficient
	SY 2011	SY 2012	SY 2013	SY 2011
All	35.2	45.2	55.2	40.2
African American	35.1	45.1	55.1	40.1
White	---	---	---	---
Hispanic	38.3	48.3	58.3	43.3
SPED	23.8	33.8	43.8	28.8
FARMS	38.4	48.4	58.4	41.4

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

All students will score at least 70% proficiency on quarterly Mathematics formative assessment tests.

School Climate Goals:

The expectation for attendance is that the school will meet or exceed the AMO for each year.

Each year, there will be at least a 10% decrease in the number of suspensions and expulsions, from the previous year. All the projected goals will be assessed and adjusted annually as appropriate.

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.

The district team comprised of members from the Title I office, school improvement department, area office, special education, curriculum and instruction along with the principal and school stakeholders met to complete a thorough needs assessment for the school. The committee met to design and implement activities for Benjamin Stoddert Middle School based on student test data for the past three years. A timeline was created and a person was designated to provide leadership for each requirement of the grant. After completion of a thorough needs assessment, a three-year budget was developed which was directly aligned to the needs of the school.

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

The school will note a dramatic departure from previous alternative governance strategies. The district will employ a Director specifically tasked with the turnaround model. The school will assign assistant principals directly to monitor instruction and reduce their management loads so that they can focus exclusively on instruction. The school will eliminate coaches and use teacher leaders who teach a part schedule. This will allow for the modeling and the embedding of instructional practices. While previous models focused on interventions, this model focuses on a longer

school day that features programs of rigor (algebra preparation and foreign language), comprehension (Comprehension Toolkit) and enhanced opportunities for the creative arts. The school climate will be enhanced by the addition of a social worker and the institution of AVID and PBIS.

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

The LEA will continue to provide resources in alignment with the PGCPS staffing allocation formula. Title I funds will be used to supplement PGCPS funds in the creation of the Turnaround Department and the addition of additional school staff, i.e. Instructional Lead Teachers, and Academic Deans.

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	<p>1. Turnaround schools will have a competitive hiring process to recruit and select an elite principal, preferably with experience in school turnaround but committed to bold and innovative reform (High Priority: Effective Leadership).</p> <ul style="list-style-type: none"> The school system will advertise for the turnaround principal positions separately, ensuring the selection process is independent from other systemic principal hiring. The recruitment process will include both internal and external searches, utilizing mass communications that include both local and national media, such as newspapers and online sources, as well as national associations such as National Association for Secondary School Administrators. Candidates will be assessed along the following criteria, including but not limited to: experience with effective management of student behavior, positive relationships with parents and community, instructional knowledge/content expertise, evidence of the use of data to inform instruction, disciplinary literacy, organizational structure, culture building and effective collaboration with peers, teacher evaluation, community relations, student interventions, team-building, communications, and commitment to excellence. Turnaround principal candidates will interview before a panel of Executive Cabinet members and a community representative, including Area Assistant Superintendents, Chiefs and PTA representatives. 	<p><u>March 2010:</u> Principals currently serving as principal notified that they will be replaced.</p> <p><u>May - June 2010:</u> Recruitment and</p>	<p>Area Assistant Superintendents</p> <p>Bob Gaskins, Human Resources, Executive Cabinet members, School Leadership Office</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> The selection committee will recommend the top candidates to the Superintendent and Deputy Superintendent for final interview and selection. The Superintendent will choose the four nominees to present to the Board of Education for final approval. <p>2. Once aboard, the 4 turnaround principals will engage in a 3-day induction process:</p> <ul style="list-style-type: none"> The newly hired principals will participate in site visits to state and nationally recognized high performing urban middle schools, such as KIPP South Bronx (NY), Roxbury Prep Middle School (Boston), and/or North Star Academy (NJ). These schools have proven success rates in increasing the performance of at-risk/Title I student populations, particularly at the middle school level. The visits will provide opportunities for the principals to observe first-hand academically rich environments where techniques and strategies are designed to meet the needs of diverse student populations. The visits will be facilitated by leadership teams comprised of executive level staff from curriculum and instruction and the leadership offices. These professional development opportunities will be highly structured and facilitated by the Turnaround Director. In addition, school staffs will have the opportunity to visit the other turnaround schools in the district to share and view practices. Collaborative planning sessions with new Director for 1003 G Turnaround and MSDE School Leadership Office in order to finalize the 	<p>selection of new principals.</p> <p><u>June 2010:</u> Turnaround principal induction.</p> <p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff; develops budget, master schedule, summer professional</p>	<p>Bob Gaskins, Human Resources; Executive Cabinet members; School Leadership Office</p> <p>Acting Turnaround Director; Turnaround Principals</p> <p>Acting Turnaround Director; Turnaround Principals</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>LEA proposal.</p> <ul style="list-style-type: none"> Book and article talks around important works on middle school reform, such as <i>The Critical Middle: A Reason for Hope</i>, written by the Maryland Middle School Steering Committee. <p>2. The principal, with support from the Area Assistant Superintendent Office, will be granted the autonomy to select up to 50 percent of staff and adjust school schedule in consultations with negotiated agreements, adjust the normal school schedule, and utilize resources in ways that are new and innovative in Prince George’s County Public Schools.</p> <ul style="list-style-type: none"> The school system will identify a Human Resources Specialist and Budget Specialist who will report jointly to the Director for the 1003G Turnaround Department and the Chiefs of Human Resources and Finance. Principal will assemble a site-based leadership team that will have the autonomy to make school-level instructional decisions based on individual needs of the staff, students, parents, and community. For example, school teams will have the authority to adopt a “theme” such as <i>Middle Years Programme or Creative and Performing Arts</i>. 	development program.	
<p>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students</p> <p>(A) Screen all existing staff and rehire no more than 50 percent; and</p> <p>(B) Select new staff</p>	<p>1. The newly hired turnaround principal will be the final decision-maker in school-level staffing.</p> <ul style="list-style-type: none"> The principal will lead a hiring committee that includes a representative from the Area office, Human Resources, and Curriculum & Instruction. All staff (existing and new) will be screened 	<p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff;</p>	<p>Duane Arbogast, Chief Academic Officer Acting Turnaround Director,</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>according to local measures of teacher effectiveness, including: Prior Evaluations, Formative Assessment Data (MSA/HSA data; quarterly assessments), Attendance, and Certification.</p> <ul style="list-style-type: none"> The committee will explicitly include measures of student achievement when interviewing teachers; teachers will be required to demonstrate past performance in increasing student achievement, and will need to bring artifacts (i.e. FAST data, MSA/HSA data, analysis of student work) to support these accomplishments. Teachers will also be expected to discuss experience working with middle school students as well as innovative strategies for building positive relationships with students, parents, and community. Teachers with limited or no middle school experience will be considered if teaching philosophy supports the turnaround model and past student performance demonstrates instructional competency. Teachers will be required to agree to be an active participant in the innovative practices adopted as part of the turnaround effort (i.e. job-embedded professional development, collaborative planning), as well as make a 3-year commitment to teaching at the turnaround school (Priority: Staff Profile, Student Achievement, And Rigorous Curriculum). 	<p>develops budget, master schedule, summer professional development program.</p> <p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff; develops budget, master schedule, summer professional development program.</p>	<p>Turnaround Principals, Budget Office, Human Resources, Title I</p> <p>Duane Arbogast, Chief Academic Officer Acting Turnaround Director, Turnaround Principals, Budget Office, Human Resources, Title I</p>
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and	1. As a recruitment and retention strategy, PGCPs turnaround schools will use a performance incentive-based model for teacher compensation (Priority: Staff Profile, Rigorous Curriculum);	<u>August 2010 – June 2013</u>	Janice Briscoe, Director of FIRST

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retain staff with the skills necessary to meet the needs of the students in the turnaround school	<ul style="list-style-type: none"> Each turnaround school will be required to participate in the PGCPS FIRST initiative (Financial Incentive Rewards for Supervisors & Teachers) that provides for financial incentive rewards for improved performance. (All teachers must agree to participate in FIRST.) The PGCPS FIRST initiative provides financial rewards to teachers and administrators for earning high evaluations and showing evidence of improving student achievement. Monetary rewards will be aligned and calculated within the existing FIRST framework: student achievement; hard-to-staff subjects; rigorous evaluation; and professional growth. Teachers will also be given the opportunities to participate in Leadership Projects which would position as Single-gender Coordinator, School Improvement Coordinator and member of Outreach Team. In addition to opportunities for FIRST financial rewards, turnaround schools will utilize a 1003g stipend system that rewards non-FIRST eligible teachers and support staff for school-wide performance. Stipends will be aligned to the FIRST targets established for First eligible teachers. If the turnaround school reaches its established FIRST school target, every instructional staff member will receive an additional stipend (from 1003g) based on a percentage of individual growth and improvement. The administrative and support staff will also 		<p>program</p> <p>Janice Briscoe, Director of FIRST program</p> <p>Bob Gaskin, Human Resources</p> <p>Director of Turnaround Schools</p>

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	<p>receive a performance stipend based on the overall school-wide improvement in student achievement.</p> <p>2. The principal, assistant principals and “targeted” teaching positions (specifically math and foreign language teachers with proven success in student achievement) will receive a one-time 1003g emolument upon hiring. PGCPs is currently in negotiations with ASASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010).</p> <p>NOTE: “Targeted” positions will focus on math teachers for 2010-2011. In 2011-2012, as the World Languages model is phased in, foreign language teachers will be added to the hard-to-staff category for emoluments.</p> <p>3. Turnaround schools will create a new instructional leadership career track for teacher-leaders who are interested in serving in this capacity. These leaders will serve as content experts who ensure teacher effectiveness by aligning formative evaluation, teacher support and job embedded staff development. PGCPs will implement 3 new career ladder roles within the Turnaround Schools:</p> <ul style="list-style-type: none"> • <i>Academic Deans</i>: Two assistant principal positions will be reclassified to serve in the role of Academic Deans: one will focus on literacy and social studies; one will focus on math and science. Academic Deans will focus exclusively on monitoring and supporting teacher instruction 	<p><u>August 2010</u></p> <p><u>August 2010 – June 2013</u></p>	

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	<p>through formative evaluation using the Danielson’s Framework for Teaching protocol. Additionally, they will provide oversight to the ILTs and be responsible for leading weekly collaborative planning meetings with a focus on summative, formative and common assessments.</p> <ul style="list-style-type: none"> • School Operation Manager: A third assistant principal position will be created (funded through 1003g) to focus solely on school operations and management. • Instructional Lead Teacher (ILT): Teachers who are highly skilled and highly effective will serve as ILTs. ILTs will be teacher change agents responsible for mentoring and coaching new and inexperienced teachers, as well designing and delivering customized PD based on formative evaluations and specific staff needs. ILTs will have a reduced course load in order to handle the additional teacher-leadership responsibilities. Each turnaround school will have 4 Instructional Lead Teachers – one for each core content area. (To offset the impact of a decreased teaching load, two ILT positions will be created using PGCPs school-based staffing allocations and two additional ILT positions will be funded by the 1003g grant.) (High Priority: Staff Profile, Student Achievement, Rigorous Curriculum) <p>4. The new instructional leadership career track for teacher leaders (Academic Deans/Instructional Lead Teachers) is designed not only to catalyze the change process within each turnaround school and establish a program of job-embedded professional development, but also to establish a succession plan</p>	<p><u>August 2010 – June 2013</u></p>	

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	<p>for long-term leadership capacity building and sustainability.</p> <ul style="list-style-type: none"> Academic Deans will not only serve as assistant principals but will be preparing for the role of principals in future turnaround schools that PGCPs creates as part of the school system’s succession planning process for future school turnaround efforts. Similarly, ILTs will be encouraged to pursue their administrative licensure in order to assume higher levels of leadership, such as Academic Deans/Assistant Principals, in the future, and will also participate in ILT leadership training coordinated by the Turnaround Department throughout the school year. 		
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>1. The turnaround schools will seek to redesign professional development to support teacher capacity building (High Priority: Student Profile, Staff Profile, Student Achievement, Rigorous Curriculum, Instructional Program, Professional Development, Organizational Structure and Resources). The primary tool for achieving authentic job-embedded professional development at the school level will be through the development of the Instructional Lead Teacher (ILT) and Academic Dean roles:</p> <p><i>a) Instructional Lead Teacher (High Priority: Staff Profile, Student Achievement, Instructional Program, Professional Development)</i></p> <ul style="list-style-type: none"> ILTs will be the primary vehicle for teacher coaching and professional development. 	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround Principal and Assistant Principal; Academic Dean</p> <p>Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround</p>

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	<ul style="list-style-type: none"> • ILTs will teach a reduced course load so that they can serve as mentors and instructional coaches to both novice and experienced teachers. • During their non-teaching time, ILTs will work with teachers in the lesson planning and delivery cycle and assist in the delivery of a variety of PD workshops based on teacher need and capacity. • During their instructional time, ILTs will “host” mentees in their classroom in order to model best teaching practices and co-teach with novice teachers in order to enhance their skills. <p>b) <i>Academic Deans</i></p> <ul style="list-style-type: none"> • In addition to ILTs, the newly created role of Academic Dean will be a key driver for building teacher capacity in each turnaround school. • Academic Deans will serve as content experts who ensure teacher effectiveness by aligning formative evaluation, teacher support, and job-embedded professional development. • Academic Deans will serve as assistant principals who will be responsible for formative teacher evaluations using the Danielson Framework for Teaching and then designing and implementing differentiated PD based on the formative evaluations. • The Academic Deans, in collaboration with the Maryland State Breakthrough Center, will establish the protocols for collaborative planning around student outcomes. They will 	<p><u>August 2010 – June 2013</u></p>	<p>Principal and Assistant Principal; Academic Dean</p> <p>Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround Principal and Assistant Principal</p>

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	<p>plan and lead internal professional development, monitor teacher practice and analyze data trends (High Priority: Student Achievement, Professional Development).</p> <p>NOTE: A third assistant principal (School Operation Manager) position will be created to focus solely on school operations and management.</p>		
<p>5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<ol style="list-style-type: none"> Turnaround schools will be managed within a new Turnaround Department (located within one of the turnaround schools) designed solely and exclusively to support the work of these 4 schools. The office will contain 2 primary positions: <ul style="list-style-type: none"> 1 Turnaround Director, who will report directly to the Chief Academic Officer. 1 Administrative Analyst (secretarial and budgetary support) The turnaround director will provide direct support to the four turnaround principals and schools. The director will do the following, including but not limited to (High Priority: Organizational Structure and Resources): <ul style="list-style-type: none"> Conduct one full co-observation day per month for each principal. Co-observation days entail the director and principal jointly engaged in the clinical observation cycle through the implementation of the Framework for Teaching evaluation tool for multiple teachers in one day, including the post-observation conference. The director will coach the principal through this process and provide feedback to the principal around his or her instructional leadership and develop his or her skills in the area of lesson observation and feedback. Support from the 	<p><u>May 2010 – June 2010</u></p> <p><u>July 2010 – June 2013</u></p>	<p>Dr. A. Duane Arbogast, Chief Academic Officer; Debra Mahone, Executive Director of School & Leadership Development; Dr. Gladys Whitehead, Director of Curriculum & Instruction; Area Assistant Superintendents; Betty Joseph, Director of Title I</p> <p>Dr. A. Duane Arbogast, Chief</p>

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	<p>School Leadership Office will assist with the implementation of the Framework for Teaching tool.</p> <ul style="list-style-type: none"> • Conduct one performance planning conference per month with each principal around specific student achievement and school metrics to assess learning and growth. This will be an iterative meeting process that builds on each previous meeting and will be formative in nature. Specific student achievement and school metrics will be established during the initial planning conference in August 2010. • Provide regular and ongoing feedback to principals and teachers about their work through a process of formative evaluation. • Mentoring and coaching both the principal and teachers. • Be a full and active member of each school's leadership team. The director will attend each school's scheduled leadership team meeting and be an active part of the school decision-making process. • Ensure that all teachers are evaluated properly and provided meaningful feedback on their work. <p>3. The turnaround director will facilitate the leadership development of the turnaround administrators and teacher leaders:</p> <ul style="list-style-type: none"> • The turnaround department will collaborate with the Director of School and Teacher Leadership to design a new program of principal and assistant principal professional development that moves away from the traditional pull-out, all-day model 	<p><u>July 2010 – June 2013</u></p>	<p>Academic Officer; Debra Mahone, Executive Director of School & Leadership Development; Dr. Gladys Whitehead, Director of Curriculum & Instruction; Area Assistant Superintendents; Betty Joseph, Director of Title I</p> <p>Doug Anthony, Director of School Leadership Sharon Hodges, Department of Teaching and Learning;</p>

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	<p>of systemic principal training and replaces it with a job-embedded, experiential approach to adult learning.</p> <ul style="list-style-type: none"> The turnaround department will design and implement a teacher-leader development program that will utilize a cohort-model approach to adult learning. Each teacher-leader cohort will meet monthly onsite at the turnaround schools to participate in an ongoing program of leadership development that will include: instructional coaching, performance planning, formative evaluation, meeting planning and execution, workshop facilitation. <p>4. Turnaround Steering Committee: PGCPSS will create a multi-disciplinary team to meet monthly with each school team to monitor progress and provide logistical and content expertise. Members will represent operational, curriculum and instruction, and student support divisions (Priority: Comprehensive and Effective Planning).</p>	<p><u>July 2010 – June 2013</u></p>	<p>Turnaround Director</p>
<p>6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards</p>	<p>1. <i>Introduction of Comprehension Toolkit</i>: PGCPSS has a well-developed middle school Curriculum Framework Progress Guide (CFPG) for reading. The CFPG has been aligned to State academic standards. (In 2009-2010, the middle grades CFPG was aligned to include the Toolkit strategies; additional work will be done this summer to refine.) However, comprehension strategy instruction, to ensure that students use the thinking processes that enable them to develop interpretive and critical stances towards reading objectives, is not yet widespread in grades 6-8. Teaching and use of comprehension strategies has been shown in the research to be effective across</p>	<p><u>August 2010 – June 2013</u></p>	<p>Anne Goudvis, Comprehension Toolkit Consultant Joanne Durham, Curriculum & Instruction; Turnaround Literacy Coach; Title I Literacy Coach</p>

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	<p>all ages and grade levels [(Pearson and Gallagher, (1983), Pearson et. al. (1992), Pressley (1976 and 2002)]. The Comprehension Toolkit provides teaching moves and language as tools for teachers to teach students to apply these strategies. Elementary schools in PGCPS that have integrated use of the Toolkit with the CFPG have shown increases in student achievement. Approximately one-half of the feeder elementary schools for the Turnaround Schools utilize Toolkit, so this will enhance the vertical alignment from one grade to the next, and particularly ensure that students who are bringing stronger strategy awareness do not lose ground in middle school. At least 15 school districts in states such as Texas, California, Washington, and Massachusetts have extended use of the Toolkit into middle school for these reasons (Heinemann’s Comprehension Toolkit - now a subsidiary of HMH). The teaching moves and language learned through Toolkit are then applied to texts of increasing complexity at each grade. Toolkit will augment the CFPG and will include the following (High Priority: Student Profile, Rigorous Curriculum, Instructional Program):</p> <ul style="list-style-type: none"> • Reading, English/language arts (RELA) lessons teaching non-fiction comprehension strategies. • Enhancements for classroom libraries to ensure students are regularly reading a variety of genre and at appropriate independent reading levels. • Classroom materials to support student engagement with comprehension lessons. • Curriculum adjustments to provide more 		

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	<p>opportunities for teaching and practicing non-fiction comprehension strategies.</p> <ul style="list-style-type: none"> • August 2-day Introductory Toolkit Institute for all RELA, ESOL, Special Education teachers and administrative staff. • Demonstration lessons and workshops at intervals throughout the school year by author/consultant Anne Goudvis with PGCPS teachers. • Consultant and C&I sessions with the Instructional Coordinator, ILTs and Academic Deans during each demonstration lesson cycle to build capacity among PGCPS staff to support teachers in each building. • Collaborative planning meetings to develop strategy lessons. <p>The ILTs, Academic Deans, and RELA department chairs will work with Anne Goudvis and the Coordinating Supervisor of Special Instructional Programs in Curriculum and Instruction this summer to revise curriculum to include additional nonfiction and organization of the strategies per Toolkit. This will serve as professional development so that these staff members will go into the schools in the fall with a strong foundation. The August institute will orient teachers to Toolkit, provide practice in applying comprehension strategies to their own reading, practice using the gradual release of responsibility model, plan rituals and routines to support active literacy classrooms, and prepare teachers to teach Unit 1 strategy lessons. Demonstration lessons and workshops by author Anne Goudvis are</p>	August 2010	

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	<p>scheduled at intervals across the school year, so that each strategy can be emphasized as teachers prepare to teach it, student work from previous lessons can be analyzed, and instructional questions can be addressed. Planning days are provided during each demonstration lesson/workshop cycle, and in monthly collaborative planning after-school sessions, so that the Instructional Coordinator, ILTs and Academic Deans can lead and support teachers in creating lessons as they learn how to develop expertise with each strategy, as well as how to integrate strategies for student independence.</p> <p>2. PGCPS has struggled with mathematics student achievement in the middle grades. To this end, the turnaround schools will establish the goal that all students will complete algebra by the end of 8th grade. The district goal is 75%. This will entail a redesign of mathematics instruction prior to 8th grade with particular emphasis on remediation and intervention programs for students who struggle to reach grade level and a focus on problem-solving, critical thinking and writing in mathematics as well as vocabulary for ELL students. In order to insure that students are prepared for Algebra 1 in 8th grade, we propose to put all 7th grade students that are not taking Algebra 1 and Geometry into a pre-algebra course, coupled with a companion intervention elective course to insure that we build the necessary skills to prepare the students to take Algebra 1. One such intervention program that supports this model, as well as, research based strategies that vertically align across middle grades</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Stephanie Foster, Supervisor for Secondary Mathematics; Michelle Dyson, Supervisor for Secondary Mathematics; Math Turnaround Specialist;</p>

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	<p>to algebra 1 and is aligned to the State academic standards is Key Elements to Mathematics Success (KEMS) and Key Elements to Algebra Success (KEAS). There is a need to build teacher capacity to support the realigned program to assist teachers in delivering the content, analyzing student work and developing rich tasks for student use. A strong professional development training model supported by ongoing site based coaching is essential to helping teachers enrich their practice. In addition, the Institute for Learning from the University of Pittsburgh is using knowledge of research-based instructional practices to assist with the redesign of the curriculum framework progress guides to insure that we deliver academic rigor to prepare our students for algebra. Research Data on the programs use in 2005-2006 in Guilford County, North Carolina showed that Algebra 1 results for three experimental schools that used the program had a pass rate of 71%, compared to a 39% pass rate of the control group and a 58% pass rate for the district. In Algebra 1, the experimental schools outperformed the district 17 of 20 topics covered in the Algebra1 exam. In 2006-2007, the program was implemented in Gaston County, North Carolina. The results showed that the experimental group had a passing rate of 88.46% compared the control group rate of 67.35% on the exam in Algebra1. Further details of this research with data to support the success of the National Training Networks KEAS and KEMS programs can be found at http://ntnmath.com/Research.html in the NTN Methodology Research document pages 32-35.</p>		Instructional Lead Teacher (ILT); Academic Dean

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	<p>The goal, by 2012-2013, is for 75% of 8th graders to matriculate to high school with an algebra I credit.</p> <p>3. In order to prepare middle school students to be college ready, AVID (Advancement Via Individual Determination) will be provided. Through an elective class, additional college/career/motivational activities and tutors from colleges in the community, AVID supports students to rise to higher levels of academic achievement and success. AVID teaches study skills, using writing as a learning tool, collaboration, and inquiry to insure that children, including those who may not yet have a college-going tradition in their families, are not left off the college track. AN AVID presence in the school will not only support students in the cohort but will reinforce building a culture of academic rigor and high expectations for all.</p> <p>The purpose of the AVID program is to assist those students who are not achieving at their true potential to become achievers and to prepare them to focus on a college. Some students may be first generation college students. The schools establish the criteria for those students who would benefit from the support of the AVID program and the elective class will be available to all students who meet the criteria for the program. The AVID elective curriculum is beneficial to any group of students, but works best with underachieving students who are at risk academically. The AVID program is designed to restructure the teaching methods of an entire school and to open access to</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; AVID Coordinator; Instructional Lead Teachers (ILT); Academic Deans</p>

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	<p>the curricula that will ensure four-year college eligibility for all students. As AVID becomes institutionalized as a school wide program, the methodologies and components will become increasingly available to all students. A strong, effective AVID team is a leadership group that fosters the development of a school wide learning community, collaborates to achieve the mission of the AVID program, and focuses on the achievement of all its students. The initial implementation of the program requires that an 8 member team (principal, counselor, core content area teachers, and the AVID elective teacher/coordinator) from the school be trained on the program. This site team meets regularly to assess students' needs and plan for ways to address those needs. They collaborate to develop and implement a site plan, and to document evidence to illustrate support for students' access to and success in rigorous curriculum. The school must identify an AVID teacher/coordinator to insure the program is implemented with fidelity. Each year the site team must conduct a self-assessment based on the 11 AVID Program Essentials and school's site plan for implementation. The site plan and the self-assessment are reviewed and monitored regularly with the district coordinator to determine the success of the program and qualifications to become a certified AVID site. An AVID coordinator will be identified within the current PGCPs staffing allotment for the school and will receive an emolument from 1003g funds.</p>		

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	<p>4. Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. While Spanish is an available offering in each school, the district will work to secure world language teachers and build interest among the students as a part of enhancing their college-bound culture. Offering world languages to middle school students will help them to meet the new criteria for the UMD system as well as other colleges. The foreign language strand will enable schools to differentiate the program based on identified needs and/or interests. Principals will select the languages from the ten offered in PGCPSS (including French, Italian, Chinese, and Latin) based on the interest of their communities and the languages supported by the high schools that the students feed into.</p> <p>The world languages model will be phased in over three years. In 2010-2011, an <i>Introduction to Foreign Language</i> course will be scheduled for 7th graders so that foreign language classes (for high school credit) can be added for 8th grade by 2011-2012. The outcome is for 75% of 8th graders to matriculate to high school with a foreign language credit (by 2012-2013).</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Foreign Language Supervisor; Instructional Lead Teacher (ILT); Academic Dean</p>
	<p>5. Talented and Gifted Students (TAG) - PGCPSS has an established multiple criteria TAG identification process. TAG identified students at the middle school level are scheduled in Honors courses. Through pre and post assessment data and interest and learning style inventories, students' academic,</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; PGCPSS TAG Supervisor; Instructional Lead</p>

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	social, and emotional needs are identified. Differentiated instruction occurs by providing access to advanced content, above grade level instructional materials, math acceleration, enrichment extensions, and extra-curricular enrichment opportunities.		Teacher (ILT); Academic Dean
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p>1. PGCPS has a well-defined interim assessment system that is used to inform and differentiate instruction. Interim assessments are given every 9 weeks and analyzed by teachers as part of the long-range planning process in schools and as part of the PGCPS's broader system of performance management. However, turnaround schools will build on this assessment system to engage in a more frequent formative assessment program that provides data for shorter intervals of instructional time (High Priority: Student Profile, Student Achievement, Rigorous Curriculum, Assessments).</p> <ul style="list-style-type: none"> For each core content area, data on student performance will be generated on a monthly basis. For example, students will take math benchmarks at the end of each month that teachers will use to inform planning to differentiate future instruction. In reading, for example, teachers will keep detailed running records of students and will assess them monthly as part of the Comprehension Toolkit curriculum re-design for 7th and 8th grades. The implementation of a "flex" schedule for teachers will allow for more meaningful collaboration in the analysis of monthly student achievement data, and this work will be spearheaded by the academic deans in each 	<u>August 2010 – June 2013</u>	Turnaround Director; Testing Office; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach

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	<p>turnaround school.</p> <ul style="list-style-type: none"> The formative data generated each month will drive the Director-Principal monthly performance planning meetings that are scheduled as part of the new governance structure for Turnaround Schools. <p>2. PGCPs has an established multiple criteria TAG identification process. TAG identified students at the middle school level are scheduled into Honors courses. Through pre and post assessment data and interest and learning style inventories, students' academic, social, and emotional needs are identified. Differentiated instruction occurs by providing access to advanced content, above grade level instructional materials, math acceleration, enrichment extensions, and extra-curricular enrichment opportunities.</p> <p>3. The IEP governs the instructional supports that are provided to assist the student in learning. Using testing data from annual and re-evaluations, progress monitoring and benchmark intervention data, and county and state assessment, student progress will be monitored. The curriculum contains lessons differentiated to address special needs. Teachers of ESOL and special needs students participate in collaborative planning with general education teachers and also participate in systemic development around teaching and co-teaching. It is an important aspect of these meetings that data be analyzed and specialized instruction monitored.</p> <p>Teachers of English Language learners will be made</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Turnaround Director; PGCPs TAG Coordinator; Testing Office; Principal; Assistant Principal; ILT; Academic Dean</p> <p>Turnaround Director; Special Education Instructional Specialist; ESOL Instructional Specialist; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach</p>

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	<p>aware of their students overall proficiency levels as determined by the LAS Links and will provide direct instruction in academic vocabulary and provide multiple opportunities to use the language in order to provide access to both the content and language of instruction. Teachers will receive quarterly data on the language proficiency of their students in all four domains of language: listening, speaking, reading and writing using quarterly assessments in these areas. Teachers will have the opportunity to design lessons that focus on both language and content, while targeting specific skills. Each middle school will provide ESOL classes or co-taught instruction to increase English language acquisition. The ESOL teacher will collaborate with the content area teachers to design appropriate supports for instruction, such as the use of visuals, graphics, and realia to introduce new vocabulary concepts, and to increase reading comprehension; opportunities to extensively build and activate background knowledge; explicit instruction in the academic vocabulary of the content area; integration of appropriate technology; and, the use of bilingual dictionaries. Each curriculum framework progress guide emphasizes vocabulary instruction and provides lessons that are differentiated to support English Language Learners. Many of the same supports exist for Special Needs students. The IEP governs the instructional supports that are provided to assist the student in learning. The curriculum contains lessons differentiated to address special needs. It is critical that teachers of ESOL and special needs students be allotted time in the master schedule to</p>		

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	participate in collaborative planning with general education teachers and also participate in systemic development around teaching and co-teaching. The implementation of an extended student day would afford more scheduling flexibility and provide time for effective collaboration for all teachers.		
8. Establish schedules and implement strategies that provide increased learning time	<p>1. Each turnaround school will utilize an extended school day to address the needs of all of its learners. Turnaround schools will extend the student school day by 90 minutes (by adding an additional class period) to provide for additional instructional time. This time will allow opportunities for the following (High Priority: Student Profile, Instructional Program):</p> <ul style="list-style-type: none"> • Acceleration and intervention programs for core content areas depending on student need. • Increased opportunities for creative and cultural arts and the inclusion of additional academically-oriented elective courses, i.e. foreign language, supplemental reading and mathematics courses, etc. • Development of a robust advisory program. • Independent Reading Clubs/Book Clubs <p>2. The master schedule (number and length of class periods) will be developed by the newly hired principal along with the site-based leadership and will be based on identified needs.</p> <p>3. A flexible schedule will be implemented for teachers (7.5 hour day) allowing some to arrive at the beginning of the student day and others to arrive later. While this model does not mandate an extended teacher work day, teachers will be</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Dr. A. Duane Arbogast, Chief Academic Officer; Dr. Gladys Whitehead, Director of Curriculum & Instruction; Area Assistant Superintendents; Scheduling; Transportation; Turnaround Director; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>afforded the option of working additional hours to fully support the extended day for students.</p> <p>4. Turnaround schools will implement a 5-day August Academy for incoming 6th/7th graders. One day will be also planned for any 8th graders who will be new to the school. Administrators, counselors, and instructional staff (8 teachers) will be required to participate.</p> <ul style="list-style-type: none"> • August Academy will serve as an induction program for all 6th/7th graders and will become an annual part of the articulation process from elementary to middle school (Priority: Student Profile, Student Achievement, Rigorous Curriculum, School Climate and Culture, Student, Family, & Community Support). • The primary focus during August Academy will be to jumpstart the middle school experience and ease the transition from elementary to middle school. • The early start to the school year will allow for diagnostic assessment, school culture building, and the establishment of early intervention and enrichment opportunities for students. • The August Academy will afford students the opportunity to tour the school, follow a modified mock schedule, meet teachers, and have an opportunity to learn about the various creative arts courses being offered in the upcoming school year. There will also be a character education session conducted by the guidance counselors and a review of the student code of conduct/expectations conducted by the administrative team. In addition, students will 	<p><u>August 2010, 2011, 2012</u></p>	<p>Transportation; Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselor;</p> <p>Turnaround Director; Principal; Academic Dean; ILT; School-based Data Coach</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>participate in rotating sessions that include study skills and organizational skills presented by AVID representatives. PBIS representatives may also facilitate sessions around incentives for positive behavior. Guidance Counselors will present strategies for success for all students including: organization as a secondary learner, how to study as a secondary learner, review of Student Code of Conduct, appropriate use of Agenda Books, review of and provision for school schedules. A Family and Community Forum will be held at the school one evening during the week. Parents, students, and community members will be invited to participate. This will also provide an opportunity for teachers and parents to exchange contact information.</p> <p>5. Increased instructional time for students will also afford increased learning time for teachers. The increased instructional day will provide scheduling flexibility and allow for more meaningful teacher planning opportunities during the school day, including:</p> <ul style="list-style-type: none"> • Collaboration around lesson design and unit plans. • Analysis of student work. • Data analysis. • Curriculum modification. 	<p><u>August 2010 – June 2013</u></p>	
9. Provide appropriate social-emotional and community-oriented services and supports for students	1. In order to engage all stakeholders in addressing the needs of the whole child, school-based Student Services personnel (which includes, Professional School Counselors, Pupil Personnel Workers, Nurses, Special Educators, School Psychologists,	<u>August 2010 – June 2013</u>	Diane Powell, Director of Student Services; Turnaround Director,

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Food Services Managers, Community Engagement Resource Personnel, and Social Workers), in conjunction with community representatives, will organize monthly parent meetings and training sessions to engage parents and teachers about appropriate social-emotional supports for students and families in each school based upon the data provided by each school's Comprehensive Needs Assessment around the following topics (High Priority: Student Profile, School Culture and Climate):</p> <ul style="list-style-type: none"> • Truancy/Attendance • Safe and Drug Free Environment • Behavior • Health/Nutrition • Academics • Parent Involvement <p>The Turnaround Steering Committee will monitor the social-emotional supports being provided to students and families in each school. Services will be adjusted and differentiated based on data from formative and summative feedback which includes: student and parent surveys, referral data, visit/service data, suspension data, attendance data, etc.</p> <p>2. In order to address chronic behavioral issues and create a more positive learning environment, the school will continue to implement PBIS. PBIS (Positive Behavioral Interventions and Supports) is a process for creating safer and more effective schools. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. The process focuses</p>	<p><u>August 2010 – June 2013</u></p>	<p>Turnaround Principals; Title I Office</p> <p>Diane Powell, Director of Student Services; Acting Turnaround Director, Turnaround Principals;</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>on improving a school’s ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans (High Priority: School Culture and Climate).</p> <p>PBIS training occurs every summer for new and returning schools. Because Benjamin Stoddert will be classified as a “new” school, a school team (the newly hired principal along with an assistant principal, guidance counselor, and at least one classroom teacher) will be required to attend the mandatory 2-day PBIS Summer Institute for new PBIS schools (July 2010). As a new PBIS school, a “Statement of Intent” along with a staff survey must be completed by June 1, 2010. The PBIS team will monitor and adjust the interventions and supports based on student and parent surveys, referral data, suspension data, attendance data, etc. NOTE: The program is currently funded through the Safe and Drug Free Schools Office (Title 4); however, future funding for this department is slated to be significantly reduced. While Title 4 will be able to fund this summer’s institute, 1003g funds will need to be allocated for school year 2011-2012 and 2012-2013.</p> <p>3. To provide appropriate socio-emotional support for students and their families, a full-time social worker will be added to the school staff. The social worker will be required to work a flexible schedule to allow for coordination and coverage of after-school and evening activities. In addition, he/she will</p>	<p><u>May - July 2010</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Title I Office; Safe and Drug Free Schools Office</p> <p>Diane Powell, Director of Student</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>collaborate with the site-based professional school counselors and parent liaison and with community organizations to coordinate the “hub” of community services that will available to the school families. (High Priority: Student, Family and Community Support)</p> <p>4. The Department of Student Services will develop and disseminate a brochure detailing school and community resources and services</p> <p>5. On going professional development will be held with staff members of all four schools on the team process, team building, whole-child development, behavior management, nonviolent physical confrontation (de-escalation strategies), Positive Behavioral Intervention Strategies (PBIS), point system and incentives, the Code of Student Conduct and effective parent/family/community engagement (High Priority: School Culture and Climate). Summer training will focus on enhancing the knowledge of staff in the above areas.</p> <p>6. To ensure accountability, within bi-weekly management and accountability meetings, the school team will analyze relevant student data to:</p> <ul style="list-style-type: none"> • Develop student action plans with individual objectives for targeted students • Determine the effectiveness of the program strategies. <p>7. The school’s management and accountability system will collaborate with the LEA to answer the questions of the timeline and the needs that</p>	<p><u>August 2010</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Services; Turnaround Director, Turnaround Principals; Title I Office; PGCPS Department of Social Services</p> <p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Turnaround Director; Principal; Academic Deans; ILTs; Safe and Drug Free Schools Office</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>determine which activities will take place, which will be responsible for monitoring and how the activities will be monitored.</p> <p>8. Community engagement resource personnel will develop a partnership for each school with the county government and other agencies to develop a “Hub” of needed community services to be provided during regularly scheduled daytime and evening sessions. Providing access to information and assisting parents in reducing the stresses of daily life will benefit the students by enabling the parents to pay more attention to their children’s needs and, as a result, positively impact student achievement.</p> <p>9. Increase parent engagement in all school activities and support parental understanding of and involvement in all curriculum areas (High Priority: Student Profile, School Culture and Climate, Effective Leadership):</p> <ul style="list-style-type: none"> • Participate in parent/student learning activities as measured by attendance, homework, and assessments. • Create a Parent Action Committee to encourage increased parental participation. • Facilitate the development of the School Parent Policy and Parent-School-Student Compact. • Consult parents in all decisions about parent engagement activities. <p>Proposed Parent Engagement Program includes:</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselors; Safe and Drug Free Schools Office; Title I Parent Coordinator; Department of Social Services; Social Worker</p> <p>Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselors;</p>

Name of School: Benjamin Stoddert MS		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> • Relevant parent workshops – parenting skills, nutrition, money management, job seeking skills, resume writing, computer training, etc. • Parent-members on school committees and teams • Greater participation of parents on PTA committees and SPMT • Parent contributions to school newsletter • Development of parent database • Parent-developed and produced projects correlated with monthly units of study projects developed and produced by their children • Parent-produced art projects (literary, art, film, etc) guided by the Parent Coordinator 		Safe and Drug Free Schools Office; Title I Parent Coordinator; Department of Social Services; Social Worker
Permissible Strategies for the Implementation of the Turnaround Model.			
<i>LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)</i>			
List any additional permissible LEA strategies below			
Other Actions the LEA will take to implement the Turnaround Model			
Recruit, screen, and select external providers to ensure quality			

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

Complete Table 2.D.1 for each school with a detailed description of how the LEA will monitor each school’s intervention model and how progress monitoring will be assessed throughout the year.

Table 2.D

Timeline for LEA Monitoring of Tier I and Tier II schools Intervention Model ___ Turnaround Model ___ School: ___ Benjamin Stoddert Middle School ___ Tier: ___ II ___	
Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed.	
Year 1: Q1 (SY2011, July-Sept)	Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.
	How progress will be assessed: Progress will be assessed through data analysis and feedback occurring during central office Performance Management Analysis Planning Process (PMAPP). In addition administrative staff will gather data from sources including staffing records and documentation. <i>Requirement 1: (#1-3)</i> The Turnaround Director will submit to the Chief of Academics a report documenting the following: <ul style="list-style-type: none"> • staff certification requirements, and • evidence of the three day principal induction process, • evidence of site visits nationally recognized high performing urban middle schools, and • collaborative planning with MSDE school leadership office <i>Requirement 2:</i> The hiring of staff and principals in collaboration with department of human resources will be monitored through monthly staffing reports submitted to the Turnaround Director. <i>Requirement 3: (#1, 2, 3, 4,)</i> Turnaround Director and Chief of Academics will review records from Human Resources Department to monitor implementation of recruitment, salary differentiation, staff evaluations, and position descriptions for school based employees <i>Requirement 4:</i> To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of: <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions

	<ul style="list-style-type: none"> • ILT schedules weekly • Other job embedded professional development activities <p><i>Requirement 5:</i></p> <p>(#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :</p> <ul style="list-style-type: none"> • Quarterly evaluations of test data from the 4 schools • Quarterly evaluations of participation data i.e. attendance, suspensions, etc. • Documentation of leadership capacity building activities with principals (SANE documentation) • Monthly documentation of teacher observations <p>(#2) The effectiveness of the principals will be monitored by the Director in the following manner:</p> <ul style="list-style-type: none"> • One full co-observation day per month for each principal using the Framework for Teaching Model • One performance planning per month regarding student achievement and school metrics. • Provide weekly formative evaluations to provide feedback on job performance • SANE documentation of mentoring for principal • Attend weekly leadership team meetings <p>(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:</p> <ul style="list-style-type: none"> • Observation of leadership skills in operation • Schedule of leadership activities <p><i>Requirement 6:</i></p> <p>To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:</p> <ul style="list-style-type: none"> • SANE documentation of teacher training in the intervention strategies • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i></p> <p>Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation.
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	<p><i>Requirement 8:</i> (#1) Academic Dean, Turnaround Director, principal, school-based scheduling team, reading language arts coach will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
<p>Year 1: Q2 (SY2011, Oct-Dec)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation, collaborative planning. Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly progress will be assessed.</p> <p><i>Requirement 4:</i> To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:</p> <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions • ILT schedules weekly • Other job embedded professional development activities <p><i>Requirement 5:</i> (#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :</p> <ul style="list-style-type: none"> • Quarterly evaluations of test data from the 4 schools

	<ul style="list-style-type: none"> • Quarterly evaluations of participation data i.e. attendance, suspensions, etc. • Documentation of leadership capacity building activities with principals (SANE documentation) • Monthly documentation of teacher observations <p>(#2) The effectiveness of the principals will be monitored by the Director in the following manner:</p> <ul style="list-style-type: none"> • One full co-observation day per month for each principal using the Framework for Teaching Model • One performance planning per month regarding student achievement and school metrics. • Provide weekly formative evaluations to provide feedback on job performance • SANE documentation of mentoring for principal • Attend weekly leadership team meetings <p>(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:</p> <ul style="list-style-type: none"> • Observation of leadership skills in operation • Schedule of leadership activities <p><i>Requirement 6:</i> To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:</p> <ul style="list-style-type: none"> • SANE documentation of teacher training in the intervention strategies • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts coach will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs,
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	<ul style="list-style-type: none"> • independent reading /book clubs, and • an advisory program has been established by August 2010. <p>Requirement 9: Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
<p>Year 1: Q3 (SY2011, Jan-Mar)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p>How progress will be assessed</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation, collaborative planning. The Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly.</p> <p><i>Requirement 4:</i> To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal, and Turnaround Director will review documentation of:</p> <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions • ILT schedules weekly • Other job embedded professional development activities <p><i>Requirement 5:</i> (#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :</p> <ul style="list-style-type: none"> • Quarterly evaluations of test data from the 4 schools • Quarterly evaluations of participation data i.e. attendance, suspensions, etc. • Documentation of leadership capacity building activities with principals (SANE documentation) • Monthly documentation of teacher observations <p>(#2) The effectiveness of the principals will be monitored by the Director in the following manner:</p>

	<ul style="list-style-type: none"> • One full co-observation day per month for each principal using the Framework for Teaching Model • One performance planning per month regarding student achievement and school metrics. • Provide weekly formative evaluations to provide feedback on job performance • SANE documentation of mentoring for principal • Attend weekly leadership team meetings <p>(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:</p> <ul style="list-style-type: none"> • Observation of leadership skills in operation • Schedule of leadership activities <p><i>Requirement 6:</i> To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:</p> <ul style="list-style-type: none"> • SANE documentation of teacher training in the intervention strategies • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts coach will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to</p>
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	<p>schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
<p>Year 1: Q4 (SY2011, April-June)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p>How progress will be assessed</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation and collaborative planning. The Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly.</p> <p><i>Requirement #3: (1, 2, 3, 4,)</i> Turnaround Director and Chief of Academics will review records from Human Resources Department to monitor implementation of recruitment and retention strategies, salary differentiation, staff evaluations, and position descriptions for school based employees.</p> <p><i>Requirement 4:</i> To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:</p> <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions • ILT schedules weekly • Other job embedded professional development activities <p><i>Requirement 5:</i> (#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :</p> <ul style="list-style-type: none"> • Quarterly evaluations of test data from the 4 schools • Quarterly evaluations of participation data i.e. attendance, suspensions, etc. • Documentation of leadership capacity building activities with principals (SANE documentation) • Monthly documentation of teacher observations <p>(#2) The effectiveness of the principals will be monitored by the Director in the following manner:</p>

	<ul style="list-style-type: none"> • One full co-observation day per month for each principal using the Framework for Teaching Model • One performance planning per month regarding student achievement and school metrics. • Provide weekly formative evaluations to provide feedback on job performance • SANE documentation of mentoring for principal • Attend weekly leadership team meetings <p>(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:</p> <ul style="list-style-type: none"> • Observation of leadership skills in operation • Schedule of leadership activities <p><i>Requirement 6:</i> To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:</p> <ul style="list-style-type: none"> • SANE documentation of teacher training in the intervention strategies • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts coach will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to</p>
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	schools through: <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
Year 2: Q1 (SY2011, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 2: Q2 (SY2011, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 2: Q3 (SY2012, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 2: Q4 (SY2012, April-June)	Monitoring and oversight
	How progress will be assessed
Year 3: Q1 (SY2013, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 3: Q2 (SY2013, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 3: Q3 (SY2013, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 3: Q4 (SY2013, April-June)	Monitoring and oversight
	How progress will be assessed

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

Benjamin Stoddert MS - FY 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
Salaries/Wages	Salary	School Operation Manager (Turn-around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398.00 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 .00 average salary	\$ 135,942
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930.00 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175.00	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750.00	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100
Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175.00	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	\$ 750

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

Benjamin Stoddert MS - FY 2011

Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGPCS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000
Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 459,845
Fixed Charges	Fringes	School Operation Manager (Turn-around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398.00 x 31.74% fringes	\$ 41,071

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

Benjamin Stoddert MS - FY 2011

Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942.00 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930.00 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250.00 x 8.19% fringes	\$ 921
Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000.00 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750.00 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250.00 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500.00 x 8.19% fringes	\$ 532

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

Benjamin Stoddert MS - FY 2011

Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925.00 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500.00 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800.00 x 8.19%	\$ 885
Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000.00 x 8.19%	\$ 2,457
Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 116,146
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000.00/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750.00	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875.00	\$ 4,875

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

Benjamin Stoddert MS - FY 2011

Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22.00	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22.00	\$ 572
Contracted Services	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000.00 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254.00	\$ 5,254

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

Benjamin Stoddert MS - FY 2011

Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725.00 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200.00 x 20 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000.00 x 4 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000.00	\$ 10,000
Supplies and Materials	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000.00 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500.00 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670.00	\$ 5,360

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

Benjamin Stoddert MS - FY 2011

Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955.00	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 773,922

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

Benjamin Stoddert MS - FY 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
Salaries/Wages	Salary	School Operation Manager (Turn-Around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	1 Foreign Language Teacher @ \$67,971.00	\$ 67,971
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100

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

Benjamin Stoddert MS - FY 2012

Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPS presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000

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

Benjamin Stoddert MS - FY 2012

Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 527,816
Fixed Charges	Fringes	School Operation Manager (Turn-Around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$67,971.00 x 31.74%	\$ 21,574
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921

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

Benjamin Stoddert MS - FY 2012

Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	\$ 885
Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	\$ 2,457

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

Benjamin Stoddert MS - FY 2012

Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 137,720
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000

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

Benjamin Stoddert MS - FY 2012

Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000

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

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Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 863,467

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

Benjamin Stoddert MS - FY 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
Salaries/Wages	Salary	School Operation Manager (Turn-Around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	2 Foreign Language Teacher @ \$67,971.00	\$ 135,942
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100

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

Benjamin Stoddert MS - FY 2013

Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000
Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 595,787

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

Benjamin Stoddert MS - FY 2013

Fixed Charges	Fringes	School Operation Manager (Turn-Around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921
Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745

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

Benjamin Stoddert MS - FY 2013

Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPS presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #5)	\$31,500 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	\$10,800 x 8.19%	\$ 885
Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	\$ 2,457

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

Benjamin Stoddert MS - FY 2013

Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 159,294
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000

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

Benjamin Stoddert MS - FY 2013

Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000

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

Benjamin Stoddert MS - FY 2013

Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 953,012

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:

The LEA will continue to provide resources in alignment with the PGCPS staffing allocation formula. Title I funds will be used to supplement PGCPS funds in the creation of the Turnaround Unit and the addition of additional school staff, i.e. Instructional Lead Teacher and Academic Dean.

2.F ARRA Reporting

In addition to the requirements stated above, LEAs that fund Tier I and Tier II schools with SIG ARRA funds will be required to submit quarterly reports to the SEA for the purpose of federal reporting. Information to be reported includes:

- Total amount of Title I ARRA received and expended or obligated by the LEAs;
- Name of the projects or activities;
- Description of the projects and activities;
- Evaluation of the project and activities upon completion; and
- Estimated number of jobs saved or created with the Title I ARRA funds.

2.G Reporting Metrics

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

Upon approval of the LEA's grant application, the MSDE will send a form to the LEA to collect the additional required school-level data for each Tier I and Tier II school it commits to serve. The data should be reported for the school year prior to implementation of the intervention (SY 2009-2010), if it is available.

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

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

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

2. A Background Information

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

Table 2.A

<p>School Name: Drew-Freeman Middle Address: 2600 Brooks Drive Suitland, MD 20746</p>	<p>LEA Point of Contact (POC) Name & Position: Betty Joseph, Director Title I and Debra Mahone, Executive Director, School Leadership Development Phone#: 301-925-2384, 301-618-7660 Email Address: bjoseph@pgcps.org, dmahone@pgcps.org</p>	
<p>Grade levels enrolled (SY10): 7th and 8th</p>	<p>Number of Students Enrolled (SY10): 846</p>	
<p>Year the school entered school improvement status: <u>2004</u></p>	<p>Tier Level Tier I _____ Tier II <u> √ </u></p>	
<p>Differentiated Accountability Status: <u> </u> Focus Developing <u> </u> Focus Priority <u> </u> Comprehensive Developing <u> √ </u> Comprehensive Priority</p>	<p>School Improvement Status <u> </u> School Year 1 <u> </u> School Year 2 <u> </u> Corrective Action <u> </u> Restructuring Planning <u> √ </u> Restructuring Implementation</p>	
<p>Title I Status: <u> </u> Schoolwide Program <u> </u> Targeted Assistance Program <u> √ </u> Title I Eligible School</p>	<p>Intervention Model Selected: <u> √ </u> Turnaround Model <u> </u> Closure <u> </u> Restart <u> </u> Transformation</p>	
<p>Waiver Request: <u> √ </u> Requested for this School <u> </u> Not Requested for this School</p>	<p>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</p>	
	<p>Year 1: SY 2010-11</p>	<p>\$ 773,922</p>
	<p>Year 2: SY 2011-12</p>	<p>\$ 863,467</p>
	<p>Year 3: SY 2012-13</p>	<p>\$ 953,012</p>
	<p>Total Amount of Funding Requested for this School</p>	<p>\$ 2,590,401</p>

NEEDS ASSESSMENT FOR DREW-FREEMAN MIDDLE SCHOOL

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: Drew-Freeman Middle School		Tier: II		
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment			
<p><u>1 Student Profile Information(include trend analysis)</u></p> <ul style="list-style-type: none"> Total enrollment 		2008	2009	2010*
	Total Enrollment	687	674	846
	7 th Grade	322	335	414
	8 th Grade	365	339	432
	African American	655	606	781
	White	7	6	9
	Hispanic	20	14	14
	Asian	0	0	5
	Native American Indian	1	2	8
	FARM	375	393	400
	Special Education (SPED)	71	60	99
	Mobility – Entrants	17.0%	18.3%	
	Mobility – Withdrawals	13.5%	13.7%	
	Attendance	90.7%	92.8%	92.73
	Expulsions	0	0	13**
	Suspensions	207	250	250
	Dropout Rate	N/A	N/A	N/A
	Algebra I	68/10%	71/11%	77/9%
	Algebra/Data Analysis	N/A	34/10%	38/4.5%
	Geometry	22/6.1%	20/6%	26/6%
	Spanish I	20/30%	20/30%	24/4%
Honors English	101/15%	96/14%	132/16%	
Graduation Rate	N/A	N/A	N/A	
High School Diploma Rate	N/A	N/A	N/A	
*As of April 14, 2010				
**Reported by school				
In 2009-2010 the total enrollment is 846. This is an increase of 172 students from the				

Name of School: Drew-Freeman Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> Grade level enrollment 	<p>previous school year of 2008-2009. From 2007-2008 there was a decrease of 13 students from the previous year.</p> <p>An analysis of the data for 2009-2010 revealed 7th grade increased by 79 students as compared to 2008-2009 data. In 2008-2009 the 7th grade increased by 13 students from the previous year. On the 8th grade level, in 2009-2010, the 8th grade increased by 93 students as compared to 2008-2009. As a result, in 2008-2009, there was a decrease of 26 students from 2007-2008.</p>	
<ul style="list-style-type: none"> Subgroups - # of students in each 	<p>Drew-Freeman presently has the following subgroups: African American, White, Hispanic, Free and Reduced Meals (FARM) and special education (SPED). In 2009-2010 the school system data is inaccurate according to the total enrollment. As of today, the number of students in the subgroups is: 8 American Indian/Alaska Native, 781 African American, 25 Multi-racial, 9 White, 5 Asian, 2 Pacific Islander, 99 SPED, 14 Hispanic students and a total of 400 in the FARM population.</p> <p>According to MSA data from 2008 and 2009, Drew-Freeman MS had the following subgroups: African American, White, Hispanic, FARM and special education. In 2008-2009 the number of students in each subgroup was as follows: 606 African American, 6 White, 14 Hispanic, 60 special education and a total of 393 in the FARM population. The trended data revealed that the African American subgroup decreased by 49 students, special education students decreased by 11 students, Hispanic decreased by 6 students and the White subgroup by 1 student. On the contrary, the FARM subgroup increased by 18 students.</p>	
<ul style="list-style-type: none"> Mobility % - Entrants & Withdrawals 	<p>According to MSDE data, in 2008 and 2009 the mobility rate was relatively high and constant at 31.25% for the average for both years. In 2009 the number of students transferring or re-entering increased by 1.3%, while the number of transfers and termination increased by 0.2%, which resulted in very little change. The school does not presently have accurate data on the entrants and withdrawals for 2010.</p>	
<ul style="list-style-type: none"> Attendance % 	<p>The analysis of the attendance data for 2007-2010 revealed an increase of 1.48%; however the school is not achieving the AMO for attendance. The school is making AYP through the confidence interval.</p>	

Name of School: Drew-Freeman Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> • Expulsions # • Suspensions # • Dropout rate • Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students • Graduation rate • High School Diploma Rate 	<p>The school data states that there are presently 2 expulsions and 11 pending requests as of April 14, 2010. For 2008 and 2009, there were no expulsions.</p> <p>The 2010 data which is comprised of three quarters reveals that there are 250 suspensions as of April 14, 2010. For 2008-2009, the total number of suspensions was 250. The trended data indicated that there was a sharp increase from 2008 to 2009 of 43 students.</p> <p>Not applicable.</p> <p>During the current year, Geometry, Algebra I, Algebra/Data Analysis, Spanish I and Honors English were offered at the school. There are 26 8th graders in Geometry-(6%); 77 7th and 8th graders in Algebra I-(9.10%), 38 students in Algebra/Data Analysis-(4.5%), 42 in Spanish I-(5%) and 132 enrolled in Honors English-(16%).</p> <p>Not applicable.</p> <p>Not applicable.</p> <p><u>CONCLUSIONS:</u></p> <p>Low Priority # 1: The school must maintain accurate school enrollment data. It is recommended that the school develop a system to identify appropriate ethnic groups to ensure accurate subgroup identification. The new principal and the ILTs and Academics will ensure accurate data is maintained.</p> <p>Priority #2 and #4 #7: Drew-Freeman will receive a new subgroup, English Language Learners (ELL) about 15 students for the 2011 SY. The LEA will provide an ELL teacher for the influx of the new ELL students. The selection of the new staff to work with the ELL students will have demonstrated success with working this group. The Academic Deans and ILTs will determine and provide PD in conjunction with the ESOL Office and all teachers who work with ELL students. In addition, ELL teacher will collaborate with content area teachers to design appropriate supports for instruction.</p>	

Name of School: Drew-Freeman Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p>High Priority #9: It is recommended that the school fully implement the Positive Behavior Interventions and Supports (PBIS) program with fidelity where incentives and rewards are given. Implementing other components of PBIS will increase student attendance and parent involvement.</p> <p>Priority: #6 The school currently offers Spanish. It is recommended that the school offer other languages. In order to prepare the students for the challenges of the 21st century, it is recommended that the school incorporate advanced coursework with rigorous research-based programs that will complement the instructional program. Also, these programs should correspond with the receiving high schools' course offerings for continuity and high school credit. The world languages model will be phased in over three years. In the upcoming school year, an <i>Introduction to Foreign Language</i> course will be scheduled for 7th graders.</p> <p>Priority: #9 The school total enrollment increased by 172 students due to the closure of three schools from surrounding neighborhoods. The influx of the new students from the different neighborhoods brought a new dynamic to the school. It is recommended that the school address this issue and communicate with parents and communities of the new students. The Outreach team (Professional School Counselors, Pupil Personnel Workers, Nurses, Special Educators, School Psychologists, Food Services Managers, Community Engagement Resource Personnel, and Social Worker) will provide workshops for parents during the summer, especially during the August Academy. Topics will include: developing a common school vision attendance, teambuilding, appropriate behavior, academics, suspensions, school safety and specific school services. In addition members of the Outreach Team will attend feeder school and neighboring communities' events in order to establish a relationship with the incoming parents.</p> <p>High Priority #2 and #3: The SPED subgroup increased by 61%, from 60 students to 99. This greatly impacted the school. It is recommended that the school hire additional SPED teachers and additional paraprofessionals as needed. The master schedule should include collaborative planning time for the SPED and content area teachers facilitated by the Academic Deans. The selection of the staff to work with the SPED students will</p>	

Name of School: Drew-Freeman Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p>have demonstrated success with working this group. The Academic Deans and ILTs will determine and provide PD.</p> <p>High Priority #7 and #9: The school is making AYP in attendance through the confidence interval. The subgroups with the lowest attendance rates for 2008 and 2009 were the SPED (88.7% and 87.6%) and white subgroup (82% and 83%). It is recommended that the school develop an attendance intervention plan targeting All, as well the SPED and white subgroups. The Outreach Team in conjunction with community representatives) will utilize attendance and achievement data to identify students who demonstrated at-risk behaviors for attendance during the previous school year. The outreach team will develop an action plan to prevent further problems associated with attendance. Early intervention and frequent monitoring will address these concerns with the involvement of both the student and parent. Also, the school will continue to implement PBIS with fidelity and address attendance by monthly assemblies to acknowledge attendance issues and celebrations with parents during the evening. Teachers will also be provided PD to ensure lessons are engaging, and incorporate multiple uses of technology, age-appropriate and differentiated.</p>	
<p>2 Staff Profile</p> <ul style="list-style-type: none"> • Principal – Length of time at the school • Number of Assistant Principal/s and other administrators • Number and % of teaching faculty’s total classroom instruction experience: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of teaching faculty’s service at this school: 	<p>The principal has been at the school for four years: three years as principal and one year as assistant principal.</p> <p>There are two assistant principals who are the other administrators.</p> <p>The total number of staff is 64. This data is only available for 2009-2010. The total number and percent of teaching faculty’s total classroom instruction experience for 2010</p> <ul style="list-style-type: none"> • 0-5 years - --42/65.6%; • 6-10 years - 10/15.6%; • 11-15 - -----5/7.8%, • 16+ ----- 7/1.5%. <p>Number and percent of teaching faculty’s service at this school. This data is only available for 2009-2010. The total number of staff is 64.</p>	

Name of School: Drew-Freeman Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of HQ teachers • Number of school-based reading and English teachers of record • Number of school-based mathematics and data/analysis teachers of record • Number of school-based reading and English resource personnel • Number of school-based mathematics and data/analysis resource personnel • Number and % of paraprofessionals who are qualified • Number of mentor teachers and number of teachers being supported • Teacher and administrator attendance % 	<ul style="list-style-type: none"> • 0-5 years – 53/82.8% • 6-10 years -10/15.6% • 11-15 ----- 0; • 16+ - -----1/1.5%. <p>Number and percent of Highly Qualified (HQ) teachers for 2010 is 35/97%. In 2009 there were 33/94% and in 2008 there were 39/78%.</p> <p>There are presently 7 teachers of record for Reading/ English Language Arts.</p> <p>There are 12 teachers of record for mathematics and data analysis.</p> <p>There are 4 reading and English resource personnel.</p> <p>There are 5 school-based mathematics and data/analysis resource personnel.</p> <p>Both of the paraprofessionals are HQ (100%).</p> <p>There is one mentor teacher supporting a Resident teacher.</p> <p>For the school years 2008-2010, the attendance rate for the administration was as follows: 88%, 83% and 85%. The attendance rate for the teachers for 2008-2010 was as follows: 97%, 97% and 98%.</p> <p><u>CONCLUSIONS:</u> In 2007-2008 the school was designated as an Alternative Governance school. All teachers hired were highly qualified.</p>	

Name of School: Drew-Freeman Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p>High priority #2 and #4: During 2009-2010 eighteen new teachers were hired. Over 50% of the teaching staff has been at the school 0-5 years. The Academic Deans and ILTs will coordinate and deliver PD on effective teaching, classroom management, and developing and implementing effective lessons. The ILTs will be the primary person for coaching, modeling lessons, providing PD, and mentoring teachers based on the needs and experience of the teacher.</p> <p>High priority #2 and #4: It is recommended the Academic Deans and ILTs administer a “needs assessment” survey to all staff in order to develop a differentiated professional development plan which builds teacher capacity and enhances the professional learning community since there are a large number of new teachers (0-5years). Teachers will be provided the opportunities to participate in the new teacher academy, attend professional conferences/seminars, be a part of school organizations, book talks, focus groups, and receive mentoring services. The staff surveys, evaluations, and one-on-one sessions (conferences) will reveal to the Academic Deans and ILTs how to differentiate PD based on the needs of the teachers. Individual teachers will have a profile sheet which is maintained by the Academic Deans and ILTs.</p> <p>High Priority #9.1: It is recommended that the school leadership team build a cohesive school culture that ensures shared values, vision, and promotion of a positive school climate.</p> <p>High Priority #1 and #9: The attendance data suggests that teachers are attending school more as compared to the administrative team. It is recommended that the school have an administrative team where attendance is a priority for all.</p>	
<p>3 Student Achievement</p> <ul style="list-style-type: none"> Student achievement data for reading and math on State assessments by the “all student” category and all subgroups 	<p style="text-align: center;"><i>READING</i></p> <p><u>All Students</u> Maryland School Assessment (MSA) data for 2007, 2008, and 2009 (46.7, 52.1, and 58.3) shows that “all students” made progress in reading. Even though improvement in student achievement in reading has increased, the gap between the school’s results and the state AMO continues to be significant, averaging (-20) each year. The current gap is (-18.6).</p>	

Name of School: Drew-Freeman Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p>3 Student Achievement</p> <ul style="list-style-type: none"> • Student achievement data for reading and math on State assessments by the “all student” category and all subgroups 	<p><u>Special education subgroup</u> Review of the data for this subgroup shows an increase in achievement each year. During the 2008-2009 school year a 16 point increase was realized. Even though improvement in student achievement in reading has increased, the gap between the school’s results for the SPED subgroup and the state AMO continues to be significant, averaging (-45) each year. The current gap is (-46.4). Seventh grade student achievement increased significantly over time. In 2009, nine seventh graders took MOD MSA with two students scoring proficient. Eighth grade student achievement and enrollment fluctuated. In 2009, nine students took MOD MSA with one student scoring proficient. There was not a significant difference in achievement between those who took MOD MSA and those who took MSA with accommodations. . The school is concerned about the small number of students who scored proficient on the MOD MSA. Last year was the first time that students were administered the MOD MSA. Students were not allowed ample time to practice on the computer. As a result students had a difficult time navigating the program. Students will be allowed time to practice on the computer to aid in increasing the ease of navigating within the program. Additionally, special education and general education teachers were not afforded common collaborative planning time. The scheduler will provide a common block of time in the master schedule for collaborative planning. Academic Deans will ensure all special education teachers participate in collaborative planning sessions. Special and general educators were not afforded the opportunity to attend professional development on best practices on instructing special needs students. The proposed extended day will provide opportunity for collaborative professional development.</p> <p><u>White (not Hispanic)</u> Students made AYP through the confidence interval in 2007 and 2009. The AMO was reached in 2008. The number of students in this subgroup is small ranging from 5 to 7 students each year. The current gap is (-18.5).</p> <p><u>Hispanic</u> Students made AYP through the confidence interval of 2008 and 2009. In 2007 they were .5 points below the confidence interval. The current gap is (-4.6).</p>	

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<p>3 Student Achievement</p> <ul style="list-style-type: none"> Student achievement data for reading and math on State assessments by the “all student” category and all subgroups 	<p><u>African Americans</u> Maryland School Assessment (MSA) data for 2007, 2008, and 2009 shows that students in this subgroup made progress in reading increasing approximately 4 percentage points each year. Even though improvement in student achievement in reading has increased, the gap between the school’s results and that of the state AMO continues to be significant (-20). The current gap is (-19.2).</p> <p><u>FARM</u> Maryland School Assessment (MSA) data for 2007, 2008, and 2009 shows that students in this subgroup made progress in reading increasing approximately 4 percentage points each year. Even though improvement in student achievement in reading has increased, the gap between the school’s results and that of the state AMO continues to be significant (-20). The current gap is (-22.0).</p> <p><u>CONCLUSION</u> High #4, 6 and 7: All groups are not reaching the AMO and the achievement gaps are significant ranging from -4.6 to -46.4. All students need intensive targeted instruction/intervention. The data suggests there is a need for a school-wide reading program to complement the current Prince George’s County Curriculum Framework Progress Guide such as The Comprehension Toolkit (<i>Strategies That Work</i>) and targeted reading interventions. For the special education subgroup it is recommended that the school investigates the implementation of Passport Navigator, I-Station, Journeys, SPIRE and other approved, research-based instructional resources. It is recommended that the teachers participate in collaborative ongoing professional development on the curriculum, data analysis and the use of data to guide instruction, co-teaching and research-based best practices.</p> <p>High #4, #5 and #7: The Academic Deans and ILTs will plan instructional activities and professional development for both general and special educators based on data analysis, teacher needs and best practices. Topics may include differentiated instruction, co-teaching models, effective implementation of accommodations/modifications, supplementary aids and services and content based professional development. The Academic Deans will receive support from the Maryland State Breakthrough Center to establish protocols for collaborative planning.</p>	

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	<p>It is recommended that special education best practices be considered for infusion into the protocol. Inclusion Management Team consisting of an Academic Dean, Special Education Department Chair, and Data Coach will discuss and monitor student progress through data analysis.</p> <p style="text-align: center;"><i>MATHEMATICS</i></p> <p><u>All Students</u> MSA trended data from 2007-2009 was stagnant (33.5, 34.8 and 31.0). The gap between the school's results and that of the state continue to be significant (-28). The current gap is (- 33.4).</p> <p><u>Special Education</u> MSA data fluctuated from 2007-2009. This subgroup consistently underperformed. The gap between the school's results and the state AMO was approximately (-50) points from 2007-2009 and the current gap is (-46.5). There were 20 students who participated in MOD MSA; 3 of the 20 students were proficient.</p> <p><u>White (Non Hispanic)</u> Students made AYP by the confidence interval in 2007-2009. The number of students in this subgroup was small (from 5 to 7 students). The percent of students who scored proficient declined each year from 60% to 16.7%. The current gap is (- 47).</p> <p><u>Hispanic</u> Achievement increased each year from 2007-2009. Students made AYP by the confidence interval in 2007 and 2008. They reached the AMO in 2009.</p> <p><u>African American</u> Student achievement fluctuated from 2007-2009. The gap between this subgroup's results and the AMO continued to increase each year. The current gap is (-34.3).</p> <p><u>FARM</u> Achievement decreased each year from 2007-2009. The gap between this subgroup's results and the AMO continued to increase each year. The current gap is -37.6.</p>	

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<ul style="list-style-type: none"> • Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup • Graduation Rate 	<p><u>CONCLUSION</u> High: #4, #6, and #7: The school has made small gains in the percent of students scoring proficient, but the gap between the school’s results and the AMO continues to increase. All students need intensive targeted instruction/intervention. The data suggests there is a need for school-wide interventions to complement the current Prince George’s County Curriculum Framework Progress Guide (CFPG). For the special education subgroup it is recommended to investigate the implementation of <i>Key Elements for Mathematics Success (KEMS)</i> and other approved, research-based resources. It is also recommended that the teachers and administrators participate in continuous professional development on the curriculum, data analysis and the use of data to guide instruction, co-teaching and researched based best practices.</p> <ul style="list-style-type: none"> • Per instructions from MSDE staff, this section is not to be addressed at this time. • The school does not have a graduation rate. 	
<p>4 Rigorous Curriculum Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> • Core English/Reading program • Core Mathematic and algebra programs • Curriculum Intervention Programs 	<p>The Curriculum Framework Progress Guide (CFPG) that provides a guiding structure for instruction is fully aligned with the Maryland State Curriculum for Reading/English Language Arts (2007-2010). Drew-Freeman implemented America’s Choice School Design for 2007-2010 and these instructional practices are incorporated into the CFPG. For special education and low performing students, modified CFPG and differentiated texts are used as interventions and additional instructional supports.</p> <p>The CFPG provides a guiding structure for instruction that is fully aligned with the Maryland State Curriculum for Mathematics and Algebra.</p> <p>The school offered Ramp Up to Literacy 2007-2010 and Ramp Up to Algebra I, 2007-2009. The school did not maintain data on this program during the year of implementation.</p>	

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<ul style="list-style-type: none"> Enrichment Programs 	<p>Drew-Freeman offered an ELO for reading and mathematics from January 2010-March 2010 using Study Island.</p> <p>Math Pre-test = 43% Math Post-test = 47%</p> <p>Areas that showed growth in Math included computing with fractions and mixed numbers, computing with integers, powers and roots and compare and order numbers.</p> <p>Reading Pre-test = 49% Reading Post-test = 59%</p> <p>Areas that showed growth in Reading included synonyms and antonyms, multiple meaning and making predictions.</p> <p>The MSA Reading course (offered during the Creative Arts rotation, daily) utilized the America’s Choice Literacy Navigator. The MSA Mathematics course used Study Island. The school did not maintain data on these intervention programs.</p> <p>Advancement Via Individual Determination (AVID) is an educational program for middle and high school students that supports them in achieving their college goals through an academic elective course that teaches specific skills and reinforces the academic core. As part of the AVID program, students must also enroll in challenging or honors courses offered at their school. There are 103 AVID students at Drew-Freeman MS.</p> <p>Data Comparison – AVID Students v. Non-AVID Students</p> <table border="1"> <thead> <tr> <th>Academic Data</th> <th>AVID STUDENT</th> <th>NON-AVID STUDENT</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>1st Qtr. GPA (avg)</td> <td>2.75</td> <td>1.95</td> <td>.80</td> </tr> <tr> <td>2nd Qtr. GPA (avg)</td> <td>2.56</td> <td>1.82</td> <td>.74</td> </tr> <tr> <td>Q1 GPA.≥2.0</td> <td>86.7 %</td> <td>53.0 %</td> <td>33.7</td> </tr> <tr> <td>Q2 GPA.≥2.0</td> <td>81.0 %</td> <td>48.0 %</td> <td>33.0</td> </tr> <tr> <td>FAST #1& #2</td> <td>68.0</td> <td>54.5</td> <td>13.5</td> </tr> </tbody> </table>			Academic Data	AVID STUDENT	NON-AVID STUDENT	Difference	1 st Qtr. GPA (avg)	2.75	1.95	.80	2 nd Qtr. GPA (avg)	2.56	1.82	.74	Q1 GPA.≥2.0	86.7 %	53.0 %	33.7	Q2 GPA.≥2.0	81.0 %	48.0 %	33.0	FAST #1& #2	68.0	54.5	13.5
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	<p>Enrichment programs included Achievement via Individual Determination (AVID) —a program that helps build organizational and college preparatory skills for proficient students), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) (federal grant for 8th graders to bridge to high school), 2009-2010.</p> <p><u>CONCLUSIONS:</u> The CFPG is fully aligned with the Maryland State Curriculum. However, the implementation of the curriculum is inconsistent.</p> <p>High Priority: #6 and #7: The school did not collect adequate data from the Curriculum Intervention Programs during 2007-2010 to determine their effectiveness. It is recommended that the school determine what data and tools will be used to measure the effectiveness of the curriculum intervention programs and how they will be monitored.</p> <p>High Priority #6 and #7: Although this is the first year of implementation the AVID the results indicate support for continuation of the program. The GEARUP grant will follow the students to high school and will not be available for 2010-2011.</p>	
<p>5 Instructional Program</p> <ul style="list-style-type: none"> • Planning and implementation of research-based instructional practices 	<p>America’s Choice was implemented in 2007. The America’s Choice intensive school design is a comprehensive school reform model for middle school students that cover standards and assessments, curriculum and instruction, leadership, and parent involvement. The design provides the school with extensive coaching and professional development. In addition, the America’s Choice intensive design reform model provides targeted assistance to those who need it most, through safety net systems, which include the Ramp-Up to Literacy and Ramp-Up to Algebra, and the Mathematics Navigator Program.</p> <p>The Quality Review Report conducted by the Cambridge Education (LLC) in January 17, 2008 during a school visit to Drew Freeman Middle School stated that the use of the reader’s workshop strategy, promoted by America’s Choice, varies in effectiveness from examples of students engaged in paired work of good quality to those where whole-class reading was pedantic and lacked sufficient engagement of students. It</p>	

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	<p>identified that the teachers had limited opportunities to learn from each other through direct observation. The teachers made little use of extension and support activities to meet the needs of the lower-achieving students or to adequately challenge the higher achievers.</p> <ul style="list-style-type: none"> • Additionally, there were inconsistencies in instructional approach and in the quality of instruction in many classrooms to ensure that students were sufficiently enthused by their work. The teachers provide few opportunities for students to work in groups or to have quality hands-on work to promote higher-order thinking-skills. • The instructional approach from special educators was not differentiated to promote student independence. The teacher-centered instruction did not facilitate student thinking in discussion, problem-solving, and higher order thinking as directed in best practices. <p><u>CONCLUSION</u></p> <p>Low Priority: # 4, #6 and #7: The America’s Choice School Design was not implemented with fidelity due to lack of monitoring, absence of America’s Choice coaches and professional development. The Prince George’s County Board of Education has decided that America’s Choice School Design will not be fully funded for the upcoming school year. The America’s Choice design implementation provides a gradual release to the school as the reform takes hold. PGCPS will not enter into another year’s contract with America’s Choice; however, the strategies and best practices will continue to be implemented through teacher cohorts who will share and model best practices that have become part of the school’s instructional culture: role of a leadership team, the workshop model, protocols for examination of and feedback on student work, etc. Evidence of effective implementation of America’s Choice can be seen in 2008-2009 MSA reading and math score increases – 10.3 and 3.8 points, respectively.</p> <p>On the Staff Survey, 55% of the staff reported by America’s Choice Workshop Model was fully implemented in the classrooms.</p> <p>High Priority #4 and #6: As part of the Turnaround Model the implementation of the Comprehension Toolkit will provide the necessary structures to improve reading.</p>	

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<ul style="list-style-type: none"> Master Schedule by content area (include minutes of instruction) 	<p>analysis includes desegregations of the following subgroups: race/ethnicity, special education, FARMS, LEP, 504, and gender. However the gender data was not disaggregated according to gender-based classes and co-ed classes. Performance Management Analysis Planning and Process (PMAPP) is being implemented. It focuses on the use of data to drive decisions and make adjustments to instruction. Data driven decisions are made through data inquiry, lesson design, analyzing student work, and root cause analysis within Collaborative Planning. Results from the Scholastic Reading Inventory (SRI), Formative Assessment Systems Test (FAST), Maryland School Assessment (MSA), and teacher- made assessments are analyzed and used to monitor student progress and modify instruction based on students' needs. Flexible groupings are established to re-teach the lowest objectives/indicators based on FAST data. SRI data along with teacher observations are used to find the "just right" books for children to be reading independently and to group children for small group reading instruction.</p> <p><u>Conclusion</u> High Priority #7: It is recommended that data will be maintained by the achievement levels of males and females in both single sex classes and the coed classes.</p> <p>Priority #4: Collaborative Planning will be facilitated by the Academic Deans who will monitor the use of data.</p> <p>The master schedule is divided into five mods of reading, mathematics, science, social studies and one creative arts class per day with minutes in each block ranging from 68 to 79 minutes. Teachers are placed on content interdisciplinary teams or the creative arts team. One mod per day is used for collaborative or individual planning, for parent conferences, or school instructional team meetings.</p> <p><u>CONCLUSIONS:</u> Priority #8: The implementation of the 72-minute mod was not equitably assigned to each instructional period regardless of content. It is recommended that the master schedule is designed to meet the mandates of the CFPG.</p>	

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<p>6 Assessments</p> <ul style="list-style-type: none"> • Use of formative, interim, and summative assessments to measure student growth • Process and timeline for reporting • Use of technology, where appropriate 	<p>System mandated assessments are administered – Formative Assessment System Test (FAST), SRI, MSA, HSA Algebra/Data Analysis. Optional unit tests are administered consistently by grade 7 math teachers, but not by grade 8 math teachers. Optional reading unit tests are not administered. There is evidence that students have a reasonable understanding of their current levels of achievement (Quality Review Report, 2008). However, the quality of grading and marking of written work is weak. Teachers do not provide enough information about what students need to improve in their written work to make the move to higher levels of achievement. Department chairs have not assisted the teachers in making much more use of the analysis of students' work to gain a greater understanding of where improvements are needed. LearningWalks® and focus walks are conducted to gather classroom instructional data. These observations, however, focus largely on compliance with protocols and procedures and too little on the impact that teaching makes on students' learning. Administration lacks sufficient skills to accurately assess the quality of learning in the classroom. They do not provide teachers clear, unambiguous feedback and effective strategies to improve what they do.</p> <p>According to the Staff Survey, 32% of the staff reported that teachers consistently used formative, interim assessments to measure student growth.</p> <p>The data coach provides the teachers with achievement data when the information is available on Edusoft or Performance Matters. There was indication that teachers are not knowledgeable of ways to access their individual student data without the assistance of the data coach. Data Inquiry meetings are held within 1-2 weeks following the administration of the assessments. However, teachers lack the skills to differentiate the work for students in classrooms.</p> <p>Important aspects of what the data show are not assimilated into their thinking or planning. Department Chairs do not yet make sufficient strategic use of the information to raise achievement in their areas of subject responsibility. Department and grade leaders have not considered the implication of the data in terms of adjusting teaching styles, content or resources to engage more students actively in their learning.</p> <p>Technology is used to access data is Edusoft and Performance Matters.</p>	

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<ul style="list-style-type: none"> • Use of universal design principles 	<p>Staff members have not been trained on the use of the universal design principles.</p> <p><u>CONCLUSION:</u> While a multitude of assessments is given, there are inconsistencies with analyses of data and how it is used to drive instruction (content and delivery). High Priority #4, #6 & #7: The technology department will assess technology needs of the school and make recommendations for updating access capabilities. Professional development related to access of data through Edusoft and Performance Matters will be delivered in the first quarter. With the assistance of the data coach, all teachers will be trained to access and analyze the data. The Academic Deans will lead the discussions regarding information gleaned from the data. Instructional Lead Teachers will assist with the planning of differentiation of instruction based on individual student data. Academic Deans will lead collaborative planning sessions with a focus on summative, formative and common assessments, using Performance Management and Analysis Planning Process (PMAPP). The Deans will establish the protocols for collaborative planning around student outcomes. They will plan and lead internal professional development, monitor teacher practice and analyze data trends. The expectation is that the Academic Deans will lead the data analysis and reporting. A data coach will be assigned to the school as support. On-going data analysis will be facilitated by the Academic Deans and ILTs.</p>	
<p><u>7 School Culture and Climate</u></p> <ul style="list-style-type: none"> • School vision, mission and shared values 	<p><u>School vision, mission and shared values</u></p> <p>The school has a vision statement in the Executive Summary of the School Improvement Plan that addresses high expectations for students, character education, and a positive school climate. Likewise, the mission statement posted on the school's website embraces a sense of understanding and compassion for others, a culturally inclusive education that promotes self-discipline, and a sincere desire to actively engage all in the learning process. In addition, within a safe and nurturing community of learners; students, staff, and parents at Drew- Freeman seek to foster personal and academic excellence, such as, treating each other with respect, while developing character through Positive Behavioral Intervention Support (PBIS) as the school develops a sound academic program.</p>	

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<ul style="list-style-type: none"> • School safety 	<p><u>School safety</u> According to the 2009-2010 School Improvement Plan, the number of disciplinary referrals will decrease from 2000 in June 2009 to 1200 in June 2010. The number of suspensions will decrease from 250 in June 2009 to 185 in June 2010. For the 2009-2010 SY the data revealed that the attendance rate was for 1st Quarter 94.46% and 2nd Quarter 92.18%. The suspension rate was for the 1st Quarter showed that 18 students had 5 days or less days of suspension. Second Quarter showed that 46 students had 5 days or suspension days. According to the 2008 Quality Review Report, there was no clear, over-arching disciplinary policy or procedure to which all staff can subscribe. Also, the number of suspensions for insubordination is still ‘too high’ and has not decreased significantly from the previous year. Students perceive wide inconsistencies between teachers in their approaches and effectiveness in managing behavior, at times to the point of inequity.</p>	
<ul style="list-style-type: none"> • Student health services 	<p><u>Student health services</u> In the 2007-2008 a Licensed Practitioner Nurse (LPN) was assigned to Drew-Freeman. During the 2008- Present a full-time Registered Nurse (RN) addresses the students’ health care needs. The health services provided include, but not limited to; health assessments, treatment of minor injuries, and administration of medications. In addition, the RN ensures immunizations are updated and maintains accurate health files. On a referral basis, the nurse will conduct vision/hearing screening, and height/weight assessments once a year. As an added service, individual nutrition and health counseling is provided for students’ well-being. According to the RN records, 15-25 students are serviced daily in the health room for minor ailments and injuries.</p>	
	<p><u>Attendance supports</u> For 2009-2010 the data revealed that the attendance rate for 1st Quarter was 94.46% and for the 2nd Quarter 92.18%. According to the 2008 Quality Review Report, this was lower than the county average of 94.6% and the state average of 94.4%. The analysis of the attendance trended data for 2007-2010 revealed an increase of 1.48% over the 3 year period. It is evident that the school is not achieving the AMO for attendance. Drew-Freeman is making the AYP through the confidence interval. In an effort to inform the parents and students, the attendance, truancy, and tardy policy can be accessed on the school’s website. Positive Behavior Interventions and Supports (PBIS) which contains</p>	

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<ul style="list-style-type: none"> • Attendance supports • Climate survey, if available 	<p>attendance components is used. The Pupil Personnel Worker (PPW) monitors student attendance and contacts parents regarding truancy and frequently absent students.</p> <p><u>Climate survey</u> According to a comparison of the <i>School Climate Surveys</i> of 2007 and 2009, the percentage of parents and students who had positive perceptions of the school remained relatively stable. The percentage of teachers who had positive perceptions of the school increased from 46% to 57%. Parents believed that poor student behavior was a major obstacle to student learning.</p> <p><u>CONCLUSIONS:</u> High Priority #9: It is recommended that the school fully implement the PBIS (Positive Behavior Intervention Support) program with fidelity where incentives and rewards are given. Implementing other components of PBIS will increase student attendance and parent involvement.</p> <p>High Priority #4 and #9: It is recommended to implement an agreed upon methodology, accompanied by professional training and monitoring, to ensure the development of well-rounded students. It is further recommended that students are involved in developing a positive school culture (i.e., SGA, clubs, peer mediation, etc.).</p> <p>High Priority#9: It is recommended that the nurse be a part of the Student-Community Outreach team and develop a partnership with local agencies.</p> <p>High Priority #9: In an effort to inform the parents and students; the attendance, truancy, and tardy policy can be accessed on the school’s website. This website must be update monthly with accurate information that reflects the attendance rate.</p> <p>High Priority #9: While comparing 2007 to 2009, parents and teachers ratings increased, but student ratings decreased. Therefore, it is recommended that students feel welcomed and a part of the school’s community. Students must feel value and included as stakeholder in the educational process.</p> <p>Priority #9: The school needs to partner with the community services such as, Suitland</p>	

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	<p>Health and Wellness Center and the Prince George's County Health Department. Some of the services available include: individual, group and family counseling, parent outreach child support advocacy, anger management, financial workshops, and educational services.</p>	
<p>8 Students, Family, and Community Support</p> <ul style="list-style-type: none"> Social-emotional and community-oriented services and supports for students and families 	<p>According to the <i>Summary of Survey</i> conducted in the SY2008-2009, there was a 295 parent sample with 59 respondents. Twenty-percent (20%) of respondent surveys were evaluated (p. 2). On the survey that ranged from strongly agree to strongly disagree, as related to Parent/Community Involvement; 48% of parents and parent groups agreed that they had a voice in school policies however 52% disagreed (p. 21). Forty-seven percent (47%) agreed that they actively participated in school activities while 53% disagreed. Seventy percent (70%) agreed that parent and school staff members share information about students' progress and plans while 30% disagreed. Fifty-eight (58%) agreed that parents are encouraged to support the instructional activities in the school while 42% disagreed. Twenty-eight percent (28%) agreed that parents have opportunities to get involved in the development of school budgets while 72% disagreed.</p> <p>On April 12, 2010, during a meeting, staff identified: parent involvement, as one of the top three priorities that would have a major impact on student achievement. Staff responded positively to the need for consistent parent meetings at night in the community, the incorporation of more creative arts performances for families and engaging community speakers from the community to partner with the school. Additionally, Drew Freeman Middle School staff thought having parent volunteers and assistance with collaborating with staff and other personnel of the elementary schools would be beneficial in forming relationships prior to children coming to middle school.</p> <p>According to the <i>Summary of Survey</i>, 33% of parents regarding Effective Instructional Leadership, agreed that they were involved in decisions about instruction are made using information from parents and the community (p. 11). It is recommended that the school involve all parents in the awareness of school activities and opportunities and be given multiple venues on decision making processes about instruction and how their children progress.</p>	

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<ul style="list-style-type: none"> Engagement of parents in the education of students 	<p>According to the <i>Cambridge Education Quality Review Report</i> posted on PGCPs' School Improvement/Title I Blackboard site, related to Partnerships with Parents and Community, there are a number of teachers who use the school's e-mail system to make regular contact with parents and to update them on their children's successes as well as issues for improvement. There is no evidence other staff makes little or no use of the system (p. 11).</p> <p>The school provides parents with clear information about their children's progress. A significant positive improvement to the report cards has been the inclusion of brief but helpful explanations of where students need to improve. The school holds an information evening at the start of the school year and report evenings at which parents and faculty have opportunities to share information about their children. However, other commitments prevent many parents attending evening meetings so the school needs to explore a wider range of ways to improve communication. Active, engaging parent liaisons would regularly use the School Communication System (SCS), preparing flexible time schedules for parents' visits and the engagement of a full time Web Master full to keep the website current, as the school's website is not currently updated for parents, would forge greater communication with parents/guardians thus prompting greater participation over time.</p> <p>The school has worked towards a better involvement of parents in its work. There have been some successes but there is still inconsistency in the school's work. A consistent school-wide approach to using this communication medium is probably the single most effective improvement to liaisons with parents that the school can make.</p> <p>According to recent qualitative data, 59% of the staff listed Parental Involvement as one of the top three priorities that would impact student achievement.</p> <p><u>CONCLUSIONS</u> High Priority #5 and #9: It is recommended that Drew Freeman Middle School establish a parent/school/student plan and Outreach team consisting of the Title I Parent and Family Involvement Coordinator, Health Department Liaison, Guidance Counselor, PPW, Social Worker, Nurse, and the Turnaround Office personnel in order to develop an in-school outreach center. The school will develop</p>	

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	<p>a Parental Information and Resource Center to provide training, information, and support to parents and individuals who work with parents, and local community agencies. In addition, the Outreach Team will need to outreach and conduct meetings in the community for elementary feeder schools, local churches, and community businesses in order to establish an earlier connection with parents. During the summer months the Outreach Team will provide workshops for new parents and returning parents during the August Academy. It is recommended that the school establish a parent information line where parents can leave concerns and questions which are monitored by the Social worker and Outreach Team.</p> <p>Priority #4 and 5: It is recommended that the outreach team facilitate workshops to explain school education reforms such as national standards and the reauthorization of ESEA The outreach team would extend workshops to include teachers and administration on a variety of social, academic, gender based, school planning topics, the use of the Parent Portal, and include the development of school level Parent Teacher Associations (PTA) supported and monitored by the Turnaround Office.</p>	
<p>9 Professional Development</p> <ul style="list-style-type: none"> • Use of Maryland Professional development standards • Accountability aligned to improved teaching and learning 	<p>The school devised a detailed professional development calendar that was based on the needs of the students and teachers which was aligned to the MD Professional development standards. However, the school did not maintain agendas, sign-in sheets, minutes and evaluations. There is little evidence that the professional development was implemented at the school. There is no evidence of LearningWalks®, which would capture student learning. There is no teacher academy for new teachers to the school and new to the building.</p> <p>The school provided two professional developments on single sex classes in September. The school has a gender-based coordinator. However, there was no follow-up on the professional development or monitoring on the implementation of the professional development administered. Further data was not collected or analyzed to determine the status of the single-gender classes.</p> <p><u>CONCLUSIONS:</u> It is recommended that the school maintain Accountability Portfolios as a method of record keeping for the PD. The school must devise surveys, sign-in sheets, agendas and</p>	

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p>evaluations to monitor PD and reviewed to determine next steps.</p> <p>High priority #3 and #4: There must be follow-up and monitoring on the implementation of the professional development administered to ensure successful classroom implementation. Professional development must be structured to ensure the implementation and to monitor the effectiveness. Administration needs to visit classrooms to ensure the implementation of the PD strategies. Follow-up meetings should occur in order to discuss classroom visits and next steps. After each PD offering, teachers will complete an evaluation tool and submit to the ILTs. The ILTs and Academic Deans will follow through on the PD based on the results which will serve as a means to provide differentiated PD which could include: coaching, modeling, mentoring or other services aligned to the needs of the teachers. The monitoring will be in the form of classroom walkthroughs or formal and informal observations by administration. During Collaborative Planning, teachers will bring artifacts from their lessons, analyze student work, design lessons and discuss successful strategies and analyze data from assessments in order to determine the impact of the PD.</p> <p>High Priority #4: It is further recommended that teachers need trained content specific coaches to conduct on-going, job-embedded and differentiated professional development.</p> <p>For system-wide professional development opportunities provided for all teachers (including the teachers at Drew-Freeman MS) --</p> <p>Systemic professional development opportunities provided to teachers in Prince George's County Public Schools must be planned using the Maryland Teacher Professional Development Planning Guide and the Maryland Teacher Professional Development Standards. In addition as an Alternative Governance school, the Professional Development Calendar for the school improvement plan is planned using the Professional Development Standards. Persons planning professional development opportunities for teachers must submit the offering via an electronic form which guides them through the stages of the planning process. The submissions must also indicate which of the MD Teacher Professional Development Standards have been used to plan, deliver, implement, and/or evaluate the professional development offering. A committee comprised of designated personnel authorized to represent a division or department then reviews all professional development requests for teacher leadership to</p>	

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	<p>ensure that the professional development activities align and meet MSDE and PGCPS goals, initiatives and programs and eliminate redundancy in program offerings.</p> <p>For the persons responsible for planning PD, the Office of Teacher Leadership will provide training for administration, Academic Deans, ILTs, and school teams on the MSDE Professional Development Standards. The ILTs and Deans assigned to the school will ensure implementation of the MSDE standard and solicit from the Office of Teacher Leadership.</p>	
<p><u>10 Organizational structure and resources</u></p> <ul style="list-style-type: none"> • Collaborative planning time 	<p><u>Collaborative Planning</u></p> <p>In 2007, the master schedule did not include time for collaborative planning and was revised for the 2008 school year. For the 2008-2009 planning time was built in the schedule; however, it was not utilized as designed. The planning time was a 2-hour block on Tuesdays for each grade level. The teachers were able to meet by grade level content area. In addition, collaborative planning time was frequently disrupted and inconsistent due to scheduled county testing or impromptu administrative decisions. According to the 2008 Quality Review Report, the teachers had too few opportunities to observe one another in order to enhance instructional practices after planning joint lessons. During the 2008-2009, collaborative planning was scheduled for Tuesdays and changed for 2009-2010 to Fridays. The planning time is 2 hours per session. There was not a clear focus for the expectations during collaborative planning. The presence of administration was non-existent and therefore, monitoring of the collaborative planning process did not occur.</p> <p><u>Conclusions:</u></p> <p>High Priority #5, #7: To ensure accountability measures for the 2010-2011 SY, the PGCPS will create a Turnaround Director's position. The sole responsibility of the director will be to actively monitor the progress of the four Title I 1003(g) schools. The majority of the Director's time will be in schools interacting with staff, analyzing data, monitoring "next steps" and ensuring the overall effectiveness of the total school program. In addition, two Academic Dean's positions will be created. The purpose of this position will be to plan and coordinate instructional activities based on analyzed data and teacher needs. The Deans will also be responsible for leading collaborative planning sessions and monitoring "next steps". The Director and principal will provide</p>	

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<ul style="list-style-type: none"> • Class scheduling (block, departmentalizing, etc.) 	<p>support by attending sessions and monitoring the overall implementation of professional development and “next steps”. This will also ensure the effectiveness and accountability of the collaborative planning process. Likewise, the Director will review data with the newly created Leadership Team, which will include, but not limited to; a principal, Assistant Principal, Academic Deans, Lead Teachers, Instructional Specialist, and Data Coach. Similarly, the principal will be responsible for monitoring instructional practices to ensure that the professional development received is evident in daily instructional delivery.</p> <p><u>Class Scheduling</u> The students’ instructional time is divided into five modules. The following are the time allotments. Mod 1 7:45 – 9:04 (79 min.) Mod 2 9:07 – 10:16 (68 min.) Mod 3 10:19 – 11:31 (72 min.) Mod 4 12:03 – 1:12 (69 min.) Mod 5 1:15 – 2:25 (70 min.) The master schedule does not support the mandated instructional time of at least 72 minutes per class for middle grades. Therefore, the students are not receiving adequate time for learning for Mods. 2, 4, and 5. The normal school day usually begins around 8:00 -8:15 daily for the 1st mod. However, students are released from the gymnasium at 7:35 a.m. and morning announcements begin at 7:50 a.m. The students are assigned to teams, which consists of a Reading/Language Arts, mathematics, science, and social studies teacher. Teachers are responsible for monitoring students during transition, however, because of the lack of monitoring this does not always occur consistently. There are 3 minutes allotted for the transitional times, however teachers have observed that it takes usually takes 10 minutes.</p> <p><u>Conclusions:</u> Priority #8: The present transition reduces the class time. It is recommended that There be a structure established to maximize the transition time. The newly hired principal with the leadership team will designed the schedule to ensure the needs of the school are met.</p>	

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<ul style="list-style-type: none"> • Class configuration 	<p><u>Class configuration</u> For the 2007-2008, the school had all classes were heterogeneously grouped. The school implemented single-sex classes for seventh grade only in 2008-2009. For 2009-2010, both seventh and eighth grades included single-sex classes. According to the 2008 Quality Review Report, the data reveals that there is a clear achievement differential between boys and girls. Department/grade leaders have not considered this implication in terms of adjusting teaching styles, content or resources to engage more male students actively in their learning. Also, there is a lack of monitoring for the implementation of strategies. The school has 12 all boys, 11 all girls, and 13 co-educational classes for the 2009-2010. The students are grouped based solely on mathematics scores. However, there is limited evidence to support the impact of single sex classes on student achievement. According to the Drew-Freeman Gender-Based Student Survey 2010, fifty-percent of the students deemed that single-sex classes were valuable and had a positive impact on their academic experience. On the contrary, fifty-percent disagreed and did not view single-sex classes as being valuable. It was also indicated from this group of students that gender-based classes did not impact the learning environment. A collection of qualitative data from teachers indicated that gender-based classes were not implemented with fidelity and appropriate professional development is needed in order to be effective.</p> <p>Conclusions: Priority #7: The scheduling of students was solely based on mathematics scores and may have contribute to the Basic scores on MSA for reading in the “all” category. It is recommended that math and reading data be considered in the scheduling process. High Priority # 1, #4, # 6, #7: A discussion with the new principal, teachers, and parents will occur to determine the continuation of the single-sex classes for the 2010-2011SY. If in agreement, additional professional development will be provided to support implementation.</p>	
<ul style="list-style-type: none"> • Managing resources and budgets 	<p><u>Managing resources and budget</u> According to the principal, in 2007-2008, the school was financially insolvent. In 2009 the school became solvent due to a school-sponsored fundraiser. According to a recent financial audit reported by the principal, it was recommended to the school that they place more funds in the student account and less in the Student Government Association</p>	

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<ul style="list-style-type: none"> • Accessing other grants to support learning 	<p>account. According to the 2009-2010 School Improvement Plan Budget Plan, \$140,115 was allocated to the School's Operating Resource budget. There was \$36,000 was allocated to Classroom teacher supplies with \$6,000 for staff development supplies. In addition, \$109,167.08 was provided by the School Improvement Office through MSDE. There was \$82,909 was allocated to classroom teacher and/or support positions.</p> <p>Conclusion: Priority #1, #7: It is recommended that the principal assess the needs of the students and teachers and realign funds accordingly. High Priority #4: In order to support the professional development needs of teachers, it is recommended that the school should consider allocating funds to support instructional priorities.</p> <p><u>Accessing other grants to support learning</u> The GEAR-UP Grant was awarded in the 2008-2009 to increase the awareness of students for college preparation. This grant supported the entire 8th grade class. The estimated amount of the grant was \$980,000 and supported the AVID program. The grant supported learning via summer school, AVID tutoring, a summer residential program at St. Mary's College, and summer institute for teachers, parent workshops, speakers, Young Innovators Program, Young Achievers Program, field trips to college campuses, and the purchase of the license for Study Island.</p> <p><i>The Alternative Governance</i> funding was awarded in 2007-2008 for \$302,280 to support activities beyond what was allocated to the school. This is a 2-3 year award and Drew-Freeman is in the third year with this financial assistance. The grant was allocated into five categories (personnel, professional development, materials and equipment, contracted services, and other). The money allocated for professional development was absorbed by miscalculation of salaries for achievement coaches. Therefore, the teachers did not have the opportunity for professional development in the areas identified to increase their teaching capacity.</p> <p>Conclusion: No Priority: The GEARUP grant is not attached to the school, but to the students and will follow the class of 2014 to high school. Therefore, the resources to continue with the some of programs will be eliminated.</p>	

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<ul style="list-style-type: none"> Increasing learning time for students and teachers 	<p><u>Increasing learning time for students and teachers</u> Extended Learning Opportunities have been offered to students for the 2007-2010. The program was two days a week for 2 hours. Students attended 1 hour of math and 1 hour of reading each session. According to the 2008 Quality Review Report monitoring of the students' progress was not done with fidelity. A pre/post test was not used for the 2007-2008 SY; however, there were pre/post tests for Study Island for the 2009-2010 SY. In addition, the program began in January 2009 due to scheduling difficulties for afternoon transportation for the students which lessened the opportunities for remediation/enrichment to ensure the students' success on MSA. Also, students and parents lost interest in the program, because of the delayed start. There were only 57 applications submitted and 33 students who attended regularly.</p> <p>Conclusions: High Priority #1, #3 #4, and #5: In an effort to support teachers beyond planning time, an Academic Dean and ILTs positions will be created. The role of these individuals will be to provide embedded professional development (i.e., conduct demonstration lessons), monitor instructional practices, and analyze data. Furthermore, school leadership will provide professional development opportunities after school in an effort to strengthen teacher capacity. The Leadership Team will monitor application of the professional development implementation during instruction via Learning Walks, formal observations, informal observations, lesson studies, and collaborative planning. High #8: It is recommended that the school consider increasing the learning time for students and teachers by extending the school day/year by 60/90 minutes. In addition, a summer academy will be developed as an extended learning opportunity component. High Priority # 4 and 9: It is recommended that the school needs to be proactive in developing an ELO program in order to increase participation by having all aspects confirmed. ELO programs must be structured in conjunction with parent input. Parents will be afforded the opportunity to attend an ELO orientation meeting to discuss the aspects of the program. Monthly reports on student progress will be shared with parents and staff along with workshops to assist parents with understanding how to help the student to succeed. Teachers will be provided PD on the ELO materials, technology and analyzing data. There will be opportunities for the ELO teachers to discuss data and share results with other teachers.</p>	

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<p>11 Comprehensive and Effective Planning</p> <ul style="list-style-type: none"> Practices for strategic school planning School improvement plan development, implementation and monitoring 	<p>Posted on Drew Freeman Middle School's PGCPS web site is the May 2008-2009 <i>School Climate Survey</i>. The Summary of Survey Participants for teachers and paraprofessionals indicate a sample population of 44; of that sampling 21 participants responded at a rate of 47.7%. Twenty teachers' responses or perceptions of their involvement in the decision-making process on a scale that ranges from <u>strongly agree</u> to <u>strongly disagree</u>. Thirty-five percent (35%) agree that they are involved in school planning while 65% disagree. Forty-five percent (45%) agree that they are involved in developing and reviewing the school's mission and goals while 55% disagree. Fifty percent (50%) seem to agree that they are involved in monitoring the implementation of school policies and procedures school while 50% disagree. Forty percent (40%) perceive or agree that they influence school decision while 60% do not agree. Fifty-five percent (55%) agree that teachers and administrators function as a team while 45% disagree.</p> <p>Overall, 45% of the 20 teacher respondents to the <i>School Climate Survey</i> perceive that they have some stake in ownership at Drew Freeman Middle School.</p> <p>Fifty percent (50%) of the Drew Freeman Middle School staff in SY2010 has less than five years experience. According to the December 2009 school improvement plan (SIP) evidence of a strategic planning practice was minimal. There is little evidence of the implementation of an SPMT in this document however, there exists a statement that the "SPMT will manage and monitor the implementation of the SIP through the quarterly monitoring tool and collaborative planning.</p> <p><u>CONCLUSIONS:</u> High Priority #3 and 5: It is recommended that Drew Freeman Middle School develop a strong monitoring process. A strong monitoring process must be based on a strong school plan that is clear on goals and objectives. It must be clear in defining roles and responsibilities of all personnel in the school. In addition, it must be essential to all stakeholders while being lead by a strong, dedicated leader who is resolute in managing an innovative instructional program that promotes a positive environment where students excel.</p>	

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<p>12 Effective Leadership</p> <ul style="list-style-type: none"> • Instructional leadership to promote teaching and learning • Monitoring of curriculum implementation and instructional practices linked to student growth • Impact on the school culture for teaching and learning 	<p><u>Instructional leadership to promote teaching and learning</u> According to the 2008 Quality Review Report, from 2008 to present, the school’s leadership needs to improve strategic planning to include all aspects of restructuring planning and to focus more clearly on learning and achievement outcomes for students, define and prioritize the roles/responsibilities and accountabilities of the different management and staff teams, increase the key school leader’s understanding on how to bring about improvements in student learning, and agreeing and introducing the measures necessary to further improved students behavior.</p> <p><u>Monitoring of curriculum implementation and instructional practices linked to student growth</u> The Quality Review Report revealed that for 2008 to the present school year, administration needs to focus on increasing the thoroughness in the monitoring of the students’ learning by school (i.e. data analysis) and subject (i.e. classroom visits), and raise teachers’ expectations of students. Neither administration nor department chairs make enough use of evaluation techniques such as regular sampling of students’ work, discussions with focus groups of students or periodic surveys of their views. The teachers are in need of professional development linked to research-based best practices. In addition, school leaders and department chairs lack sufficient skills overall to accurately assess the quality of learning in the classroom and provide teachers with feedback and effective strategies to improve teaching.</p> <p><u>Impact on the school culture for teaching and learning</u> According to the 2008 Quality Review Report, there is good teaching but too much that is weak or uninspiring. The teachers truly have the students’ best interest as a priority and care about their academic success. The teachers are very committed to the school; however, feel they need support from all directions. They feel that they were partially prepared for the America’s Choice program, which greatly impacted student learning. In addition, there are many instances of disrespect that is present between student and teacher, which impedes learning. Students perceive wide inconsistencies between teachers and their approaches and effectiveness in managing behavior, at times to the point of inequity. The school has yet to formulate a common approach to managing student behavior. Also, students feel that the work they do is often ‘too easy’ and could</p>	

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> • Use of assessment data using technology • Recruitment and retention of effective staff • Identification and coordination of resources to meet school needs 	<p>be more challenging.</p> <p><u>Use of assessment data using technology</u> 2007- Present, there is minimal expectation from administration for teachers to use EduSoft, mdk12 website or Performance Matters to access data for daily instructional practices.</p> <p><u>Recruitment and retention of effective staff</u> According to Human Resources, 2007-2008 50% of the teaching staff had to be reassigned to other locations, because of certification due to the Alternative Governance mandate. In 2008-2009, 50% of the staff either lost their certification status or resigned; 2009-2010, 52 teachers in the building had 5 years or less of teaching experience and 18 were new to the teaching profession. Currently, all teachers on staff are highly qualified and certified in core academic areas. The feedback given to teachers from administration provided insufficient recommendations to build their capacity. In addition, targeted professional development is needed ensure the effectiveness of teachers.</p> <p><u>Identification and coordination of resources to meet school needs</u> The school has a Math Coach, Reading Coach, Data Coach, Reading Specialist, and department chairs to support instruction. In addition, a School Improvement Coordinator, Alternative Governance Coordinator, Gender-based Coordinator, and Parent Liaison (halftime) are there to provide support to programs. The role of the mathematics and reading coaches, includes, but not limited to; providing direct support, facilitating workshops, conducting demonstration lessons, analyzing data, designing lessons, providing feedback (instructional conversations), and assisting with the collaborative planning process. Similarly, the Reading Specialist's role will include, but not limited to; assessing the reading strengths and needs of students, providing appropriate reading interventions to struggling readers, analyzing and monitoring reading data, modeling reading strategies/techniques for teachers, and serving as an expert resources for parents. The Department Chair's role will include, but not limited to; ensuring that curriculum information is translated to teachers, ordering/disseminating materials, analyzing data, conducting monthly meetings, and assisting teachers as needed. The SIG Coordinator, AG Coordinator, and Gender-Based</p>	

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p>Coordinator were positions created by the current administration and roles were not defined.</p> <p>Conclusion: Priority #1 and #3: It is recommended that the created positions be eliminated due to the redesign of the school. Those responsibilities will be assigned by the new administration and can be considered as leadership project in the FIRST program.</p> <p><u>Engagement of parents and community to promote academic, developmental, social, and career needs of students</u> According to the 2008 Quality Review Report, communication between staff and parents must be improved. Efforts must continue to reach out to groups of parents whose engagement level is minimal. Currently, there is not an active PTA. The parent liaison has spearheaded an effort to improve the relationship with parents alongside the principal. There have been some successes, but there are still inconsistencies in the school's work. Teachers have implemented the use of email to communicate with parents to share information about students. The school has sponsored a 'Career Day' for the past 3 years to bring awareness to students about the available opportunities in the 21st century.</p> <p><u>CONCLUSIONS:</u> High Priority #4 and 5: Professional development should be provided to the leadership to build their capacity to have a greater impact on student achievement. Priority #1, #3 and #5: Overall, the quality of teaching and learning is in need of improvement through specific targeted assistance. The administration focus will be on monitoring the daily practices in the classrooms to ensure that effective teaching is occurring. High Priority #9: The current behavior management program, PBIS, must be implemented with fidelity through the support of professional development and on-going monitoring. High Priority #4: Teachers are familiar with Performance Matters and Edusoft (data warehouses), but still require intense training on how to manipulate the data for instructional purposes.</p>	

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	<p>High Priority #1, #2, #3, #5 and #9: Due to the certification status and mobility of teachers, the effectiveness of the staff is difficult to determine. It is recommended that the school continues to hire staff that is highly qualified and certified in core academic areas. Daily monitoring is needed by school leaders to ensure that non-classroom based professionals are supporting the students and teachers as their position is designed. It is further recommended that the leadership team include an Outreach Team component to include; a guidance counselor, PPW, psychologist, social worker, nurse, cafeteria manager, and building supervisor. The parents feel the school could make better use of its resources by increasing contacts and building stronger links with the community groups.</p> <p>Priority #4: It is recommended that staff and administrators participate in on-going training in analysis and interpretation of information to improve teaching and learning.</p>	

2.C Intervention Model Selection and Descriptive Information

The LEA must select an Intervention Model for each Tier I and Tier II it decides to serve. Using the format below, the LEA must describe actions it has taken, or will take to design and implement each Intervention Model consistent with the final requirements.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. Duplicate the following templates and complete them for each Tier I and Tier II school as appropriate. Model must be implemented at the start of the 2010-2011 academic year.

2.C.1 Turnaround Model

School Name and Number: Drew Freeman Middle School **Tier: II**
Intervention Model: TURNAROUND MODEL

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

	MSA Reading			Interim Assessment
	% Proficient			% Proficient
	SY 2011	SY 2012	SY 2013	SY 2011
All	74	83	91	64
African American	73	82	91	64
White	80	87	93	80
Hispanic	81	87	93	75
SPED	56	70	84	59
FARMS	71	80	89	NA

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)

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

	MSA Math % Proficient			Interim Assessment % Proficient
	SY 2011	SY 2012	SY 2013	SY 2011
	All	58	72	86
African American	57	71	85	63
White	51	68	85	70
Hispanic	79	86	93	61
SPED	49	65	81	53
FARMS	56	71	86	NA

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

School Climate Goals:

The expectation for attendance is that the school will meet or exceed the AMO for each year.

Each year, there will be at least a 10% decrease in the number of suspensions and expulsions, from the previous year. All the projected goals will be assessed and adjusted annually as appropriate.

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.

STAKEHOLDER INVOLVEMENT CHART

STAKEHOLDER	TYPE OF INPUT and DATE
Principal	Meeting with Executive Director and Director to Discuss the Title I 1003(g) grant and implications.
Parents/Community	Parent/Community Forum schedule for Monday, April 26, 2010 from 6:30pm-8:00pm Parent invitation to forum and Needs Assessment Survey sent home on Monday, April 19, 2010 Global Connect ,the call out system will contact parents from April 19-26, 2010 until 5:30pm to inform parents about the Title I School Improvement 1003(g) and the Turnaround Model Parent Liaison will contact parents about the Parent/Community meeting 2 nd Parent/Community Forum was held on May 17, 2010
Unions	The Deputy Superintendent has on-going meetings with all unions to ensure compliance and to discuss the impact of the Title I 1003 (g) on the employees.
Students	The school is planning to meet with focus groups of students to discuss the grant and its implications and gather their suggestions in May and June. A student survey is being devised. The school improvement coordinator for the school administered the Gender Based Survey to all students during the week of April 20-24, 2010.
School Staff	Staff meeting/forum at school on April 6, 2010. Questions and Answers on Title I 1003(g) SI Grant. Voluntary forum on Needs Assessment and Turnaround Model with staff. Staff provided written and verbal feedback. April 9, 2010 On-line Needs Assessment aligned to the Needs Assessment in the proposal. April 6-April 19, 2010.
Area and Central Office Staff	MSDE provided training on the 1003(g) grant for Area and Central Office staff on March 25, 2010. MSDE provided technical assistance to Area and Central Office staff on April 9, 2010. MSDE provided technical assistance on May 18, 2010.

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

The school will note a dramatic departure from previous alternative governance strategies. The district will employ a Director specifically tasked with the turnaround model. The school will assign assistant principals directly to monitor instruction and reduce their management loads so that they can focus exclusively on instruction. The school will eliminate coaches and use teacher leaders who teach a part schedule. This will allow for the modeling and the embedding of instructional practices. While previous models focused on interventions, this model focuses on a longer

school day that features programs of rigor (algebra preparation and foreign language), comprehension (Comprehension Toolkit) and enhanced opportunities for the creative arts. The school climate will be enhanced by the addition of a social worker and the institution of AVID and PBIS.

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.

The LEA will continue to provide resources in alignment with the PGCPS staffing allocation formula. Title I funds will be used to supplement PGCPS funds in the creation of the Turnaround Department and the addition of additional school staff, i.e. Instructional Lead Teachers, and Academic Deans.

Name of School: Drew Freeman Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
<p>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</p> <p>HIGH PRIORITY: Staff Profile, Assessments, School Culture and Climate, Organizational Structure, Comprehensive and Effective Planning, and Effective Leadership</p>	<p>1. Turnaround schools will have a competitive hiring process to recruit and select an elite principal, preferably with experience in school turnaround but committed to bold and innovative reform:</p> <ul style="list-style-type: none"> • The school system will advertise for the turnaround principal positions separately, ensuring the selection process is independent from other systemic principal hiring. • The recruitment process will include both internal and external searches, utilizing mass communications that include both local and national media, such as newspapers and online sources, as well as national associations such as National Association for Secondary School Administrators. Candidates will be assessed along the following criteria, including but not limited to: experience with effective management of student behavior, positive relationships with parents and community, instructional knowledge/content expertise, evidence of the use of data to inform instruction, disciplinary literacy, organizational structure, culture building and effective collaboration with peers, teacher evaluation, community relations, student interventions, team-building, communications, and commitment to excellence. The principal for Drew-Freeman will have to be able to build capacity of new teachers and build relationship with a strong Suitland Community. • Turnaround principal candidates will interview 	<p><u>March 2010:</u> Principals currently serving as principal notified that they will be replaced.</p> <p><u>May - June 2010:</u> Recruitment and selection of new principals.</p>	<p>Area Assistant Superintendents</p> <p>Bob Gaskins, Human Resources, Executive Cabinet members, School Leadership Office</p>

Name of School: Drew Freeman Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>before a panel of Executive Cabinet members and a community representative, including Area Assistant Superintendents, Chiefs and PTA representatives.</p> <ul style="list-style-type: none"> • The selection committee will recommend the top candidates to the Superintendent and Deputy Superintendent for final interview and selection. • The Superintendent will choose the four nominees to present to the Board of Education for final approval. <p>2. Once aboard, the 4 turnaround principals will engage in a 3-day induction process:</p> <ul style="list-style-type: none"> • The newly hired principals will participate in site visits to state and nationally recognized high performing urban middle schools, such as KIPP South Bronx (NY), Roxbury Prep Middle School (Boston), and/or North Star Academy (NJ). These schools have proven success rates in increasing the performance of at-risk/Title I student populations, particularly at the middle school level. The visits will provide opportunities for the principals to observe first-hand academically rich environments where techniques and strategies are designed to meet the needs of diverse student populations. The visits will be facilitated by leadership teams comprised of executive level staff from curriculum and instruction and the leadership offices. These professional development opportunities will be highly structured and facilitated by the Turnaround Director. In addition, school staffs will have the opportunity 	<p><u>June 2010</u>: Turnaround principal induction.</p>	<p>Acting Turnaround Director; Turnaround Principals</p>

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	<p>to visit the other turnaround schools in the district to share and view practices.</p> <ul style="list-style-type: none"> • Collaborative planning sessions with new Director for 1003 G Turnaround and MSDE School Leadership Office in order to finalize the LEA proposal. • Book and article talks around important works on middle school reform, such as <i>The Critical Middle: A Reason for Hope</i>, written by the Maryland Middle School Steering Committee. <p>2. The principal, with support from the Area Assistant Superintendent Office, will be granted the autonomy to select up to 50 percent of staff and adjust school schedule in consultations with negotiated agreements, adjust the normal school schedule, and utilize resources in ways that are new and innovative in Prince George's County Public Schools.</p> <ul style="list-style-type: none"> • The school system will identify a Human Resources Specialist and Budget Specialist who will report jointly to the Director for the 1003G Turnaround Department and the Chiefs of Human Resources and Finance. • Principal will assemble a site-based leadership team that will have the autonomy to make school-level instructional decisions based on individual needs of the staff, students, parents, and community. For example, school teams will have the authority to adopt a "theme" such as <i>Middle Years Programme</i> or <i>Creative and Performing Arts</i> in addition to making a decision to continue the gender-based instruction at Drew- 	<p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff; develops budget, master schedule, summer professional development program.</p>	<p>Acting Turnaround Director; Turnaround Principals</p>

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	Freeman MS.		
<p>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students</p> <p>(A) Screen all existing staff and rehire no more than 50 percent; and</p> <p>(B) Select new staff</p> <p>HIGH PRIORITY: Staff Profile, Effective Leadership</p>	<p>1. The newly hired turnaround principal will be the final decision-maker in school-level staffing.</p> <ul style="list-style-type: none"> The principal will lead a hiring committee that includes a representative from the Area office, Human Resources, and Curriculum & Instruction. All staff (existing and new) will be screened according to local measures of teacher effectiveness, including: Prior Evaluations, Formative Assessment Data (MSA/HSA data; quarterly assessments), Attendance, and Certification. The committee will explicitly include measures of student achievement when interviewing teachers; teachers will be required to demonstrate past performance in increasing student achievement, and will need to bring artifacts (i.e. FAST data, MSA/HSA data, analysis of student work) to support these accomplishments. Teachers will also be expected to discuss experience working with middle school students as well as innovative strategies for building positive relationships with students, parents, and community. Teachers with limited or no middle school experience will be considered if teaching philosophy supports the turnaround model and past student performance demonstrates instructional competency. Teachers will be required to agree to be an active participant in the innovative practices adopted as part of the turnaround effort (i.e. job-embedded professional development, collaborative 	<p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff; develops budget, master schedule, summer professional development program.</p> <p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff; develops budget, master schedule, summer professional development program.</p>	<p>Duane Arbogast, Chief Academic Officer Acting Turnaround Director, Turnaround Principals, Budget Office, Human Resources, Title I</p> <p>Duane Arbogast, Chief Academic Officer Acting Turnaround Director, Turnaround Principals, Budget Office, Human Resources, Title I</p>

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	planning), as well as make a 3-year commitment to teaching at the turnaround school.		
<p>3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</p> <p>PRIORITY: Assessments, School Culture and Climate, Effective Leadership</p>	<p>1. As a recruitment and retention strategy, PGCPs turnaround schools will use a performance incentive-based model for teacher compensation;</p> <ul style="list-style-type: none"> Each turnaround school will be required to participate in the PGCPs FIRST initiative (Financial Incentive Rewards for Supervisors & Teachers) that provides for financial incentive rewards for improved performance. (All teachers must agree to participate in FIRST.) The PGCPs FIRST initiative provides financial rewards to teachers and administrators for earning high evaluations and showing evidence of improving student achievement. Monetary rewards will be aligned and calculated within the existing FIRST framework: student achievement; hard-to-staff subjects; rigorous evaluation; and professional growth. Teachers will also be given the opportunities to participate in Leadership Projects which would position as Single-gender Coordinator, School Improvement Coordinator and member of Outreach Team. In addition to opportunities for FIRST financial rewards, turnaround schools will utilize a 1003g stipend system that rewards non-FIRST eligible teachers and support staff for school-wide performance. Stipends will be aligned to the FIRST targets established for First eligible teachers. 	<p><u>August 2010 – June 2013</u></p>	<p>Janice Briscoe, Director of FIRST program</p> <p>Janice Briscoe, Director of FIRST program</p>

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	<ul style="list-style-type: none"> If the turnaround school reaches its established FIRST school target, every instructional staff member will receive an additional stipend (from 1003g) based on a percentage of individual growth and improvement. The administrative and support staff will also receive a performance stipend based on the overall school-wide improvement in student achievement. The principal, assistant principals and “targeted” teaching positions (specifically math and foreign language teachers with proven success in student achievement) will receive a one-time 1003g emolument upon hiring. PGCPS is currently in negotiations with ASASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010). <p>NOTE: “Targeted” positions will focus on math teachers for 2010-2011. In 2011-2012, as the World Languages model is phased in, foreign language teachers will be added to the hard-to-staff category for emoluments.</p> <p>2. Turnaround schools will create a new instructional leadership career track for teacher-leaders who are interested in serving in this capacity. These leaders will serve as content experts who ensure teacher effectiveness by aligning formative evaluation, teacher support and job embedded staff</p>	<p><u>August 2010</u></p> <p>August 2010 – June</p>	<p>Bob Gaskin, Human</p>

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	<p>development. PGCPS will implement 3 new career ladder roles within the Turnaround Schools:</p> <ul style="list-style-type: none"> • <i>Academic Deans</i>: Two assistant principal positions will be reclassified to serve in the role of Academic Deans: one will focus on literacy and social studies; one will focus on math and science. Academic Deans will focus exclusively on monitoring and supporting teacher instruction through formative evaluation using the Danielson’s Framework for Teaching protocol. Additionally, they will provide oversight to the ILTs and be responsible for leading weekly collaborative planning meetings with a focus on summative, formative and common assessments. • <i>School Operation Manager</i>: A third assistant principal position will be created (funded through 1003g) to focus solely on school operations and management. • <i>Instructional Lead Teacher (ILT)</i>: Teachers who are highly skilled and highly effective will serve as ILTs. ILTs will be teacher change agents responsible for mentoring and coaching new and inexperienced teachers, as well designing and delivering customized PD based on formative evaluations and specific staff needs. ILTs will have a reduced course load in order to handle the additional teacher-leadership responsibilities. Each turnaround school will have 4 Instructional Lead Teachers – one for each core content area. (To offset the impact of a decreased teaching load, two ILT positions will be created using PGCPS school-based staffing allocations and two additional ILT positions will be funded by the 	<u>2013</u>	Resources Director of Turnaround Schools

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	<p>1003g grant.)</p> <p>3. The new instructional leadership career track for teacher leaders (Academic Deans/Instructional Lead Teachers) is designed not only to catalyze the change process within each turnaround school and establish a program of job-embedded professional development, but also to establish a succession plan for long-term leadership capacity building and sustainability.</p> <ul style="list-style-type: none"> • Academic Deans will not only serve as assistant principals but will be preparing for the role of principals in future turnaround schools that PGCPS creates as part of the school system's succession planning process for future school turnaround efforts. • Similarly, ILTs will be encouraged to pursue their administrative licensure in order to assume higher levels of leadership, such as Academic Deans/Assistant Principals, in the future, and will also participate in ILT leadership training coordinated by the Turnaround Department throughout the school year. 	<u>August 2010 – June 2013</u>	Bob Gaskin, Human Resources Director of Turnaround Schools
<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</p> <p>HIGH PRIORITY: Staff Profile, Student Achievement, Instructional Program,</p>	<p>1. The turnaround schools will seek to redesign professional development to support teacher capacity building. The primary tool for achieving authentic job-embedded professional development at the school level will be through the development of the Instructional Lead Teacher (ILT) and Academic Dean roles:</p> <p>a) <i>Instructional Lead Teacher</i></p> <ul style="list-style-type: none"> • ILTs will be the primary vehicle for teacher coaching and professional development. 	<u>August 2010 – June 2013</u>	Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround Principal and Assistant Principal; Academic Dean

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Assessments, School Culture and Climate, Student, Family and Community Support, Professional Development, Organizational Structure	<ul style="list-style-type: none"> • ILTs will teach a reduced course load so that they can serve as mentors and instructional coaches to both novice and experienced teachers. • During their non-teaching time, ILTs will work with teachers in the lesson planning and delivery cycle and assist in the delivery of a variety of PD workshops based on teacher need and capacity especially with the new teachers with new teachers (0-5years). • During their instructional time, ILTs will “host” mentees in their classroom in order to model best teaching practices and co-teach with novice teachers in order to enhance their skills. <p>b) <i>Academic Deans</i></p> <ul style="list-style-type: none"> • In addition to ILTs, the newly created role of Academic Dean will be a key driver for building teacher capacity in each turnaround school. • Academic Deans will serve as content experts who ensure teacher effectiveness by aligning formative evaluation, teacher support, and job-embedded professional development. They will also develop a “Needs Assessment” in order to asses the PD needs of the staff. • Academic Deans will serve as assistant principals who will be responsible for formative teacher evaluations using the Danielson Framework For Teaching and then designing and implementing differentiated PD based on the formative evaluations. 	<u>August 2010 – June 2013</u>	Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround Principal and Assistant Principal; Academic Dean
		<u>August 2010 – June 2013</u>	Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround Principal and Assistant Principal

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	<ul style="list-style-type: none"> The Academic Deans, in collaboration with the Maryland State Breakthrough Center, will establish the protocols for collaborative planning around student outcomes. They will plan and lead internal professional development, monitor teacher practice and analyze data trends. <p>NOTE: A third assistant principal (School Operation Manager) position will be created to focus solely on school operations and management.</p>		
<p>5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p> <p>HIGH PRIORITY: Student Achievement, Rigorous Curriculum, Instructional Program, Assessments, School Culture and Climate, Student, Family and Community Support, Professional Development, Organizational Structure, Comprehensive and Effective Planning, Effective Leadership</p>	<p>1. Turnaround schools will be managed within a new Turnaround Department (located within one of the turnaround schools) designed solely and exclusively to support the work of these 4 schools. The office will contain 2 primary positions:</p> <ul style="list-style-type: none"> 1 Turnaround Director, who will report directly to the Chief Academic Officer. 1 Administrative Analyst (secretarial and budgetary support) <p>2. The turnaround director will provide direct support to the four turnaround principals and schools. The director will do the following, including but not limited to:</p> <ul style="list-style-type: none"> Conduct one full co-observation day per month for each principal. Co-observation days entail the director and principal jointly engaged in the clinical observation cycle through the implementation of the Framework for Teaching evaluation tool for multiple teachers in one day, including the post-observation conference. The director will coach the principal through this process and provide feedback to the principal 	<p><u>May 2010 – June 2010</u></p>	<p>Dr. A. Duane Arbogast, Chief Academic Officer; Debra Mahone, Executive Director of School & Leadership Development; Dr. Gladys Whitehead, Director of Curriculum & Instruction; Area Assistant Superintendents; Betty Joseph, Director of Title I</p>

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	<p>around his or her instructional leadership and develop his or her skills in the area of lesson observation and feedback. Support from the School Leadership Office will assist with the implementation of the Framework for Teaching tool.</p> <ul style="list-style-type: none"> • Conduct one performance planning conference per month with each principal around specific student achievement and school metrics to assess learning and growth. This will be an iterative meeting process that builds on each previous meeting and will be formative in nature. Specific student achievement and school metrics will be established during the initial planning conference in August 2010. • Provide regular and ongoing feedback to principals and teachers about their work through a process of formative evaluation. • Mentoring and coaching both the principal and teachers. • Be a full and active member of each school's leadership team. The director will attend each school's scheduled leadership team meeting and be an active part of the school decision-making process. • Ensure that all teachers are evaluated properly and provided meaningful feedback on their work. <p>3. The turnaround director will facilitate the leadership development of the turnaround administrators and teacher leaders:</p> <ul style="list-style-type: none"> • The turnaround department will collaborate with 	<p><u>July 2010 – June 2013</u></p>	<p>Dr. A. Duane Arbogast, Chief Academic Officer; Debra Mahone, Executive Director of School & Leadership Development; Dr. Gladys Whitehead, Director of Curriculum & Instruction; Area Assistant Superintendents; Betty Joseph, Director of Title I</p>
	<ul style="list-style-type: none"> • The turnaround department will collaborate with 	<p><u>July 2010 – June 2013</u></p>	<p>Doug Anthony, Director of School</p>

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	<p>the Director of School and Teacher Leadership to design a new program of principal and assistant principal professional development that moves away from the traditional pull-out, all-day model of systemic principal training and replaces it with a job-embedded, experiential approach to adult learning.</p> <ul style="list-style-type: none"> The turnaround department will design and implement a teacher-leader development program that will utilize a cohort-model approach to adult learning. Each teacher-leader cohort will meet monthly onsite at the turnaround schools to participate in an ongoing program of leadership development that will include: instructional coaching, performance planning, formative evaluation, meeting planning and execution, workshop facilitation. <p>4. Turnaround Steering Committee: PGCPSS will create a multi-disciplinary team to meet monthly with each school team to monitor progress and provide logistical and content expertise. Members will represent operational, curriculum and instruction, and student support divisions. Drew-Freeman MS may assign a Parent or Community Representative to the Committee as a consultant.</p>	<p><u>July 2010 – June 2013</u></p>	<p>Leadership Sharon Hodges, Department of Teaching and Learning; Turnaround Director</p>
<p>6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards</p> <p>HIGH PRIORITY: Rigorous Curriculum, Instructional Program, Assessments,</p>	<p>1. <i>Introduction of Comprehension Toolkit:</i> PGCPSS has a well-developed middle school Curriculum Framework Progress Guide (CFPG) for reading. The CFPG has been aligned to State academic standards. (In 2009-2010, the middle grades CFPG was aligned to include the Toolkit strategies; additional work will be done this summer to refine.) However, comprehension</p>	<p><u>August 2010 – June 2013</u></p>	<p>Anne Goudvis, Comprehension Toolkit Consultant Joanne Durham, Curriculum & Instruction;</p>

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Organizational Structure	<p>strategy instruction, to ensure that students use the thinking processes that enable them to develop interpretive and critical stances towards reading objectives, is not yet widespread in grades 6-8. Teaching and use of comprehension strategies has been shown in the research to be effective across all ages and grade levels [(Pearson and Gallagher, (1983), Pearson et. al. (1992), Pressley (1976 and 2002)]. The Comprehension Toolkit provides teaching moves and language as tools for teachers to teach students to apply these strategies. Elementary schools in PGCPs that have integrated use of the Toolkit with the CFPg have shown increases in student achievement. Approximately one-half of the feeder elementary schools for the Turnaround Schools utilize Toolkit, so this will enhance the vertical alignment from one grade to the next, and particularly ensure that students who are bringing stronger strategy awareness do not lose ground in middle school. At least 15 school districts in states such as Texas, California, Washington, and Massachusetts have extended use of the Toolkit into middle school for these reasons (Heinemann’s Comprehension Toolkit - now a subsidiary of HMH). The teaching moves and language learned through Toolkit are then applied to texts of increasing complexity at each grade. Toolkit will augment the CFPg and will include the following:</p> <ul style="list-style-type: none"> • Reading, English/language arts (RELA) lessons teaching non-fiction comprehension strategies. • Enhancements for classroom libraries to 		Turnaround Literacy Coach; Title I Literacy Coach

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	<p>ensure students are regularly reading a variety of genre and at appropriate independent reading levels.</p> <ul style="list-style-type: none"> • Classroom materials to support student engagement with comprehension lessons. • Curriculum adjustments to provide more opportunities for teaching and practicing non-fiction comprehension strategies. • August 2-day Introductory Toolkit Institute for all RELA, ESOL, Special Education teachers and administrative staff. • Demonstration lessons and workshops at intervals throughout the school year by author/consultant Anne Goudvis with PGCPS teachers. • Consultant and C&I sessions with the Instructional Coordinator, ILTs and Academic Deans during each demonstration lesson cycle to build capacity among PGCPs staff to support teachers in each building. • Collaborative planning meetings to develop strategy lessons. <p>The ILTs, Academic Deans, and RELA department chairs will work with Anne Goudvis and the Coordinating Supervisor of Special Instructional Programs in Curriculum and Instruction this summer to revise curriculum to include additional nonfiction and organization of the strategies per Toolkit. This will serve as professional development so that these staff members will go into the schools in the fall with a strong foundation. The August institute will orient</p>	August 2010	

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	<p>teachers to Toolkit, provide practice in applying comprehension strategies to their own reading, practice using the gradual release of responsibility model, plan rituals and routines to support active literacy classrooms, and prepare teachers to teach Unit 1 strategy lessons. Demonstration lessons and workshops by author Anne Goudvis are scheduled at intervals across the school year, so that each strategy can be emphasized as teachers prepare to teach it, student work from previous lessons can be analyzed, and instructional questions can be addressed. Planning days are provided during each demonstration lesson/workshop cycle, and in monthly collaborative planning after-school sessions, so that the Instructional Coordinator, ILTs and Academic Deans can lead and support teachers in creating lessons as they learn how to develop expertise with each strategy, as well as how to integrate strategies for student independence.</p> <p>2. PGCPS has struggled with mathematics student achievement in the middle grades. To this end, the turnaround schools will establish the goal that all students will complete algebra by the end of 8th grade. The district goal is 75%. This will entail a redesign of mathematics instruction prior to 8th grade with particular emphasis on remediation and intervention programs for students who struggle to reach grade level and a focus on problem-solving, critical thinking and writing in mathematics as well as vocabulary for ELL students. In order to insure that students are prepared for Algebra 1 in</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Stephanie Foster, Supervisor for Secondary Mathematics; Michelle Dyson, Supervisor for Secondary</p>

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	<p>8th grade, we propose to put all 7th grade students that are not taking Algebra 1 and Geometry into a pre-algebra course, coupled with a companion intervention elective course to insure that we build the necessary skills to prepare the students to take Algebra 1. One such intervention program that supports this model, as well as, research based strategies that vertically align across middle grades to algebra 1 and is aligned to the State academic standards is Key Elements to Mathematics Success (KEMS) and Key Elements to Algebra Success (KEAS). There is a need to build teacher capacity to support the realigned program to assist teachers in delivering the content, analyzing student work and developing rich tasks for student use. A strong professional development training model supported by ongoing site based coaching is key to helping teachers enrich their practice. In addition, the Institute for Learning from the University of Pittsburgh is using knowledge of research-based instructional practices to assist with the redesign of the curriculum framework progress guides to insure that we deliver academic rigor to prepare our students for algebra. Research Data on the programs use in 2005-2006 in Guilford County, North Carolina showed that Algebra 1 results for three experimental schools that used the program had a pass rate of 71%, compared to a 39% pass rate of the control group and a 58% pass rate for the district. In Algebra 1, the experimental schools outperformed the district 17 of 20 topics covered in the Algebra 1 exam. In 2006-2007, the program was implemented in Gaston County, North</p>		<p>Mathematics; Math Turnaround Specialist; Instructional Lead Teacher (ILT); Academic Dean</p>

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	<p>Carolina. The results showed that the experimental group had a passing rate of 88.46% compared the control group rate of 67.35% on the exam in Algebra I. Further details of this research with data to support the success of the National Training Networks KEAS and KEMS programs can be found at http://ntnmath.com/Research.html in the NTN Methodology Research document pages 32-35. The goal, by 2012-2013, is for 75% of 8th graders to matriculate to high school with an algebra I credit.</p> <p>3. In order to prepare middle school students to be college ready, AVID (Advancement Via Individual Determination) will be provided. Through an elective class, additional college/career/motivational activities and tutors from colleges in the community, AVID supports students to rise to higher levels of academic achievement and success. AVID teaches study skills, using writing as a learning tool, collaboration, and inquiry to insure that children, including those who may not yet have a college-going tradition in their families, are not left off the college track. AN AVID presence in the school will not only support students in the cohort but will reinforce building a culture of academic rigor and high expectations for all.</p> <p>The purpose of the AVID program is to assist those students who are not achieving at their true potential to become achievers and to prepare them to focus on a college. Some students may be first generation college students. The schools establish</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; AVID Coordinator; Instructional Lead Teachers (ILT); Academic Deans</p>

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	<p>the criteria for those students who would benefit from the support of the AVID program and the elective class will be available to all students who meet the criteria for the program. The AVID elective curriculum is beneficial to any group of students, but works best with underachieving students who are at risk academically. The AVID program is designed to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for all students. As AVID becomes institutionalized as a school wide program, the methodologies and components will become increasingly available to all students. A strong, effective AVID team is a leadership group that fosters the development of a school wide learning community, collaborates to achieve the mission of the AVID program, and focuses on the achievement of all its students. The initial implementation of the program requires that an 8 member team (principal, counselor, core content area teachers, and the AVID elective teacher/coordinator) from the school be trained on the program. This site team meets regularly to assess students' needs and plan for ways to address those needs. They collaborate to develop and implement a site plan, and to document evidence to illustrate support for students' access to and success in rigorous curriculum. The school must identify an AVID teacher/coordinator to insure the program is implemented with fidelity. Each year the site team must conduct a self-assessment based on the 11 AVID Program</p>		

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	<p>Essentials and school’s site plan for implementation. The site plan and the self-assessment are reviewed and monitored regularly with the district coordinator to determine the success of the program and qualifications to become a certified AVID site. The success of the AVID program at the school informed the decision to expand the AVID program for the upcoming year. An AVID coordinator will be identified from within the current PGCPS staffing allotment for the school and will receive an emolument from 1003g funds.</p> <p>4. Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. While Spanish is an available offering in each school, the district will work to secure world language teachers and build interest among the students as a part of enhancing their college-bound culture. Offering world languages to middle school students will help them to meet the new criteria for the UMD system as well as other colleges. The foreign language strand will enable schools to differentiate the program based on identified needs and/or interests. Principals will select the languages from the ten offered in PGCPS (including French, Italian, Chinese, and Latin) based on the interest of their communities and the languages supported by the high schools that the students feed into. Drew-Freeman will work closely with Suitland HS</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Foreign Language Supervisor; Instructional Lead Teacher (ILT); Academic Dean</p>

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	<p>which is located next door to ensure a smooth transition from middle school to high school, including high school credit and advance course offerings.</p> <p>The world languages model will be phased in over three years. In 2010-2011, an <i>Introduction to Foreign Language</i> course will be scheduled for 7th graders so that foreign language classes (for high school credit) can be added for 8th grade by 2011-2012. The outcome is for 75% of 8th graders to matriculate to high school with a foreign language credit (by 2012-2013).</p> <p>5. Talented and Gifted Students (TAG) - PGCPs has an established multiple criteria TAG identification process. TAG identified students at the middle school level are scheduled in Honors courses. Through pre and post assessment data and interest and learning style inventories, students' academic, social, and emotional needs are identified. Differentiated instruction occurs by providing access to advanced content, above grade level instructional materials, math acceleration, enrichment extensions, and extra-curricular enrichment opportunities.</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; PGCPs TAG Supervisor; Instructional Lead Teacher (ILT); Academic Dean</p>
<p>7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students HIGH PRIORITY: Student Profile, Student Achievement, Rigorous Curriculum, Instructional Program, Organizational Structure</p>	<p>1. PGCPs has a well-defined interim assessment system that is used to inform and differentiate instruction. Interim assessments are given every 9 weeks and analyzed by teachers as part of the long-range planning process in schools and as part of the PGCPs's broader system of performance management. However, turnaround schools will</p>	<p><u>August 2010 – June 2013</u></p>	<p>Turnaround Director; Testing Office; Principal; Assistant Principal; ILT;</p>

Name of School: Drew Freeman Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>build on this assessment system to engage in a more frequent formative assessment program that provides data for shorter intervals of instructional time.</p> <ul style="list-style-type: none"> For each core content area, data on student performance will be generated on a monthly basis. For example, students will take math benchmarks at the end of each month that teachers will use to inform planning to differentiate future instruction. In reading, for example, teachers will keep detailed running records of students and will assess them monthly as part of the Comprehension Toolkit curriculum re-design for 7th and 8th grades. The implementation of a “flex” schedule for teachers will allow for more meaningful collaboration in the analysis of monthly student achievement data, and this work will be spearheaded by the academic deans in each turnaround school. The formative data generated each month will drive the Director-Principal monthly performance planning meetings that are scheduled as part of the new governance structure for Turnaround Schools. <p>2. PGCPS has an established multiple criteria TAG identification process. TAG identified students at the middle school level are scheduled into Honors courses. Through pre and post assessment data and interest and learning style inventories, students’ academic, social, and emotional needs are identified. Differentiated instruction occurs by</p>	<p><u>August 2010 – June 2013</u></p>	<p>Academic Dean; School-based Data Coach</p> <p>Turnaround Director; PGCPS TAG Coordinator; Testing Office; Principal; Assistant Principal;</p>

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	<p>providing access to advanced content, above grade level instructional materials, math acceleration, enrichment extensions, and extra-curricular enrichment opportunities.</p> <p>3. The IEP governs the instructional supports that are provided to assist the student in learning. Using testing data from annual and re-evaluations, progress monitoring and benchmark intervention data, and county and state assessment, student progress will be monitored. The curriculum contains lessons differentiated to address special needs. Teachers of ESOL and special needs students participate in collaborative planning with general education teachers and also participate in systemic development around teaching and co-teaching. It is an important aspect of these meetings that data be analyzed and specialized instruction monitored.</p> <p>Teachers of English Language learners will be made aware of their students overall proficiency levels as determined by the LAS Links and will provide direct instruction in academic vocabulary and provide multiple opportunities to use the language in order to provide access to both the content and language of instruction. Teachers will receive quarterly data on the language proficiency of their students in all four domains of language: listening, speaking, reading and writing using quarterly assessments in these areas. Teachers will have the opportunity to design lessons that focus on both language and content, while targeting specific skills. Drew-Freeman Middle School will provide ESOL</p>	<p><u>August 2010 – June 2013</u></p>	<p>ILT; Academic Dean</p> <p>Turnaround Director; Special Education Instructional Specialist; ESOL Instructional Specialist; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach</p>

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	<p>classes or co-taught instruction to increase English language acquisition. The ESOL teacher will collaborate with the content area teachers to design appropriate supports for instruction, such as the use of visuals, graphics, and realia to introduce new vocabulary concepts, and to increase reading comprehension; opportunities to extensively build and activate background knowledge; explicit instruction in the academic vocabulary of the content area,; integration of appropriate technology; and, the use of bilingual dictionaries. Each curriculum framework progress guide emphasizes vocabulary instruction and provides lessons that are differentiated to support English Language Learners. Many of the same supports exist for Special Needs students. The IEP governs the instructional supports that are provided to assist the student in learning. The curriculum contains lessons differentiated to address special needs. It is critical that teachers of ESOL and special needs students be allotted time in the master schedule to participate in collaborative planning with general education teachers and also participate in systemic development around teaching and co-teaching. The implementation of an extended student day would afford more scheduling flexibility and provide time for effective collaboration for all teachers.</p>		
<p>8. Establish schedules and implement strategies that provide increased learning time</p> <p>PRIORITY: Student Achievement, Instructional Program, Organizational Structure</p>	<p>1. Each turnaround school will utilize an extended school day to address the needs of all of its learners. Turnaround schools will extend the student school day by 90 minutes (by adding an additional class period) to provide for additional instructional time. This time will allow opportunities for the following:</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. A. Duane Arbogast, Chief Academic Officer; Dr. Gladys Whitehead, Director</p>

Name of School: Drew Freeman Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> Acceleration and intervention programs for core content areas depending on student need. Increased opportunities for creative and cultural arts and the inclusion of additional academically-oriented elective courses, i.e. foreign language, supplemental reading and mathematics courses, etc. Development of a robust advisory program. Independent Reading Clubs/Book Clubs <p>2. The master schedule (number and length of class periods) will be developed by the newly hired principal along with the site-based leadership and will be based on identified needs.</p> <p>3. A flexible schedule will be implemented for teachers (7.5 hour day) allowing some to arrive at the beginning of the student day and others to arrive later. While this model does not mandate an extended teacher work day, teachers will be afforded the option of working additional hours to fully support the extended day for students.</p> <p>4. Turnaround schools will implement a 5-day August Academy for incoming 6th/7th graders. One day will be also planned for any 8th graders who will be new to the school. Administrators, counselors, and instructional staff (8 teachers) will be required to participate.</p> <ul style="list-style-type: none"> August Academy will serve as an induction program for all 6th/7th graders and will become an annual part of the articulation process from elementary to middle school. 	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010, 2011, 2012</u></p>	<p>of Curriculum & Instruction; Area Assistant Superintendents; Scheduling; Transportation; Turnaround Director; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach</p> <p>Transportation; Turnaround Director; Principal; Academic Deans; ILTs;</p>

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	<ul style="list-style-type: none"> The primary focus during August Academy will be to jumpstart the middle school experience and ease the transition from elementary to middle school. The early start to the school year will allow for diagnostic assessment, school culture building, and the establishment of early intervention and enrichment opportunities for students. The August Academy will afford students the opportunity to tour the school, follow a modified mock schedule, meet teachers, and have an opportunity to learn about the various creative arts courses being offered in the upcoming school year. There will also be a character education session conducted by the guidance counselors and a review of the student code of conduct/expectations conducted by the administrative team. In addition, students will participate in rotating sessions that include study skills and organizational skills presented by AVID representatives. PBIS representatives may also facilitate sessions around incentives for positive behavior. Guidance Counselors will present strategies for success for all students including: organization as a secondary learner, how to study as a secondary learner, review of Student Code of Conduct, appropriate use of Agenda Books, review of and provision for school schedules. A Family and Community Forum will be held at the school one evening during the week. Parents, students, and community members will be invited to participate. This will also provide an opportunity 		Professional School Counselor;

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	<p>for teachers and parents to exchange contact information.</p> <p>5. Increased instructional time for students will also afford increased learning time for teachers. The increased instructional day will provide scheduling flexibility and allow for more meaningful teacher planning opportunities during the school day, including:</p> <ul style="list-style-type: none"> • Collaboration around lesson design and unit plans. • Analysis of student work. • Data analysis. • Curriculum modification. 	<u>August 2010 – June 2013</u>	Turnaround Director; Principal; Academic Dean; ILT; School-based Data Coach
<p>9. Provide appropriate social-emotional and community-oriented services and supports for students</p> <p>HIGH PRIORITY: Student Profile, Staff Profile, Student Achievement, School Culture and Climate, Student, Family and Community Support, Organizational Structure, Effective Leadership</p>	<p>1. In order to engage all stakeholders in addressing the needs of the whole child, school-based Student Services personnel – an Outreach Team (which includes, Title I Parent Coordinator, Professional School Counselors, Pupil Personnel Workers, Nurses, Special Educators, School Psychologists, Food Services Managers, Community Engagement Resource Personnel, and Social Workers), in conjunction with community representatives, will organize monthly parent meetings and training sessions to engage parents and teachers about appropriate social-emotional supports for students and families in each school based upon the data provided by each school’s Comprehensive Needs Assessment around the following topics:</p> <ul style="list-style-type: none"> • Truancy/Attendance • Safe and Drug Free Environment • Behavior • Health/Nutrition 	<u>August 2010 – June 2013</u>	Diane Powell, Director of Student Services; Turnaround Director, Turnaround Principals; Title I Office

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	<ul style="list-style-type: none"> • Academics • Parent Involvement <p>The Turnaround Steering Committee will monitor the social-emotional supports being provided to students and families in each school. Services will be adjusted and differentiated based on data from formative and summative feedback which includes: student and parent surveys, referral data, visit/service data, suspension data, attendance data, etc.</p> <p>2. In order to address chronic behavioral issues and create a more positive learning environment, the school will continue to implement PBIS. PBIS (Positive Behavioral Interventions and Supports) is a process for creating safer and more effective schools. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans.</p> <p>PBIS training occurs every summer for new and returning schools. Because Benjamin Stoddert will be classified as a "new" school, a school team (the newly hired principal along with an assistant principal, guidance counselor, and at least one classroom teacher) will be required to attend the mandatory 2-day PBIS Summer Institute for new PBIS schools (July 2010). As a new PBIS school,</p>	<p><u>August 2010 – June 2013</u></p> <p><u>May - July 2010</u></p>	<p>Diane Powell, Director of Student Services; Acting Turnaround Director, Turnaround Principals; Title I Office; Safe and Drug Free Schools Office</p>

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	<p>a “Statement of Intent” along with a staff survey must be completed by June 1, 2010. The PBIS team will monitor and adjust the interventions and supports based on student and parent surveys, referral data, suspension data, attendance data, etc. NOTE: The program is currently funded through the Safe and Drug Free Schools Office (Title 4); however, future funding for this department is slated to be significantly reduced. While Title 4 will be able to fund this summer’s institute, 1003g funds will need to be allocated for school year 2011-2012 and 2012-2013.</p> <p>3. To provide appropriate socio-emotional support for students and their families, a full-time social worker will be added to the school staff. The social worker will be required to work a flexible schedule to allow for coordination and coverage of after-school and evening activities. In addition, he/she will collaborate with the site-based professional school counselors and parent liaison and with community organizations especially the Suitland Wellness Center which is located across the street from the school to coordinate the “hub” of community services that will available to the school families.</p> <p>4. The Department of Student Services will develop and disseminate a brochure detailing school and community resources and services</p> <p>5. On going professional development will be held with staff members of all four schools on the team process, team building, whole-child development,</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010</u></p>	<p>Diane Powell, Director of Student Services; Turnaround Director, Turnaround Principals; Title I Office; PGCPS Department of Social Services</p>

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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>behavior management, nonviolent physical confrontation (de-escalation strategies), Positive Behavioral Intervention Strategies (PBIS), point system and incentives, the Code of Student Conduct and effective parent/family/community engagement. Summer training will focus on enhancing the knowledge of staff in the above areas.</p> <p>6. To ensure accountability, within bi-weekly management and accountability meetings, the school team will analyze relevant student data to:</p> <ul style="list-style-type: none"> • Develop student action plans with individual objectives for targeted students • Determine the effectiveness of the program strategies. <p>7. The school's management and accountability system will collaborate with the LEA to answer the questions of the timeline and the needs that determine which activities will take place, which will be responsible for monitoring and how the activities will be monitored.</p> <p>8. Community engagement resource personnel will develop a partnership for each school with the Suitland Civic Organization, county government and other agencies to develop a "Hub" of needed community services to be provided during regularly scheduled daytime and evening sessions. Providing access to information and assisting parents in reducing the stresses of daily life will benefit the students by enabling the parents to pay more</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Turnaround Director; Principal; Academic Deans; ILTs; Safe and Drug Free Schools Office</p> <p>Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselors; Safe and Drug Free Schools Office; Title I Parent Coordinator; Department of Social Services;</p>

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	<p>attention to their children’s needs and, as a result, positively impact student achievement.</p> <p>9. Increase parent engagement in all school activities and support parental understanding of and involvement in all curriculum areas:</p> <ul style="list-style-type: none"> • Participate in parent/student learning activities as measured by attendance, homework, and assessments. • Create a Parent Action Committee to encourage increased parental participation. • Facilitate the development of the School Parent Policy and Parent-School-Student Compact. • Consult parents in all decisions about parent engagement activities. <p>Proposed Parent Engagement Program includes:</p> <ul style="list-style-type: none"> • Relevant parent workshops – parenting skills, nutrition, money management, job seeking skills, resume writing, computer training, etc. • Parent-members on school committees and teams • Greater participation of parents on PTA committees and SPMT • Parent contributions to school newsletter • Development of parent database • Parent-developed and produced projects correlated with monthly units of study projects developed and produced by their children • Parent-produced art projects (literary, art, film, etc) guided by the Parent Coordinator 	<p><u>August 2010 – June 2013</u></p>	<p>Social Worker</p> <p>Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselors; Safe and Drug Free Schools Office; Title I Parent Coordinator; Department of Social Services; Social Worker</p>

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Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Permissible Strategies for the Implementation of the Turnaround Model. <i>LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)</i>			
List any additional permissible LEA strategies below			
Other Actions the LEA will take to implement the Turnaround Model			
Recruit, screen, and select external providers to ensure quality			

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

Complete Table 2.D.1 for each school with a detailed description of how the LEA will monitor each school’s intervention model and how progress monitoring will be assessed throughout the year.

Table 2.D

Timeline for LEA Monitoring of Tier I and Tier II schools Intervention Model ___ Turnaround Model ___ School: <u>Drew Freeman Middle School</u> Tier: <u>II</u>	
Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed.	
Year 1: Q1 (SY2011, July-Sept)	Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.
	How progress will be assessed: Progress will be assessed through data analysis and feedback occurring during central office Performance Management Analysis Planning Process (PMAPP). In addition administrative staff will gather data from sources including staffing records and documentation.
	<i>Requirement 1: (#1-3)</i> The Turnaround Director will submit to the Chief of Academics a report documenting the following: <ul style="list-style-type: none"> • staff certification requirements, and • evidence of the three day principal induction process, • evidence of site visits nationally recognized high performing urban middle schools, and • collaborative planning with MSDE school leadership office
	<i>Requirement 2:</i> The hiring of staff and principals in collaboration with department of human resources will be monitored through monthly staffing reports submitted to the Turnaround Director.
	<i>Requirement 3: (#1, 2, 3, 4,)</i> Turnaround Director and Chief of Academics will review records from Human Resources Department to monitor implementation of recruitment, salary differentiation, staff evaluations, and position descriptions for school based employees

Requirement 4:

To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:

- Demonstration lessons,
- Professional development sessions
- ILT schedules weekly
- Other job embedded professional development activities

Requirement 5:

(#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :

- Quarterly evaluations of test data from the 4 schools
- Quarterly evaluations of participation data i.e. attendance, suspensions, etc.
- Documentation of leadership capacity building activities with principals (SANE documentation)
- Monthly documentation of teacher observations

(#2) The effectiveness of the principals will be monitored by the Director in the following manner:

- One full co-observation day per month for each principal using the Framework for Teaching Model
- One performance planning per month regarding student achievement and school metrics.
- Provide weekly formative evaluations to provide feedback on job performance
- SANE documentation of mentoring for principal
- Attend weekly leadership team meetings

(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:

- Observation of leadership skills in operation
- Schedule of leadership activities

Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies
- Weekly observations of skills implemented in lesson.

	<ul style="list-style-type: none"> • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (#1) Academic Dean, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
<p>Year 1: Q2 (SY2011, Oct-Dec)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation, collaborative planning.</p>

Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly progress will be assessed.

Requirement 4: To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:

- Demonstration lessons,
- Professional development sessions
- ILT schedules weekly
- Other job embedded professional development activities

Requirement 5: (#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :

- Quarterly evaluations of test data from the 4 schools
- Quarterly evaluations of participation data i.e. attendance, suspensions, etc.
- Documentation of leadership capacity building activities with principals (SANE documentation)
- Monthly documentation of teacher observations

(#2) The effectiveness of the principals will be monitored by the Director in the following manner:

- One full co-observation day per month for each principal using the Framework for Teaching Model
- One performance planning per month regarding student achievement and school metrics.
- Provide weekly formative evaluations to provide feedback on job performance
- SANE documentation of mentoring for principal
- Attend weekly leadership team meetings

(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:

- Observation of leadership skills in operation
- Schedule of leadership activities

Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies

	<ul style="list-style-type: none"> • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p>Requirement 9: Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
Year 1: Q3 (SY2011, Jan-Mar)	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p>How progress will be assessed</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation,</p>

collaborative planning.

The Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly.

Requirement 4:

To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal, and Turnaround Director will review documentation of:

- Demonstration lessons,
- Professional development sessions
- ILT schedules weekly
- Other job embedded professional development activities

Requirement 5:

(#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :

- Quarterly evaluations of test data from the 4 schools
- Quarterly evaluations of participation data i.e. attendance, suspensions, etc.
- Documentation of leadership capacity building activities with principals (SANE documentation)
- Monthly documentation of teacher observations

(#2) The effectiveness of the principals will be monitored by the Director in the following manner:

- One full co-observation day per month for each principal using the Framework for Teaching Model
- One performance planning per month regarding student achievement and school metrics.
- Provide weekly formative evaluations to provide feedback on job performance
- SANE documentation of mentoring for principal
- Attend weekly leadership team meetings

(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:

- Observation of leadership skills in operation
- Schedule of leadership activities

Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics

	<p>Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:</p> <ul style="list-style-type: none"> • SANE documentation of teacher training in the intervention strategies • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
Year 1: Q4 (SY2011, April-June)	Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.

	<p>How progress will be assessed</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation and collaborative planning. The Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly.</p> <p><i>Requirement #3: (1, 2, 3, 4,)</i> Turnaround Director and Chief of Academics will review records from Human Resources Department to monitor implementation of recruitment and retention strategies, salary differentiation, staff evaluations, and position descriptions for school based employees.</p> <p><i>Requirement 4:</i> To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:</p> <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions • ILT schedules weekly • Other job embedded professional development activities <p><i>Requirement 5:</i> (#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :</p> <ul style="list-style-type: none"> • Quarterly evaluations of test data from the 4 schools • Quarterly evaluations of participation data i.e. attendance, suspensions, etc. • Documentation of leadership capacity building activities with principals (SANE documentation) • Monthly documentation of teacher observations <p>(#2) The effectiveness of the principals will be monitored by the Director in the following manner:</p> <ul style="list-style-type: none"> • One full co-observation day per month for each principal using the Framework for Teaching Model • One performance planning per month regarding student achievement and school metrics. • Provide weekly formative evaluations to provide feedback on job performance • SANE documentation of mentoring for principal
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- Attend weekly leadership team meetings
- (#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:
- Observation of leadership skills in operation
 - Schedule of leadership activities

Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies
- Weekly observations of skills implemented in lesson.
- Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I.
- Student grades.

Requirement 7:

Through the monthly performance meeting, the principal will monitor the following:

- bi-weekly assessments in reading and math to drive instruction and planning
- bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation.

Requirement 8:

(1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:

- creative arts
- elective courses,
- acceleration/intervention programs,
- independent reading /book clubs, and
- an advisory program has been established by August 2010.

Requirement 9:

Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:

- Bi-weekly visits to schools

	<ul style="list-style-type: none"> • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
Year 2: Q1 (SY2011, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 2: Q2 (SY2011, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 2: Q3 (SY2012, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 2: Q4 (SY2012, April-June)	Monitoring and oversight
	How progress will be assessed
Year 3: Q1 (SY2013, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 3: Q2 (SY2013, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 3: Q3 (SY2013, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 3: Q4 (SY2013, April-June)	Monitoring and oversight
	How progress will be assessed

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

Drew Freeman MS – FY 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
Salaries/Wages	Salary	School Operation Manager (Turn-around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398.00 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 .00 average salary	\$ 135,942
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930.00 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175.00	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750.00	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100
Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175.00	\$ 7,000

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

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Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000
Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 459,845

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

Drew Freeman MS – FY 2011

Fixed Charges	Fringes	School Operation Manager (Turn-around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398.00 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942.00 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930.00 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250.00 x 8.19% fringes	\$ 921
Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000.00 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750.00 x 8.19% fringes	\$ 61

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

Drew Freeman MS – FY 2011

Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250.00 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500.00 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925.00 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500.00 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	\$10,800.00 x 8.19%	\$ 885
Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #9)	\$30,000.00 x 8.19%	\$ 2,457
Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 116,146
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000.00/demonstration x 5 days	\$ 15,000

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

Drew Freeman MS – FY 2011

Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750.00	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875.00	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22.00	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22.00	\$ 572
Contracted Services	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000.00 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927

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

Drew Freeman MS – FY 2011

Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254.00	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725.00 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200.00 x 20 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000.00 x 4 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000.00	\$ 10,000
Supplies and Materials	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000.00 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500.00 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004

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

Drew Freeman MS – FY 2011

Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670.00	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955.00	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 773,922

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

Drew Freeman MS – FY 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
Salaries/Wages	Salary	School Operation Manage (Turn-Around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	1 Foreign Language Teacher	\$ 67,971
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100

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

Drew Freeman MS – FY 2012

Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPSS presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPSS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000

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

Drew Freeman MS – FY 2012

Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 527,816
Fixed Charges	Fringes	School Operation Manager (Turn-Around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$67,971.00 x 31.74%	\$ 21,574
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921

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

Drew Freeman MS – FY 2012

Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSPresenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	\$ 885
Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	\$ 2,457

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

Drew Freeman MS – FY 2012

Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 137,720
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000

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

Drew Freeman MS – FY 2012

Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000

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

Drew Freeman MS – FY 2012

Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 863,467

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

Drew Freeman MS – FY 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
Salaries/Wages	Salary	School Operation Manage (Turn-Around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	2 Foreign Language Teacher	\$ 135,942
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100

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

Drew Freeman MS – FY 2013

Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One Week August Academy induction for 6th/7th graders.	The academy will be used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms in order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000

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

Drew Freeman MS – FY 2013

Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 595,787
Fixed Charges	Fringes	School Operation Manager (Turn-Around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921

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

Drew Freeman MS – FY 2013

Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	\$ 885

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

Drew Freeman MS – FY 2013

Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #9)	\$30,000 x 8.19%	\$ 2,457
Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #4)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 159,294
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000

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

Drew Freeman MS – FY 2013

Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000

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

Drew Freeman MS – FY 2013

Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 953,012

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:

The LEA will continue to provide resources in alignment with the PGCPS staffing allocation formula. Title I funds will be used to supplement PGCPS funds in the creation of the Turnaround Unit and the addition of additional school staff, i.e. Instructional Lead Teacher and Academic Dean.

2.F ARRA Reporting

In addition to the requirements stated above, LEAs that fund Tier I and Tier II schools with SIG ARRA funds will be required to submit quarterly reports to the SEA for the purpose of federal reporting. Information to be reported include:

- Total amount of Title I ARRA received and expended or obligated by the LEAs;
- Name of the projects or activities;
- Description of the projects and activities;
- Evaluation of the project and activities upon completion; and
- Estimated number of jobs saved or created with the Title I ARRA funds.

2.G Reporting Metrics

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

Upon approval of the LEA's grant application, the MSDE will send a form to the LEA to collect the additional required school-level data for each Tier I and Tier II school it commits to serve. The data should be reported for the school year prior to implementation of the intervention (SY 2009-2010), if it is available.

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

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

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

2.A Background Information

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

Table 2.A

School Name: G. James Gholson Middle School Address: 900 Nalley Road LANDOVER, MD 20785	LEA Point of Contact (POC) Name & Position: Betty Joseph, Director Title I and Debra Mahone, Executive Director, School Leadership Development Phone#: 301-925-2384, 301-618-7660 Email Address: bjoseph@pgcps.org , dmahone@pgcps.org									
Grade levels enrolled (SY10): 7-8	Number of Students Enrolled (SY10): 793									
Year the school entered school improvement status: <u>2004</u>	Tier Level Tier I _____ Tier II <u>X</u>									
Differentiated Accountability Status: _____ Focus Developing _____ Focus Priority _____ Comprehensive Developing <u>X</u> Comprehensive Priority	School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning <u>X</u> Restructuring Implementation									
Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program <u>X</u> Title I Eligible School	Intervention Model Selected: <u>X</u> Turnaround Model _____ Closure _____ Restart _____ Transformation									
Waiver Request: <u>X</u> Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years. <table border="1" data-bbox="812 1381 1401 1606"> <tr> <td data-bbox="812 1381 1143 1425">Year 1: SY 2010-11</td> <td data-bbox="1144 1381 1401 1425">\$ 831,888</td> </tr> <tr> <td data-bbox="812 1428 1143 1472">Year 2: SY 2011-12</td> <td data-bbox="1144 1428 1401 1472">\$ 921,433</td> </tr> <tr> <td data-bbox="812 1474 1143 1518">Year 3: SY 2012-13</td> <td data-bbox="1144 1474 1401 1518">\$ 1,010,978</td> </tr> <tr> <td data-bbox="812 1520 1143 1606">Total Amount of Funding Requested for this School</td> <td data-bbox="1144 1520 1401 1606">\$ 2,674,754</td> </tr> </table>		Year 1: SY 2010-11	\$ 831,888	Year 2: SY 2011-12	\$ 921,433	Year 3: SY 2012-13	\$ 1,010,978	Total Amount of Funding Requested for this School	\$ 2,674,754
Year 1: SY 2010-11	\$ 831,888									
Year 2: SY 2011-12	\$ 921,433									
Year 3: SY 2012-13	\$ 1,010,978									
Total Amount of Funding Requested for this School	\$ 2,674,754									

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: G. James Gholson Middle School Tier: II																																																																
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																															
<p>1. Student Profile Information (include trend analysis)</p> <ul style="list-style-type: none"> • Total enrollment • Grade level enrollment • Subgroups - # of students in each • Mobility% - Entrants and Withdrawals • Attendance % • Expulsions # • Suspensions # • Dropout rate • Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students • Graduation rate • High School 	<p><u>Student Profile Information:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;"></th> <th style="background-color: #e0e0e0;">SY2007-2008</th> <th style="background-color: #e0e0e0;">SY2008-2009</th> <th style="background-color: #e0e0e0;">SY2009-2010</th> </tr> </thead> <tbody> <tr> <td>Total Enrollment</td> <td>759</td> <td>742</td> <td>793</td> </tr> <tr> <td>Grade Level (7th and 8th) Enrollment</td> <td>381 (7th) 378 (8th)</td> <td>375 (7th) 367 (8th)</td> <td></td> </tr> <tr> <td rowspan="6">Subgroups</td> <td>African Americans – 714</td> <td>African Americans – 689</td> <td>African Americans – 739</td> </tr> <tr> <td>Hispanic – 4</td> <td>Hispanic – 50</td> <td>Hispanic – 53</td> </tr> <tr> <td>Native American – 2</td> <td>Native American – 1</td> <td>Native American – 1</td> </tr> <tr> <td>Asian – 1</td> <td>White – 2</td> <td></td> </tr> <tr> <td>Special Education – 106</td> <td>Special Education – 103</td> <td>Special Education – 97</td> </tr> <tr> <td>FARMS - 456</td> <td>FARMS - 418</td> <td>FARMS - 523</td> </tr> <tr> <td>Mobility %</td> <td>Entrants – Withdrawals - Total - 31.4%</td> <td>Entrants – Withdrawals – Total - 34.5%</td> <td>Entrants – Withdrawals – Total - 13.1%</td> </tr> <tr> <td>Attendance %</td> <td>91.3%</td> <td>93.5%</td> <td>93.3%</td> </tr> <tr> <td>Expulsions #</td> <td>14</td> <td>8</td> <td>19*</td> </tr> <tr> <td>Suspension #</td> <td>232</td> <td>373</td> <td>200*</td> </tr> <tr> <td>Dropout Rate</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Advanced Coursework # and %</td> <td>Algebra – Geometry – 9 (Total – %)</td> <td>Algebra – 117 Geometry – 5 (Total – %)</td> <td>Algebra – 55 Geometry – 46 (Total – 12%)</td> </tr> <tr> <td>Graduation Rate</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>High School</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> <p>*as of April 16, 2010</p>		SY2007-2008	SY2008-2009	SY2009-2010	Total Enrollment	759	742	793	Grade Level (7 th and 8 th) Enrollment	381 (7 th) 378 (8 th)	375 (7 th) 367 (8 th)		Subgroups	African Americans – 714	African Americans – 689	African Americans – 739	Hispanic – 4	Hispanic – 50	Hispanic – 53	Native American – 2	Native American – 1	Native American – 1	Asian – 1	White – 2		Special Education – 106	Special Education – 103	Special Education – 97	FARMS - 456	FARMS - 418	FARMS - 523	Mobility %	Entrants – Withdrawals - Total - 31.4%	Entrants – Withdrawals – Total - 34.5%	Entrants – Withdrawals – Total - 13.1%	Attendance %	91.3%	93.5%	93.3%	Expulsions #	14	8	19*	Suspension #	232	373	200*	Dropout Rate	NA	NA	NA	Advanced Coursework # and %	Algebra – Geometry – 9 (Total – %)	Algebra – 117 Geometry – 5 (Total – %)	Algebra – 55 Geometry – 46 (Total – 12%)	Graduation Rate	NA	NA	NA	High School	NA	NA	NA
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Name of School: G. James Gholson Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p><u>Conclusion:</u> Data indicates the enrollment has fluctuated over the past three years; population has decreased and now is on an upward trend due to systemic boundary changes. The school has not met the AMO for attendance for the past three years. Even though the population has fluctuated, attendance and suspension/expulsions have remained a HIGH PRIORITY issue for Gholson for the past three years. This aligns to requirement item #9.1, 9.2, and 9.4 in the turnaround model. Currently, the projected enrollment of limited English proficient (LEP) students is slated to increase to 60 students for the 2010-2011 school year. Forty-five of the new students will receive ESOL services and while 15 have been reclassified as proficient, they remain a part of the LEP subgroup for the next two years.</p>	
<p>2 Staff Profile</p> <ul style="list-style-type: none"> • Principal – Length of time at the school • Number of Assistant Principal/s and other administrators • Number and % of teaching faculty’s total classroom instruction experience: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of teaching faculty’s service at this school: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of HQ teachers • Number of school-based reading and English teachers of record • Number of school-based 	<ul style="list-style-type: none"> • Principal: Length of time at the school – 3 years • Number of Assistant Principal/s and other administrators: 2 assistant principals • Number and % of teaching faculty’s total classroom instruction experience: <ul style="list-style-type: none"> ▪ 0-5 years – 43 staff members; 74.14% ▪ 6-10 years – 14 staff members; 24.14% ▪ 11-15 years – 2 staff members; 3.45% ▪ 16+ years – 3 staff members; 5.17% • Number and % of teaching faculty’s service at this school: <ul style="list-style-type: none"> ▪ 0-5 years – 46 staff members; 25.99% ▪ 6-10 years – 9 staff members; 5.08% ▪ 11-15 years ▪ 16+ years • Number and % of HQ teachers: 33 teachers; 89.19% • Number of school-based reading and English teachers of record: 9 • Number of school-based mathematics and data/analysis teachers of record: 9 • Number of school-based reading and English resource personnel: 2 • Number of school-based mathematics and data/analysis resource personnel: 2 • Number and % of paraprofessionals who are qualified: 2 out of 3 paraprofessionals are qualified – 66.67% • Number of mentor teachers and number of teachers being supported: 3 mentor teachers and 10 Teach for America teachers. 	

Name of School: G. James Gholson Middle School		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p>mathematics and data/analysis teachers of record</p> <ul style="list-style-type: none"> • Number of school-based reading and English resource personnel • Number of school-based mathematics and data/analysis resource personnel • Number and % of paraprofessionals who are qualified • Number of mentor teachers and number of teachers being supported • Teacher and administrator attendance % 	<p>There has been a high turnover of staff at Gholson for the past few years. In the past 8 years, there have been 4 different principals. The last two were new as principals. During the 2007-2008 school year, 1 principal and 3 assistant principals were assigned to G. James Gholson Middle School. One of the administrators was on extended sick leave and the others were absent at various times for a variety of reasons for a combined total of 19.3 days. During the 2008-2009 school year the administrative staffing allocation remained the same however, one of the assistant principals was on extended sick leave and the others were absent at various times for a variety of reasons for a combined total of 30.29 days. During the 2009-2010 school year, due to a slight decrease in enrollment, the administrative staff allocation decreased from 3 assistant principals to 2. Furthermore, within this time frame, there have been several changes in the number and in the personnel for assistant principal positions. This year, there was a loss of the CSEP coordinator position because the program was disbanded county-wide at the middle school level. Students were returned to their least-restricted environments. In the 2007 -2008 school year, 34 teachers were new to Gholson. Although the majority of teachers are highly qualified (HQ), they have limited classroom teaching experience. The 11% of teachers who are not HQ fall within the SPED department. In order for special education teachers to be HQ, they must have dual certification, in both the content area and special education subjects. Retention of qualified and experience staff at all levels remains a challenge at Gholson.</p> <p><u>Conclusion:</u></p> <p>Based upon formal and informal observations conducted in the school in addition to teacher responses on the School-based Comprehensive Needs Assessment (CNA) Survey, there is a need to heighten teacher awareness of the link between teacher practices and student outcomes. Using the aforementioned observations and survey data, the following conclusions can be drawn: 1) there is a need for increasing teacher knowledge of adolescent growth and development and best practices used to address the middle school child; 2) a need to support teachers' capacity to organize and manage classroom and school environments; 3) a need to understand parents and community needs and its impact on the educational needs of the school community; 4) a need to utilize multiple sources of data to determine the instructional needs of students; 5) a need to increase teacher content knowledge and instructional practices. Using the Turnaround School Model no more than 50% of the current staff will remain at Gholson for the upcoming school year. After staffing has been completed for the 2011 school year, a teacher academy will be developed to meet the differentiated needs of all staff. A variety of professional development opportunities will include, but not be limited to, culturally responsive instructional strategies that will include child development appropriateness, data driven instruction, classroom management, and the data inquiry process with a recursive cycle of regular follow-up and feedback.</p> <p>Also, a cohort will be developed for teachers with less than five years of experience to provide individualized support guided by the multidisciplinary team and school-based leadership team. Monthly mentoring sessions will be conducted with a recursive cycle of regular follow-up and feedback resulting in further professional development based on identified</p>	

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needs. (PRIORITY linked to Turnaround Model items #4.1)

Teacher and Administrator Attendance

2007-2008		2008-2009		2009-2010	
Teacher	Administrator	Teacher	Administrator	Teacher	Administrator
97.98%	82.60%	98.3%	71.61%	98.00%	93.52%

3 Student Achievement

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

READING

Though overall reading scores for ALL students at Gholson have increased since 2005, with a slight decrease in 2006, Gholson has not made AYP since 2003. The percent of students scoring proficient/advanced on MSA are as follows: 35.1% (2005), 32.9% (2006), 38.7% (2007), 46.4% (2008), and 56.6% (2009). Grade 7 reading scores showed an increase each year from 2005 to 2009; however, when following cohorts of students from grade 7 to grade 8, some gains were made, although, they were not sustained over time nor were they significant enough for the school to make AYP. In 2005, 32.4% of 7th graders were proficient or advanced, in 2006, 36.4%, in 2007, 39.1%, 2008, 53%, and in 2009, 63.5%. For the aggregate, the AMO gap is -19.2%; therefore, as the AMO continues to increase, Gholson will be significantly challenged to meet that goal. Historically, the growth in gains is 22% per year; however, to meet the AMO, 41.5% growth would be needed to achieve the goal.

Each subgroup with the exception of special education has shown overall gains from 2005 to 2009 in reading. All subgroups had a decrease in 2006. The percentage of African-American students scoring proficient/advanced are as follows: 35.2% (2005), 33.3% (2006), 39.1 (2007), 45.6% (2008), and 55.2% (2009). African-Americans showed little to no gains when following cohorts of students from grade 7 to grade 8. Each year grade 7 students did show modest increases in proficiency. The overall gains of African-Americans can most likely be attributed to the grade 7 students each year. For the African-American subgroup for 7th & 8th grade, the AMO gap is -20.6%.

The enrollment of Hispanic students increased from 13 students in 2005 to 43 in 2009. The Hispanic subgroup attained AYP in reading in 2005, 2008, and 2009, but missed AYP in 2006 and 2007. The percent proficient/advanced are as follows: 38.5% (2005), 29% (2006), 32% (2007), 59.5% (2008), and 74.4% (2009). Gains of 27.4 and 15 percentage points occurred in 2008 & 2009, respectively. The Hispanic subgroup exceeded the AMO by 0.4%.

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	<p>Gholson has a large number of FARMS students (60%). The percentage of FARMS students scoring proficient/advanced in reading increased from 2005 to 2009, with a slight decrease in 2006. Scores were as follows: 32.9% (2005), 28.8% (2006), 35.4% (2007), 43.4% (2008), and 53. 2% (2009). Scores fluctuated when following the same students from grade 7 to grade 8. The growth in gains for students in the FARMS subgroup (535) was stagnant over a three year period. For the FARMS subgroup, there was a 22.9% gap in the AMO.</p> <p>Each year, less than 20 in the special education subgroup scored proficient/advanced in reading on MSA from 2005-2009. Overall there was a small decrease (from 18.7% to 18.4%) in special education students scoring proficient or advanced from 2005 to 2009. Gholson had a Comprehensive Special Education Program (CSEP) department from 2003 through 2009, and continues to have a Comprehensive Referenced Instructional (CRI) program. CSEP and CRI are both programs where the students are in the general education classroom less than 405 of the instructional day. For the SPED subgroup, there was a -61.1% gap in the AMO.</p> <p><u>Conclusions:</u> Overall reading proficiency scores reflect minimal growth for 2005 – 2009 with an increase from 35.1% to 56.6%. However, when comparing the student cohorts from 7th to the 8th grade during a five year period, there is less than a one percentage point gain. Unlike the African-American subgroup, the Hispanic subgroup has fluctuated in reaching the AMO for a three-year trend with an increase from 2008-2009 of 15%. African-American and FARMS reflect a 20% gap between student performance and the AMO target. SPED reflects a significant gap of 61% from the AMO.</p> <p>There is a special need to address the special education subgroup. A variety of professional development trainings have been provided for the special education teachers to address instruction for teacher expectation/practice and student performance. The special educators and paraprofessionals will participate in collaborative planning sessions and ongoing professional development of effective co-teaching models for all content-area teachers.</p> <p>It is noted that there is a priority to heighten all staff awareness of the link between teacher expectation/practices and student actions. Therefore, character education will be included during the extended first mod/homeroom to allow all students the opportunity to benefit from the strategies and techniques of the program.</p> <p><u>Student Needs include but not limited to:</u></p> <ul style="list-style-type: none"> • PBIS/Character education (i.e. growth/development, social/emotional interactions, etc.) as a portion of the homeroom period

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	<ul style="list-style-type: none"> • Peer mediation • High-interest reading materials • Culturally diverse resources • Mentoring programs for students • Organization skills (AVID) <p>By extending the instructional modules, the school will address specific student needs by incorporating technology into daily instruction from teacher planning and delivery of instruction to student performance. This is a PRIORITY and aligns with items #6.1, 2 and 3.</p> <p>MATH</p> <p>The overall math scores for ALL students at Gholson increased from 2005-2009, with a decrease in 2006. Gholson has not made AYP in Math. The percentages of ALL students scoring proficient or advanced in math on MSA are as follows: 20.7% (2005), 18.9% (2006), 21.4% (2007), 28.1% (2008), and 31.4% (2009). Scores for grade 7 have increased each year. Scores for grade 8 have increased each year with the exception of 2009, when a decrease occurred. However, when following cohorts of students from grade 7 to grade 8, student scores declined. For the aggregate, the AMO gap is -33.6%.</p> <p>The African-American, FARMS, and Hispanic subgroups have shown overall gains from 2005 to 2009 in math. The African-American, FARMS, and special education subgroups all had decreases in 2006. The percentages of African-American scoring proficient/advanced in math on MSA are as follows: 20.6% (2005), 18.8% (2006), 21.7% (2007), 28% (2008), and 30.7% (2009). The percentage of African-Americans scoring proficient/advanced decreased when following cohorts of students from grade 7 to grade 8. Each year grade 7 African-American students did show modest increases in math proficiency with the exception of 2007. Each year grade 8 African-American students also showed modest increases with the exception of 2008. The AMO gap for the African American subgroup is -34.1%.</p> <p>The enrollment of Hispanic students increased from 13 students in 2005 to 43 in 2009. The Hispanic subgroup attained AYP in math in 2005 and 2006, but missed AYP in 2007, 2008, and 2009. Overall scores for Hispanic students increased. The percent proficient/advanced are as follows: 23.1% (2005), 23.3% (2006), 12% (2007), 28.1% (2008), and 40.5% (2009). Gains of 16.1% and 12.4% occurred in 2008 & 2009 respectively. Grade 7 scores increased each year with the exception of 2007. Grade 8 scores declined in 2007, remained the same in 2008, and increased in 2009. Scores declined when following cohorts of students from grade 7 to grade 8. The AMO gap for the Hispanic subgroup is -25.1%.</p> <p>The percentage of FARMS students scoring proficient/advanced in math increased from 2005 to 2009, with a slight</p>

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	<p>decrease in 2006. Scores were as follows: 19.7% (2005), 16.8% (2006), 18.6% (2007), 26.5% (2008), and 28.4% (2009). Scores decreased when following the same students from grade 7 to grade 8. Scores for grade 7 students increased from 2005 to 2009 with a small decrease in 2007. Scores for grade 8 students increased each year with the exception of 2009. The AMO gap for the Hispanic subgroup is -25.1%.</p> <p>Each year, less than 20 students in the special education subgroup scored proficient/advanced in math on MSA from 2005-2009. In 2005, there were no seventh graders in the SPED subgroup that scored proficient or advanced. And, as eighth graders, in 2006, this cohort was still at zero. Overall, proficient/advanced scores decreased from 2005-2009. The AMO gap for the SPED subgroup is -57.5%.</p> <p><u>Conclusions:</u> Overall mathematics proficiency scores reflect minimal growth for 2005 – 2009 with an increase from 20.7% to 31.4%. However, when comparing the student cohorts from 7th to 8th grade during a five year period, there is a decrease annually. School year 2009 MSA data reflects only 3.3% of the 707 tested student population were advanced and 26.9% were proficient. The Hispanic subgroup increased 17.4 percentage points for a four-year period. While SPED reflects a significant gap of 57.5% from the AMO.</p> <p>There is a special need to address the special education subgroup. A variety of professional development trainings have been provided for the special education teachers to address instruction for teacher expectation/practice/expectation and student performance. The special educators and paraprofessionals will participate in collaborative planning sessions and ongoing professional development of effective co-teaching models for all content-area teachers.</p> <p>It is noted that there is a high priority to heighten all staff awareness of the link between teacher expectation/practices and student actions. Therefore, character education will be included during the extended first mod/homeroom to allow all students the opportunity to benefit from the strategies and techniques of the program.</p>	

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4 Rigorous Curriculum
 Alignment of curriculum implementation with state standards across grade levels

- Core English/Reading program
- Core Mathematic and algebra programs
- Curriculum Intervention Programs
- Enrichment Programs

Note: The information below was taken from the CFPG for Reading. Please make any adjustments needed.

Content	Core Program	Intervention	Enrichment
Reading	<ul style="list-style-type: none"> • America’s Choice Design Model along with McDougal Littell resource materials (Language of Literature) • Curriculum Framework Progress Guide (with State Curriculum embedded) 	<ul style="list-style-type: none"> • America’s Choice Ramp-Up to Literacy • McDougal Littell Bridges to Literature • I-Station (CRI only) 	<ul style="list-style-type: none"> • MSA Finish line
Mathematics	<ul style="list-style-type: none"> • Glencoe Math – courses 1, 2, and 3 • Curriculum Framework Progress Guide (with State Curriculum embedded) 	<ul style="list-style-type: none"> • Algebraic Thinking (AT) • America’s Choice Ramp-Up • Math Navigator • Moving with Math • FAST Math 	

Core Academic Programs:
 PGCPS developed Curriculum Framework Progress Guides (CFPG) for reading and math. The CFPG document contains information for schools implementing the America’s Choice design as well as the systemic design using McDougal Littell and Glencoe resource materials. Gholson is in its third year of using the America’s Choice Design Model. The CFPG has been aligned to the MSDE State Standards and the State Curriculum. They are embedded in a series of genre study units.

Sample lessons written by PGCPS teachers are included in the CFPG as a resource for teachers when planning. Resources in the CFPG include reading selections of various reading levels that address state curriculum indicators and objectives for all students including special education students, English language learners, and advanced learners. Class sections are developed heterogeneously. Within classrooms, teachers utilize SRI and MSA data to create flexible groups fro small group guided reading instruction. Teachers are encouraged to use appropriately leveled texts with each group. Little or no professional development has been provided to support teacher efficacy with the planning and delivery.

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	<p>However, daily small group instruction is not evident. These data sources do not allow for the daily and weekly analysis of data that is necessary for adjusting instruction to meet the students’ needs as needed. Additional data sources must be used. This implication outlines the need for training on the use of multiple sources of data. Teachers are encouraged to use small group instruction with appropriately leveled texts. Students are grouped heterogeneously in classes based on Scholastic Reading Inventory (SRI) and MSA data. Instructional coaches are provided to help support the delivery of instruction. There have been intrinsic and extrinsic barriers in the effective implementation of the curriculum model and utilization of the instructional area coaches, including but not limited to, scheduling, monitoring by leadership, and school climate issues.</p> <p>Currently, the school has FAST math, although it is not being utilized. As part of the America’s Choice program, Ramp Up to Reading and Ramp Up to Math were implemented. Students were also enrolled in Algebraic Thinking (AT), Algebra/Data Analysis (ADA) and Glencoe Course 3. The school also had Math Navigator up until October 2009. Study Island, small group instruction based on data, and Understanding Math were used to provide additional support to students.</p> <p>Current curriculum reflects the middle school model with 13% of seventh and eighth grade students enrolled in advanced classes, Algebra I and Geometry. Although there are advanced learners in reading classes, they are using the same curriculum as the other students.</p> <p><u>From C & I:</u></p> <ul style="list-style-type: none"> • The curriculum framework progress guide (CFPG) that provides a guiding structure for instruction is fully aligned with the Maryland State Curriculum for reading/English language arts and math. • For the past 3 school years, Gholson has implemented America’s Choice, and these instructional practices are incorporated into the CFPG. • For Special Education and struggling students, modified CFPG, differentiated texts (e. g. Bridges) are used as interventions and additional instructional support. <p>As an intervention, Gholson offered extended learning opportunities (ELO) in both reading and math, utilizing the core reading and math texts. Study Island was utilized by both reading and math.</p> <p>CONCLUSION</p> <p>Class sections are developed heterogeneously. Within classrooms, teachers utilize SRI and MSA data to create flexible groups fro small group guided reading instruction. Teachers are encouraged to use appropriately leveled texts with each group. Little or no professional development has been provided to support teacher efficacy with the planning and delivery. However, daily small group instruction is not evident. Clear expectations and administrative follow-up is not</p>

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	<p>evident in instructional delivery. In conclusion a system of monitoring and accountability must be developed and fully implemented. These data sources do not allow for the daily and weekly analysis of data that is necessary for adjusting instruction to meet the students' needs as needed. Additional data sources must be used. This implication outlines the need for training on the use of multiple sources of data.</p> <p>This is a PRIORITY and aligns with items #6.1, 2, 3 and 4; 8.1, 8.2, and 8.3.</p>	
<p>5 Instructional Program</p> <ul style="list-style-type: none"> • Planning and implementation of research-based instructional practices • Use of technology-based tools • Use of data analysis to inform and differentiate instruction • Master Schedule by content area (include minutes of instruction) 	<p>Planning and Implementation of Research-based Instructional Practices</p> <p>America's Choice was first implemented in January 2008. The America's Choice intensive school design is a comprehensive school reform model that covers standards and assessments, curriculum and instruction, leadership, and parent involvement. The design is based upon the utilization of research-based practices which support the acquisition of reading, writing, and math skills. The design provides the school with extensive coaching and professional development. In addition, the America's Choice intensive design reform model provides targeted assistance to those who need it most, through safety net systems, which include the Ramp-Up to Literacy and Ramp-Up to Algebra, and the Mathematics Navigator Program.</p> <p>The CFPG is inclusive of the reading/writing workshop model using the research and design principles from the work of such educators as Nancy Atwell, Lucy Calkins, Kylee Beers, Ralph Fletcher, and Harvey Daniels. In addition, the school is using the reading strategy instruction modeling and design built by David Pearson and furthered by Stephanie Harvey and Anne Goudvis in their work <i>Strategies That Work</i>.</p> <p>Use of Technology-based Tools</p> <p>The modified CFPG is provided to teachers to address the specific needs of students with disabilities. The Electronic Readers/Writers Notebook allows students with auditory processing and writing disabilities to record their responses on the computer and save them in electronic folders. Students with severe reading disabilities may access fiction and nonfiction text through the use of electronic screen readers (i.e., Book share, Read Out Loud, Natural Reader, and Read Please). Other technology utilized within the CFPG includes, digital media, McDougal Littell's audio libraries and power point presentations. Prince George's County approved databases, such as SIRS, Discovery Education, and Safari Montage are also used.</p> <p>Technology Inventory:</p> <ul style="list-style-type: none"> • Calculators – 715 TI-15s and 220 TI-84s • Computers – 73 dedicated classroom computers (about 2 in every classroom); there is a computer lab with an additional 32 computers 	

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	<ul style="list-style-type: none"> • LCD projectors – 48 • Interactive Whiteboards – 2 • Interwrite Tablets – 4 • Turning Point clickers - 4 sets • CPS clickers – 9 sets • Visualizers -6 • Mobile laptop labs – 4 (16 laptops in each) labs, 2 of which are operational <p>It was stated in the Cambridge audit report, conducted in 2008, the school’s use of technology to support student engagement and learning could be increased further. Greater use could also be made of the school’s well-resourced media center. In both 2008 and during the current school year, there was a vacancy in the library media specialist position. Each teacher was assigned a laptop. In 2009, during learning walks and informal observations, there was minimal evidence of the utilization and infusion of technology into instruction by teachers or students. The school is in need of a technology “refresh”. The updates should include: Interactive white boards, visualizes, netbook mobile labs, desktop computers, LCD projectors, printers and student response clickers. Ongoing professional development on instructional technology should be provided on a consistent basis.</p> <p><u>Use of Data Analysis to Inform and Differentiate Instruction</u></p> <p>The school uses the Qualitative Reading Inventory (QRI), Scholastic Reading Inventory (SRI), Formative Assessment System Test (FAST) assessments, and teacher-created mini-assessments. The QRI and SRI are used to flexibly group students in classes to differentiate instruction. Based on findings from the Diagnostic Assessment Tool (DAT), student work is evaluated by the teacher; however, assessments are not being used in planning instruction. Teachers come together, in both grade level and department teams, to analyze data; however, not all teachers bring student work and not all teachers scaffold student learning. Data is shared during leadership team meetings by the instructional coaches. The leadership team continues to monitor all data submitted to improve the quality of the instructional design; however, this practice is inconsistent.</p> <p><u>Master Schedule by Content Area (Include Minutes of Instruction)</u></p> <p>The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. One block, or mod, per day is used for collaborative or individual planning, for parent conferences.</p> <p>Reading/Language Arts block is 72 minutes which includes the following:</p>

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	<p>Independent Reading: 12 minutes, students read self-selected reading material, students may record and respond to the reading and teacher conferencing may also occur during this time. Opening: 20 minutes, vocabulary instruction (approximately 5 minutes) based on the research and writing of Isabel Beck in <i>Bringing Words to Life</i>, with the remaining 15 minutes devoted to strategy or skill instruction using an “I Do/We Do” model. Work Period: 15 minutes, Students practice the strategy or skill taught during the opening with text/material at the instructional level. Students receive support during the work period in flexible small group based on students’ needs (strategy or skill reinforcement, reading levels, or literature circle/book discussion groups. Teacher conferencing with students may also occur during the work period. Closing: 5 minutes, reflection of what students have learned.</p> <p>Math block is 72 minutes which includes the following use of the America's Choice workshop model: Opening (5-10 minutes) The teacher sets the purpose of the lesson referring to the goal of the lesson and provides examples and demonstrations of concept. Work Time (25-35 minutes) The teachers facilitates learning by providing clarification, guides/monitors progress, asks probing questions, conducts conferences, and challenges students. Closing (20-30 minutes) The teacher allows students the opportunity to share approaches to math, leads interactive discussion, surfaces questions and misconceptions, provides corrective feedback, and challenges students to justify their thinking. During 2008-2009 the master schedule offered the following math classes: (grade 7) Math Navigator, RampUp to Math, Algebraic Thinking Part 1, Glencoe Course 2, and Algebra Data Analysis; (grade 8) Math Navigator, Ramp Up to Algebra, Algebraic Thinking Part 2, Glencoe Course 3, Algebra Data Analysis, Algebra1, and off-site Geometry. During 2009-2010 the master schedule offered the following math classes: (grade 7) Algebraic Thinking Part 1, Glencoe Course 3, Algebra Data Analysis, and Algebra1; (grade 8) Algebraic Thinking Part 2, Algebra Data Analysis, Algebra1, and Geometry. Ramp Up to Math and Ramp Up to Algebra were offered during the Creative Arts block to targeted students based on the previous year MSA performance. Study Island was also used during Creative Arts classes on an alternating schedule to target specific indicators based on FAST2 data. Math teachers and co-teachers collaboratively plan every other day on an alternating planning schedule. With this schedule, teachers have a weekly opportunity to plan for each prep.</p> <p>CONCLUSION <u>Teacher survey:</u></p> <ul style="list-style-type: none"> • 54% believe that America’s Choice is being fully implemented in the classroom. • 67% agree that half of classrooms are using instructional-based technology • 56% agree that weekly data analysis occurs during collaborative planning; coaches input - informal observations reveal a lack of teacher preparation and the implementation of the lessons, strategies, and/or assessments discussed during collaborative planning; current collaborative planning structure includes data inquiry, study groups, lesson

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	<p>demonstrations, the creation of lessons, assessment analysis and creation, however follow up and monitoring is limited to Instructional Coaching staff; time was scheduled for debriefing on instructional practices, however school management issues superseded these meetings.</p> <ul style="list-style-type: none"> • Master schedule - Although the master schedule provides 72 minutes of instructional time, only 67% agree that the instructional time is fully utilized; no transitional time is built into the schedule; interruptions abbreviate the instructional period (late buses, emergency assemblies, tardy students, extended lunches, disruptive students) <p>America's Choice instructional strategies have not been removed, but are embedded into the framework of the school. While PGCPS will not enter into another year's contract with America's Choice, the system will continue to support the integration of the design systemically. The strategies and best practices will continue to be implemented through teacher cohorts who will share and model best practices that have become part of the school's instructional culture: role of a leadership team, the workshop model, protocols for examination of and feedback on student work, etc. This is LESS PRIORITY and aligns with items #6.1, 6.2, 6.3 and 6.4; 7.1; 8.1, 8.2, and 8.3.</p>	
<p>6 Assessments</p> <ul style="list-style-type: none"> • Use of formative, interim, and summative assessments to measure student growth • Process and timeline for reporting • Use of technology, where appropriate • Use of universal design principles 	<p><u>Use of Formative, Interim, and Summative Assessments to Measure Student Growth</u></p> <p>Formative Assessment System Test (FAST) is developed by the Test Development Specialist in the Testing Office and is administered 3 times per year (October, January, & May) in grades 3-8. Data from the FAST assessments can be used to develop small groups for reinforcement and/or enrichment based on students' strategy and skill needs. The FAST is designed to be used as an instructional tool. Teachers are encouraged to use the data gathered to identify students' strengths and weaknesses and to modify instruction.</p> <p>The Scholastic Reading Inventory (SRI) is given to grades 3-8 in September and April to determine each student's reading level. Lexile scores from the SRI can be used to develop small groups based on reading levels and to assist with planning lessons for differentiated instruction and reading materials.</p> <p>The Qualitative Reading Inventory (QRI) is used to assess a student's reading ability in both narrative and expository text using word lists and questions to assess prior knowledge. Teachers gain an understanding of each student's comprehension, strengths and weaknesses. Data from the QRI can be used to develop small groups to assist with differentiation of instruction. According to the DAT, there is lack of evidence to indicate teachers are using the QRI. Teachers should be capturing data on a consistent basis for the most struggling readers in order to focus and inform instruction.</p> <p>The county Math Department provides pre and post unit assessments and the FAST quarterly assessment. The Math MSA is given to all math students in March. Algebra Data Analysis and Algebra 1 classes take the practice High School Assessment in April and the actual test in May. Algebra 1 classes take the ETS pre and post test.</p> <p><u>Process and Timeline for Reporting</u></p>	

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	<p>Instructional coaches plan with teachers to create common assessments. Gholson uses a variety of assessment processes and tools that are aligned with the school district, state standards, and America’s Choice Design Model; however, baseline feedback from a sampling of parents indicates it is not clear to what degree assessment data is shared with students and parents. The data from these assessments are analyzed during weekly collaborative planning and should be used to guide instruction. The SRI is given two times a year (September and May), but schools have an option of administering it in January. The FAST is given quarterly (with the exception of the 3rd quarter) in both reading and math. For both the SRI and FAST assessments, students’ answer sheets are scanned in-house, and the results are shared with teachers during collaborative planning.</p> <p><u>Use of Technology, where appropriate</u> Students use computers for taking MOD MSA and the MSA for science. Performance Matters (an on-line data warehouse that stores the results of both district & state assessments and disaggregates data) and Edusoft (an on-line database that tracks county assessments, and can be used to create customized intervention groups based on specifically selected criteria) are used to assist with data analysis. As part of the professional development plan teachers will be provided extensive and ongoing training on how to access and analyze student assessment data to improve and support instruction.</p> <p><u>Use of Universal Design Principles</u> Gholson uses several methods to address the needs of its diverse population of learners. Students come to the classroom with a variety of skills, talents, and interests. The CFPG provides multiple and flexible methods of presentation, giving students with diverse learning styles various ways of acquiring information and knowledge. Embedded in both the RELA and math curriculum are the use of technology, alternate means of assessment, and a variety of ways to demonstrate what they have learned.</p> <p><u>CONCLUSION:</u> <u>Teacher Survey:</u></p> <ul style="list-style-type: none"> • Use of formative, interim, and summative assessments – 60% agree that the aforementioned are used to measure student growth • 56% agree that the process and timeline for reporting is implemented • 83% agree that they have opportunities to use technology to measure student growth • 58% agree that assessments are developed with a variety of student learning styles <p>The instructional coaches conducted professional development on differentiated instruction, including the development of assessments that consider student learning styles.</p>

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	<p>Currently, the school does not have enough computers to conduct on-line testing. The computer lab has 32 computers and there are 2 functioning mobile labs. A limited number of computers and inadequate servers have created barriers for using technology in assessments. Although the school currently administers assessments as scheduled, the resulting data is not being analyzed or used effectively to make instructional adjustments for the students.</p> <p>This is LESS PRIORITY and aligns with 7.1; 8.2; and 9.5.</p>																																															
<p>7 School Culture and Climate</p> <ul style="list-style-type: none"> School vision, mission and shared values School safety Student health services Attendance supports Climate survey, if available 	<p><u>School Vision, Mission and Shared Values</u></p> <p>The school has a vision and mission statement that is communicated in the school improvement plan and posted on the website. Data from the current teacher survey indicates that many teachers are not aware of the school’s vision and mission. According to the 2008-2009 climate survey, between 50 and 60% of parents indicated there is a clear and focused mission at Gholson. The school vision details that “the school is committed to maintaining a strong and challenging academic, learning environment which nurtures disciplined thinking and creative expressions for a diverse population and uniqueness of each student.” Based on the January 2010 DAT, the leadership team is working on redefining the mission and vision.</p> <p><u>School safety</u></p> <table border="1"> <thead> <tr> <th>Incident Event Type</th> <th>SY08-09</th> <th>SY09-10</th> </tr> </thead> <tbody> <tr> <td>Assault w/ Serious Bodily Injury</td> <td>.2%</td> <td></td> </tr> <tr> <td>Classroom Disruption</td> <td>4%</td> <td>12.5%</td> </tr> <tr> <td>Disrespect</td> <td>20%</td> <td>14.5%</td> </tr> <tr> <td>Extortion/Shakedown and/or Strong Arm</td> <td>.2%</td> <td>.5%</td> </tr> <tr> <td>Failure to follow School Policies</td> <td></td> <td>2.5%</td> </tr> <tr> <td>Fighting</td> <td>30%</td> <td>30.5%</td> </tr> <tr> <td>Forgery</td> <td>.2%</td> <td></td> </tr> <tr> <td>Gambling</td> <td>3%</td> <td></td> </tr> <tr> <td>Group Fight</td> <td>1%</td> <td>3%</td> </tr> <tr> <td>Inciting/Participating in Disturbance</td> <td>3%</td> <td>10.5%</td> </tr> <tr> <td>Insubordination</td> <td>17%</td> <td>6%</td> </tr> <tr> <td>Loitering/Cutting Class/Truancy</td> <td>5%</td> <td>1.5%</td> </tr> <tr> <td>Physical Attack on Student</td> <td>2%</td> <td>3%</td> </tr> <tr> <td>Physical Attack on Staff</td> <td>1%</td> <td>2.5%</td> </tr> </tbody> </table>			Incident Event Type	SY08-09	SY09-10	Assault w/ Serious Bodily Injury	.2%		Classroom Disruption	4%	12.5%	Disrespect	20%	14.5%	Extortion/Shakedown and/or Strong Arm	.2%	.5%	Failure to follow School Policies		2.5%	Fighting	30%	30.5%	Forgery	.2%		Gambling	3%		Group Fight	1%	3%	Inciting/Participating in Disturbance	3%	10.5%	Insubordination	17%	6%	Loitering/Cutting Class/Truancy	5%	1.5%	Physical Attack on Student	2%	3%	Physical Attack on Staff	1%	2.5%
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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges

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

Possession/Use of Other Weapon	.8%	.5%
Profane/Inappropriate Language		2.%
Sexual Harassment	1%	
Smoking/Tobacco	.2%	1%
Theft	3%	
Threat to Teacher/Staff (Verbal or Physical)	3.3%	1%
Trespassing	1.3%	
Vandalism and/or Property Destruction of Property	1%	
Other	6%	8.5%

School safety is a major matter of public concern and a comprehensive review over the past two years indicate a number of factors impacting school safety and the overall school culture and climate. There were a total of 358 suspensions in 2008-2009. As of April 16, 2010, there have been 200 suspensions this year. Suspension data includes students with repeat offenses. Fighting was noted as the main cause of suspension during the 08/09 and 09/10 school year with 30% and 30.5% respectively of the students being suspended. Subsequently, 20% in 08/09 and 14% in 09/10 of the students were removed for being disrespectful towards an authority figure. While there has been a decline in the number of students being removed for insubordination, the number of students being removed for classroom disruption increased from 4% in 08/09 – 12.5% in 09/10 . Gholson sits within an area with four varying communities in which incidents at school are known to be a direct result of incidents occurring in the neighborhood from opposing groups of students.

Student Health Services

Currently, the G. James Gholson employs a full time nurse, three school counselors, and a school psychologist. The school nurse provides students first aid, health assessments, referrals, and assistance with prescribed medications. Monthly, 5-10 students are referred to community health providers including emergency room care, Prince George’s County Health Department located in Cheverly, mental health providers, and local physicians. Several resources such as brochures and flyers are housed in the nurses office to provide health information to students and families regarding local health agencies and there services.

Annually, as part of the health assessment process, the nurse documents the heights, weights, and body mass index for all 7th graders. As a result of this assessment, there is an increasing number of students who are experiencing obesity. The school is making an effort to provide students information about obesity through the development of a health club this year that will be trained using the School Nurse Childhood Obesity Prevention Education Program (S.C.O.P.E.) and referrals to the Torch program.

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	<p>The school nurse recommends that more could be done to improve the nutritional quality of school based meals, lunch and breakfast, as a preventative measure to reduce obesity among students. In addition, increasing the delivery of social services for families of students, in order to improve the diets of students is a recommendation. Currently, the parent liaison, makes refers parents to local food banks which provide fresh vegetables for nutritionally sound meals. Due to increasing levels of parental unemployment and underemployment, poor diet seems to be an issue among students and families.</p> <p>Two programs are implemented during the beginning of the year to assist students in learning about and maintaining personal hygiene. The nurse and counselor provide “Girl Talk” for the entering 7th grade girls and the male staff members provide a similar program for 7th grade boys to discuss personal hygiene and health. The school psychologist also provides on-going mental health services to referred students in addition to servicing special needs students who are mandated for psychological services in their individual education plans.</p> <p>According to the school nurse, there is increasing evidence of students participating in “skip parties” which involve students “skipping” school, meeting at someone’s home, and engaging in inappropriate activity.</p> <p><u>Attendance Supports</u></p> <p>The school has an issue with students being tardy, about 20 -30 students daily. Based upon the current data (8th grade - 1st quarter 93%, 2nd quarter- 91.9%, 3rd quarter- 91.9%; 7th grade - 94 % quarter, 2nd - 94.5% quarter, 3rd quarter– 94%), the school will not make AYP in attendance this year. According to the SIP, there are attendance incentives in place but, they are not being utilized.</p> <p><u>Climate Survey, if available</u></p> <p>In 2008-2009, a school climate survey was conducted by the Department for Research and Evaluation gathering input from students, teachers, and parents of G. James Gholson regarding their perceptions of the school climate. Overall the responses of each group in 2009 were more favorable than the responses recorded in 2007. However, in 2009 for students and teachers there still appear to some areas that require more improvement. For students they are safe and orderly environment, positive school climate including trusting and respectful relationships between students and teachers, and high expectations for students reflected the greatest degree of concern. For parents the data indicates concern regarding the specific topics of parental involvement in decision making regarding curriculum and budget, communication about student progress, disruptions to instruction and adequate time for instruction. Teachers were concerned about communication between staff and administration, involving all stake holders in decision making, school planning, disciplinary procedures, atmosphere of trust and respect in the school and other factors related to positive school climate,</p>	

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	<p>and parental involvement.</p> <p>The following data (from the 2007 on-line survey) supports the analysis above.</p> <p>STUDENT RESPONSES</p> <p><u>Safe And Orderly Environment</u></p> <ul style="list-style-type: none"> • 45% of students disagreed with the statement “School conduct rules are established with input from students”. A decrease from 59% in 2007 • 57% disagreed with the statement “My school building is kept clean and everything works”, a decrease from 86% in 2007 • 57% disagreed with the statement ”the School safety rules are generally obeyed by students, a decrease from 80% • 44% of students disagreed with Teachers conduct classes in an orderly and efficient manner, similar to 46.5% in 2007. <p><u>Positive School Climate</u></p> <ul style="list-style-type: none"> • 65.8% disagreed with the statement “Teachers and students at my school trust and respect each other”. A decrease from 85% in 2007. • 43% disagreed with the statement “Absenteeism is not a problem at my school”, a decrease from 66% in 2007. • 50% disagreed, 30.4% responded neutral, and 18.9% agreed with the statement “Students and teachers at school take good care of the school building and grounds”. • 32% disagreed with the statement I am proud to be a student at this school” a decrease from 59.7%. • 28.9% disagreed that the parents were aware of the student code of conduct <p><u>High Expectations</u></p> <ul style="list-style-type: none"> • 40% disagreed and 26.2 agreed that teachers keep parents informed about student progress <p>PARENT RESPONSES</p> <ul style="list-style-type: none"> • 18% disagree with the statement that decisions are made using information from parents and the community a 9% decrease from 2007 • 18.5% disagreed that teachers and students have a positive attitude toward school • 19.5% Disagreed that parents are kept informed of how well students are doing in school (similar to student responses) • 25% disagreed that teachers spend as much time as needed on instruction

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	<ul style="list-style-type: none"> • 30% disagreed that there are few disruptions to instruction. • 22% disagreed with parents have the opportunity to get involved in the development of school budgets. • 19% disagreed with the statement the school gives parents news about their children <p>TEACHER RESPONSES</p> <ul style="list-style-type: none"> • 37% disagreed that disciplinary procedures were implemented in a fair and consistent manner, a decrease from 80% in 2007. • 25% disagreed that parents were involved in and support school’s disciplinary procedures, decrease from 2007 62.8% disagreement. • 33% disagreed that teachers have a positive attitude toward the school and 29.5 disagreed that students have a positive attitude toward the school • 36% disagreed that classroom disruptions are kept to a minimum. • 28% disagreed that the administration supports teachers concerning disruptive students • 48% disagreed with teachers are freed from miscellaneous administrative tasks and duties so they ca concentrate on instruction • 40% disagreed that parents actively participate in establishing school policies and procedures • 39% disagreed that parents actively participate in school activities. • 40% disagreed that professional development of teachers addresses the social and cultural differences in the school a decrease from 53% in 2007 • 32% disagreed that professional development of teachers is tailored to the school a decrease of 24% from 2007 • 36% disagreed that teachers are involved in planning and evaluating professional development activities a decrease from 44% in 2007. • 40% disagreed that teachers are involved in school planning and budgeting. • 40% disagreed that they can influence school decisions <p><u>Teacher survey:</u> 44% agree that the mission/vision is evident throughout the school 38% agree that the school has a safe environment for students, staff, and parents 33% agree that the school has appropriate supports in place for attendance</p> <p>CONCLUSION School Vision There is a written school vision, however, according the School Climate Survey, 2009 all stakeholders were unaware of</p>

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	<p>this vision statement and reported that they were not involved in its development. 40% of teachers reported they disagree that they can influence school decisions and 40% noted parents were not involved in establishing school policies and procedures, 18% disagreed that decisions are made using information from parents and community. Further, lack of involvement of teachers and parent participation in the creation and/or review of school policies, procedures and budget were noted by 40% of teachers in the same survey. Currently, there is an active Parent Student Teacher Association and one parent representative on the School Based Management Team.</p> <p>School Safety Currently the school is implementing a school discipline plan. Responses from the 2007 and 2009 School Climate Survey indicate that positive perceptions of parents teachers and students have regarding school safety have improved however, there are still concerns. When compared to all middle schools, positive school climate received the lowest percentage of positive perceptions. In 2009 still, less than half of teachers, 57% of students and 30% parents disagreed that Gholson is a safe environment. 30% of students reported that there are few disruptions to instruction; 37% of students disagreed that disciplinary procedures were implemented in a fair and consistent manner.</p> <p>Further, suspension data indicates that out of 200 suspensions processed (August 2009 to April 2010), the largest number of infractions of the student Code of Conduct involved fighting, disrespect, and insubordination by students.</p> <p>Attendance The school has not achieved Annual Yearly Progress for attendance in 2009. There has been increase toward achieving the AMO however, this goal has not been met during the past 3 years (2007, 91.6%; 2008, 91.3%; 2009, 93.5%). 33% of teachers on the School Needs Assessment (4/2010) agree that the school has appropriate supports in place for attendance.</p> <p>In order to address the social and emotional needs of Gholson students and improve the climate and culture of the school, a holistic approach incorporating partnership between school personnel, parents, and community organizations must be developed. A review of data from a variety of sources including school climate surveys, attendance data, and suspension data indicate there four key areas of concern. These four areas include: 1) common vision for the school developed by and communicated to all stakeholders; 2) management of students in classrooms and in the school building to ensure school safety; 3) parent involvement in decision making, regarding school policies, procedures, in addition to vision; and, 4) student attendance. For G. James Gholson school climate and culture are high priority areas. Quality instruction has to be delivered in a climate that is supportive.</p> <p>A culture of inclusion would improve the school climate. There is a need for the leadership of the school to involve all parties in the development of school vision and procedures by increasing opportunities for parent/community</p>

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	<p>representation on School-based Management Teams and school committees. Consistent communication of the school vision and procedures to staff through meetings, to students in classrooms and displays throughout the school building, and lastly to parents through newsletters, phone calls, conferences, meetings, and Home/School contracts would further solidify the bond between parents, students and staff regarding school expectations and student goals. This involvement will generate joint ownership of these policies and procedures and facilitate their consistent implementation and support both by school staff, parents, and students</p> <p>A consistent structure for managing student behavior including procedures for transitions between classes (the reported time when most fights occur), rewarding appropriate behavior, classroom management, and disciplinary procedures. Also, the strengthened partnership between home and school under girded by ongoing communication regarding expectations for student conduct and safety will improve the climate in the school building, reduce unsafe activities, and increase the sense of safety reported by students, teachers and parents. Implementation of student focused disciplinary program that cultivates student self regulation would assist in reshaping the school climate. Positive Behavior Intervention and Supports (PBIS) program is an example of an initiative that would support improved student behavior. PBIS has not been implemented at Gholson.</p> <p>Increasing the utilization of school based staff including counselors, pupil personnel workers, parent liaison (school based "P-Team), psychologists, health professionals and teachers in the reduction of absences and tardiness through home visits, increased home school communication, parent training, and school based counseling interventions will increase attendance rates. Increasing teacher hall assignments during class transitions and bus duty before school will serve to decrease tardiness between classes and collaboration with the PGcps transportation department will reduce student tardiness to school. Improving instructional delivery and student academic support will provide greater motivation for students to attend classes and feel successful.</p> <p>This is a HIGH PRIORITY and aligns with items #8.1, 8.2; 9.1, and 9.4.</p>
<p><u>8 Students, Family, and Community Support</u></p> <ul style="list-style-type: none"> Social-emotional and community-oriented services and supports for students and families 	<p><u>Social-Emotional and Community-Oriented Services and Supports for Students and Families</u></p> <p>The school is staff with a shared PPW, full-time nurse, shared school psychologist, shared speech therapist, 4 guidance counselors, and shared parent liaison. The special education department, in conjunction with the guidance department, presented an orientation to staff on referral services for students, the referral process, and the role of the teacher in School Instructional Team (SIT). A school-based advocate from Hillside, Inc. currently provides counseling, mentoring and support services to 25 at-risk students. The school holds quarterly workshops that include public health and social services.</p>

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<ul style="list-style-type: none"> Engagement of parents in the education of students 	<p><u>Engagement of Parents in the Education of Students</u> Gholson’s efforts to increase parent involvement include:</p> <ul style="list-style-type: none"> a monthly newsletter that goes home via back-pack principal’s “chat” with the community quarterly parent workshops offered by the PTSA and public relations committee discussing test-taking skills, study strategies, and tutoring children at home Back-to-School Night report card pick-up 7th grade orientation for incoming students MSA math/reading workshop PTSA monthly meetings weekly designated day for parent conferences call-outs <p>Communications from school to home are written in parent-friendly language and Spanish. Currently a PTSA is in place. The school has attempted to involve more parents by hosting events at different times – Saturdays, mornings, and evenings. During one of the open parent forums, parents expressed a concern about bullying. Subsequently, the principal established a bullying hotline. According to the 2009 school climate survey, 84% of the parents surveyed agreed that parents are encouraged to support the instructional activities of the school. Results improved 14% from 2007.</p> <p><u>Current Teacher Survey (2010) – paper/pencil:</u></p> <ul style="list-style-type: none"> 37% agree that the school has social/emotional and community-oriented services available to support families 69% agree that parents are provided with a variety of opportunities for active participation; although there are many opportunities for parent involvement, parent participation is low <p><u>CONCLUSION</u> G. James Gholson Middle School is comprised of students from 13 feeder elementary schools and 13 individual communities. The parent and teacher surveys indicate a need to create a stronger partnership with parents and private and public community agencies in order to establish a sense of a safe, orderly, and positive school community. This partnership would be supported by a full-time, school-based Bilingual Parent & Community Outreach Assistant . The needs of the community require a coordinated effort between the school district and the county government to ensure that students and parents receive support with mental health services, nutrition, crime prevention strategies, recreation information and activities to address the needs of the whole child. Coordinated community service is a high priority.</p>

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	<p>Additionally, in order to provide support to students and parents with serious family issues, a full-time social worker is needed. The social worker would need to work a flexible schedule to allow for coordination and coverage of after-school and evening activities. In addition, he/she would collaborate with the site-based professional school counselors and with community organizations to coordinate the “hub” of community services that will available to the school families. This is a HIGH PRIORITY and aligns with items #9.1, 9.2, 9.3, 9.4, 9.7 and 9.8.</p>
<p>9 Professional Development</p> <ul style="list-style-type: none"> • Use of Maryland Professional development standards • Accountability aligned to improved teaching and learning 	<p><u>Use of Maryland Professional Development Standards</u></p> <p>At the beginning of the school year, the staff completed a survey to indicate the professional development (PD) that they needed to support instructional delivery. On September 26th, teachers participated in professional development sessions that included the following: Performance Matters, differentiated instruction, SIT/IEP/504, using technology in instruction, and adolescent/MS growth & development. For the remainder of the school year, follow-up to several of the aforementioned professional developments was provided during collaborative planning.</p> <p>While a professional development calendar is a component of the school improvement plan it is not aligned to the Maryland professional development standards; there is evidence of its impact on instruction or school climate. Additionally, the structure of delivery during collaborative planning may not be the best venue for professional development opportunities.</p> <p>According to the DAT, professional development is conducted by coaches to support county initiatives in RELA, math and science. There is no evidence to support the use of performance standards and teachers are having difficulty making connections.</p> <p><u>Teacher Survey:</u></p> <p>Teachers agree that the following professional development has been offered in:</p> <ul style="list-style-type: none"> • Content knowledge/quality teaching – 54% • Instructional strategies – 65% • Research-based practices – 77% • Instructional collaboration – 67% • Diverse learners – 62% • Learning environment – 54% • Family involvement – 37% • Data-driven decision making – 60% • Evaluation – 48%

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	<ul style="list-style-type: none"> • Teacher reflection/personal growth – 50% <p><u>Accountability Aligned to Improved Teaching and Learning</u></p> <p>Although teachers agreed that a variety of professional developments were offered, there was little or no follow-up or follow through. According to the Cambridge report from January 2008, recommendations included improving the effectiveness of teacher collaboration by: providing on-going PD for effective collaboration; consistently monitoring meeting outcomes and actions; and, building accountability to ensure cohesiveness. The findings from the DAT included similar recommendations.</p> <p>Last year, a variety of professional development sessions were facilitated by the RELA and other coaches. They included the following topics:</p> <ul style="list-style-type: none"> • Conducting peer observations through focus walks • Institute for Learning (IFL): CASA (Clear Expectations, Academic Rigor in a Thinking Curriculum, Socializing Intelligence, and Accountable Talk) • Writing instructional objectives that set the stage for learning activities, as well as assessment • Administering the Qualitative Reading Inventory (QRI) • Writing conference notes and developing student profiles (America’s Choice) • Analysis of data and addressing the mid-year DAT areas of concern (self assessment) • MSA implications • Collaborative analysis of student work to focus teaching and guide instructional decisions • Planning units of instruction • Lesson planning, including but not limited to, readers’ theatre and passage mapping • Conducting writing conferences with students • Conducting reading conferences with students • The “workshop model” and writing lesson objectives that are aligned to the model • Differentiated instruction <p>CONCLUSION</p> <p>Due to inconsistent implementation and monitoring, the professional developments had minimal impact on teacher capacity and student achievement. In the future, there needs to be a systematic school-wide professional development plan and monitoring tool that aligns to the Maryland Professional Development Standards. Each professional development topic will be based upon identified needs. The leadership will be trained on the Maryland Professional Development Standards and will ensure the alignment of all professional development activities with these standards.</p> <p>This is a PRIORITY and aligns with items #1.3, 3.4, 4.1, 6.1, 6.2, 6.3, 9.4, and 9.5.</p>

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<p><u>10 Organizational structure and resources</u></p> <ul style="list-style-type: none"> • Collaborative planning time • Class scheduling (block, departmentalizing, etc.) • Class configuration • Managing resources and budgets • Accessing other grants to support learning • Increasing learning time for students and teachers 	<p><u>Collaborative Planning Time</u> Collaborative planning time is 72 min. every other day. Student work is shared during collaborative planning and data inquiry is conducted. Unfortunately, only some of the teachers understand the analysis process and use it to drive instruction.</p> <p>Under the 1003(g) grant, there will be a principal and an assistant principal position solely focused on school operations and management. In addition, two assistant principal positions will be reclassified as ‘Academic Deans.’ One Academic Dean will focus on literacy and social studies and the other will focus on math and science. Their responsibility will be to plan and coordinate instructional activities. Collaborative planning sessions will be led by Academic Deans with a focus on summative, formative, and common assessments. With the support of the Maryland State Breakthrough Center, the Academic Deans will establish the protocols for collaborative planning around student outcomes. Academic Deans will plan and lead internal professional development, monitor teacher practice and analyze data trends. In addition, a teacher position will be reclassified as a Turnaround Instructional Specialist. The Instructional Specialist will deliver job embedded professional development and focus on the practice of effective teaching. Four teacher positions will be assigned the role of Instructional Lead Teachers, (ILTs.) These teachers will have a teaching load with additional planning time. The expectation for this position is that the ILTs will model effective content practices and lead content discussions. The school system will assign a data coach to each school as support, but the expectation is that the Academic Deans will lead the data analysis and reporting.</p> <p><u>Class Scheduling (block, departmentalizing, etc.)</u> The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. One block, or mod, per day is used for collaborative or individual planning, for parent conferences.</p> <p><u>Class Configuration</u> There are currently four academic teams with approximately 200 students per team; classes are heterogeneously grouped; in the comprehensive program class sizes range from 25-34 students.</p> <p><u>Managing Resources and Budgets</u> The school currently utilizes the bookkeeper for managing resources and budgets. Instructional coaches and department chairs provide suggestions and recommendations for purchasing instructional materials. The school’s primary source of funding is School Operating Resources (SOR) and is used to purchase teacher classroom supplies.</p>	

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	<p><u>Accessing Other Grants to Support Learning</u> Additional monies to support learning came from Alternative Governance (AG) and Financial Incentives for Rewards for Supervisors and Teachers (FIRST). AG funds were used to supplement the purchase of classroom teacher supplies. FIRST funds provide financial rewards for teachers and administrators who staff school and subject areas, assist students in meeting achievement standards in tested areas, participate in professional development, and undergo a rigorous evaluation system.</p> <p><u>Increasing Learning Time for Students and Teachers</u> The school also received funds from the state school improvement grant to implement an extended learning program (ELO). Students were provided opportunities for extended hours before or after school, two days a week, for support in reading and math.</p> <p><u>Teacher survey:</u></p> <ul style="list-style-type: none"> • 48% agree that collaborative planning time is adequate • 67% agree that teachers have equitable schedules • 42% agree that classes are heterogeneously grouped • 35% agree that school-based management team plays an integral role in the school • 37% agree that the FIRST initiative has supported student achievement • 48% agree that increased learning time would support student achievement <p>Conclusion The teacher survey indicates a need for an effective, efficient, school organizational structure and schedule which supports instruction, collaborative planning, transitions, discipline, and time on task. The collaborative planning protocols were not standardized across contents nor monitored consistently by the administrative team. In addition, the SPMT has to play an integral role in the management and governance of school resources. The data inquiry process designed and distributed by the Department of School Improvement must be used by the academic deans to guide weekly collaborative in all content areas. Special education and ESOL teachers will be an integral part of the process. This is a high priority. This is a HIGH PRIORITY and aligns with items 5.1, 8.1, 8.2, and 8.3.</p>	
<p><u>11 Comprehensive and Effective Planning</u></p> <ul style="list-style-type: none"> • Practices for strategic school planning • School improvement plan 	<p><u>Practices for Strategic School Planning</u> Gholson has a School Planning and Management Team (SPMT) that includes administrators and team leaders and a leadership team that is composed of administrators, instructional coaches and department chairs. Staff members were reluctant to participate in the SPMT, since they were already participating in the America’s Choice leadership team. Although only 29% of staff members believe that the quarterly monitoring tool is shared with all stakeholders, the tool is</p>	

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p>development, implementation and monitoring</p>	<p>e-mailed to all staff.</p> <p><u>School Improvement Plan Development, Implementation and Monitoring</u></p> <p>In late spring of 2009, school leadership team collaboratively revisited the SIP to determine which activities had the greatest impact on teaching and learning. School teams attended the Bridge to Excellence School Improvement (BTESII) in order to participate in consensus team review of the school improvement plan. This activity enabled the school to receive feedback from a school with similar demographics and input from central office experts in various fields (SPED, ESOL, C & I, etc.) The BTESII is a systemic initiative to provide on-going collaboration and support to schools in improvement.</p> <p>Monitoring tools are reviewed at SPMT meetings and submitted through the Performance Management Analysis and Planning Process (PMAPP) process quarterly. In both venues, opportunities to discuss the impact of the plan’s activities on student achievement. The school improvement team engages in analyzing assessments and student performance. The school also has an SPMT which includes administration and team leaders. This team meets the third Monday of each month to focus upon the implementation of activities outlined in the school improvement plan. Subcommittees report out during the SPMT meetings. There is minimal shared decision-making around identifying and coordinating resources to meet the needs of the school. There is limited participation of parent and community stakeholders.</p> <p><u>Teacher survey:</u></p> <ul style="list-style-type: none"> • 44% agree that the school utilizes the school improvement process • 33% agree that all stakeholders are involved in the implementation and monitoring of the school improvement plan • 29% agree that the quarterly monitoring tool is shared with all stakeholders <p>Conclusion</p> <p>The SPMT schedule needs to be held with fidelity along with established expectations and protocols. The school needs to determine and develop a standing agenda and closely monitored. All stakeholders need to be represented and active participants in the decision making process. Through SPMT there must be opportunities for shared decision making around identifying and coordinating resources to meet the needs of the school. The school must solicit and engage support from parent and community stakeholders.</p> <p>This is LESS PRIORITY and aligns with items #3.4, 3.5, 4.1, 5.3, 9.5, and 9.6.</p>	
<p>12 <u>Effective Leadership</u></p> <ul style="list-style-type: none"> • Instructional leadership to 	<p>There is a need for a systematic approach to monitoring by administration to support teaching and learning.</p>	

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<p>promote teaching and learning</p> <ul style="list-style-type: none"> • Monitoring of curriculum implementation and instructional practices linked to student growth • Impact on the school culture for teaching and learning • Use of assessment data using technology • Recruitment and retention of effective staff • Identification and coordination of resources to meet school needs • Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p><u>Instructional leadership to promote teaching and learning</u> Currently, the school has an America’s Choice leadership team which includes administration, coaches, dept chairs, parent liaison, PPW, and occasional visits from the student government. They meet weekly to focus on teaching and learning in the context of the AC model.</p> <p><u>Monitoring of curriculum implementation and instructional practices linked to student growth</u> For the 2010 school year, there were a total of 35 formal teacher observations conducted as of January 2010. Thirty percent were conducted by the principal while the remaining observations were conducted by the schools two assistant principals. There is an identified need for growth for administrators around strong instructional foundations and best practices. The leadership team meets but does not analyze data on a consistent basis. To address this issue the mid-year DAT suggests the school revisits the structure of the leadership team to ensure that members are working at their full capacity. Additionally, data analysis will be the focal point of the leadership team and monitoring instruction and providing feedback to teachers should occur on a consistent basis. According to the Cambridge report (2008), administrators visited classroom on a regular basis and provided feedback, although more formal follow-up and follow-through would help to ensure more consistent growth and improvement.</p> <p><u>Impact on the school culture for teaching and learning</u> Although about two-thirds of the staff believe that the school’s leadership promotes teaching and learning, only 1/3 believe that Gholson’s environment is conducive to learning. In spite of the efforts of administration, classroom management issues continue to impact the learning environment. Because of the severity of student behavior and spillover from the community environment, school leadership is forced to prioritize discipline to the detriment of instruction.</p> <p><u>Use of assessment data using technology</u> In order to prepare for PMAPP, administrators are required to gather data and analyze from Performance Matters and Edusoft. The leadership team also collects electronic assessment data for discussion during team meetings and collaborative planning.</p> <p><u>Recruitment and retention of effective staff</u> Principal makes every effort to recruit quality staff by participating in the district’s annual career/recruitment fair. He attempts to develop and promote a positive image of the school, in spite of the perceptions of the school community. Additionally, the FIRST initiative encourages the retention of teachers in the building.</p> <p><u>Identification and coordination of resources to meet school needs</u></p>	

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	<p><u>Engagement of parents and community to promote academic, developmental, social, and career needs of students</u></p> <p><u>Teacher survey:</u></p> <ul style="list-style-type: none"> • 67% agree that the school’s leadership promotes teaching and learning • 48% agree that instructional practices are monitored by the leadership team • 31% agree that the school’s learning environment is conducive to learning • 58% agree that the leadership team models the use of technology in analyzing student assessment data • 33% agree that the leadership team promotes the recruitment and retention of effective staff • 38% agree that the leadership team successfully identifies and coordinates resources • 52% agree that the leadership team encourages parent involvement <p><u>Conclusion:</u></p> <p>The School Planning and Management Team (SPMT) will be the over arching governing body responsible for the designing the SIP and coordinating services and ensuring effective implementation and monitoring. Members of this team would be, but not limited to, principal, parent and community representatives, committee chairs, guidance representation, ILTs (instructional lead teacher), academic deans, content department chairs, turnaround instructional specialist, support staff representatives, classroom teachers, Title I representative, nurse, special education representative, ESOL representative, PPW. This team will meet monthly for committee reports, monitoring high priority goals (school climate and effective instruction) as well as other lower priority goals and making recommendations for adjustments as needed and appropriate.</p> <p>One of the major initiatives of the SPMT is to engage parents and community in the decision making process by increasing parent representation on all school committees, creating a variety of opportunities for two way communication between home and school, maintaining a Parent Advisory Committee in collaboration with the PTSA. Additionally the school will develop a partnership with county government agencies to develop a “Hub” of services to support the students and their families.</p> <p>This is a HIGH PRIORITY and aligns with items # 1.1, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 5.2, and 5.3.</p>

2.C Intervention Model Selection and Descriptive Information

The LEA must select an Intervention Model for each Tier I and Tier II it decides to serve. Using the format below, the LEA must describe actions it has taken, or will take to design and implement each Intervention Model consistent with the final requirements.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. Duplicate the following templates and complete them for each Tier I and Tier II school as appropriate. Model must be implemented at the start of the 2010-2011 academic year.

2.C.1 Turnaround Model

School Name and Number: G. James Gholson Middle

Tier: II

Intervention Model: TURNAROUND MODEL

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

Reading	Projection for 2010	Projection for 2011	Projection for 2012	Projection for 2013
All students	62.7	69.8	74.9	81.0
African-Americans	60.8	66.4	72.0	77.6
Hispanics	79.4	84.4	89.4	94.4
FARMS	60.4	67.6	74.8	82.0
SPED	22.1	25.8	29.4	33.2

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)

All students will score at least 70% proficiency on quarterly Reading/Language Arts formative assessment tests.

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

Mathematics	Projection for 2010	Projection for 2011	Projection for 2012	Projection for 2013
All students	35.0	38.6	42.2	45.8
African-Americans	33.5	36.3	39.1	41.9
Hispanics	49.3	58.1	66.9	75.7
FARMS	32.4	36.4	40.4	44.4
SPED	16.2	19.1	22.0	24.9

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

All students will score at least 70% proficiency on quarterly Mathematics formative assessment tests.

Annual Goals for Attendance/ Suspension for “all students” group and for each subgroup:

The expectation for attendance is that the school will meet or exceed the AMO for each year.

Each year, there will be at least a 10% decrease in the number of suspensions and expulsions, from the previous year. All the projected goals will be assessed and adjusted annually as appropriate.

Stakeholder Involvement:

The area assistant superintendent met with the entire school staff on April, 2010 to explain the 1003g grant and the upcoming “turnaround” of the school. On April 15, 2010, the area assistant superintendent returned to the school for a question-and-answer session with the staff. The district team comprised of members from the Title I office, school improvement department, area office, special education, curriculum and instruction along with the principal and school stakeholders met to complete a thorough needs assessment for the school. The committee met to design and implement activities for Thurgood Marshall Middle School based on student test data for the past three years. A timeline was created and a person was designated to provide leadership for each requirement of the grant. After completion of a thorough needs assessment, a three-year budget was developed which was directly aligned to the needs of the school.

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

The school will note a dramatic departure from previous alternative governance strategies. The district will employ a Director specifically tasked with the turnaround model. The school will assign assistant principals directly to monitor instruction and reduce their management loads so that they can focus exclusively on instruction. After the new principal and leadership team are in place, they will have the autonomy to make adjustments and modifications to the plan as appropriate. The school will eliminate coaches and use teacher leaders who teach a part schedule. This will allow for the modeling and the embedding of instructional practices. While previous models focused on interventions, this model focuses on a longer school day that features programs of rigor (algebra preparation and foreign language), comprehension (Comprehension Toolkit) and enhanced opportunities for the creative arts. The school climate will be enhanced by the addition of a social worker and the institution of AVID and PBIS.

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

The LEA will continue to provide resources in alignment with the PGCPSS staffing allocation formula. Title I funds will be used to supplement PGCPSS funds in the creation of the Turnaround Unit and the addition of additional school staff, i.e. Instructional Lead Teacher and Academic Dean.

Name of School: G. James Gholson Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	<p>1. Turnaround schools will have a competitive hiring process to recruit and select elite principals, preferably with experience in school turnaround but committed to bold and innovative reform. In response to the unique needs of the four schools, PGCPs has determined that G. James Gholson Middle will operate under a bold, new turnaround model with the addition of a co-principal to the staff. With direct support from the turnaround director, the co-principals will each have equal authority and accountability. They will also have the autonomy to decide the division of their responsibilities in student discipline, academic oversight, staff supervision, and the day-to-day operations of the school.</p> <ul style="list-style-type: none"> • The school system will advertise for the turnaround principal positions separately, ensuring the selection process is independent from other systemic principal hiring. • The recruitment process will include both internal and external searches, utilizing mass communications that include both local and national media, such as newspapers and online sources, as well as national associations such as National Association for Secondary School Administrators. Candidates will be assessed along the following criteria, including but not limited to: experience with effective management of student behavior, positive relationships with parents and community, instructional knowledge/content expertise, evidence of the use of data to inform instruction, disciplinary 	<p><u>March 2010:</u> Principals currently serving as principal notified that they will be replaced.</p> <p><u>May - June 2010:</u> Recruitment and selection of new principals.</p>	<p>Area Assistant Superintendents</p> <p>Bob Gaskins, Human Resources, Executive Cabinet members, School</p>

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	<p>literacy, organizational structure, culture building and effective collaboration with peers, teacher evaluation, community relations, student interventions, team-building, communications, and commitment to excellence.</p> <ul style="list-style-type: none"> • Turnaround principal candidates will interview before a panel of Executive Cabinet members and a community representative, including Area Assistant Superintendents, Chiefs and PTA representatives. • The selection committee will recommend the top candidates to the Superintendent and Deputy Superintendent for final interview and selection. • The Superintendent will choose the four nominees to present to the Board of Education for final approval. <p>This is a HIGH PRIORITY and aligns with EFFECTIVE LEADERSHIP.</p> <p>2. Once aboard, the turnaround co-principals will engage in a 3-day induction process:</p> <ul style="list-style-type: none"> • The newly hired principals will participate in site visits to state and nationally recognized high performing urban middle schools, such as KIPP South Bronx (NY), Roxbury Prep Middle School (Boston), and/or North Star Academy (NJ). These schools have proven success rates in increasing the performance of at-risk/Title I student populations, particularly at the middle school level. The visits will provide opportunities for the principals to observe first-hand academically rich environments where techniques and strategies are designed to meet the needs of diverse student populations. The 	<p>June 2010: Turnaround principal induction.</p>	<p>Leadership Office</p> <p>Bob Gaskins, Human Resources; Executive Cabinet members; School Leadership Office</p>

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	<p>visits will be facilitated by leadership teams comprised of executive level staff from curriculum and instruction and the leadership offices. These professional development opportunities will be highly structured and facilitated by the Turnaround Director. In addition, school staffs will have the opportunity to visit the other turnaround schools in the district to share and view practices.</p> <ul style="list-style-type: none"> • Collaborative planning sessions with new Director for 1003 G Turnaround and MSDE School Leadership Office in order to finalize the LEA proposal. • Book and article talks around important works on middle school reform, such as <i>The Critical Middle: A Reason for Hope</i>, written by the Maryland Middle School Steering Committee. <p>This is a PRIORITY and aligns with PROFESSIONAL DEVELOPMENT.</p> <p>3. The co-principals, with support from the Area Assistant Superintendent Office, will be granted the autonomy to select up to 50 percent of staff and adjust school schedule in consultations with negotiated agreements, adjust the normal school schedule, and utilize resources in ways that are new and innovative in Price George’s County Public Schools.</p> <ul style="list-style-type: none"> • The school system will identify a Human Resources Specialist and Budget Specialist who will report jointly to the Director for the 1003G Turnaround Department and the Chiefs of Human Resources and Finance. • The co-principals will assemble a site-based 	<p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff; develops budget, master schedule, summer professional development program.</p>	<p>Acting Turnaround Director; Turnaround Principals</p>

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	<p>leadership team that will have the autonomy to make school-level instructional decisions based on individual needs of the staff, students, parents, and community. For example, school teams will have the authority to adopt a “theme” such as <i>Middle Years Programme</i> or <i>Creative and Performing Arts</i>.</p> <p>This is a HIGH PRIORITY and aligns with EFFECTIVE LEADERSHIP.</p>		
<p>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students</p> <p>(A) Screen all existing staff and rehire no more than 50 percent; and</p> <p>(B) Select new staff</p>	<p>1. The newly hired turnaround co-principals will be the final decision-maker in school-level staffing.</p> <ul style="list-style-type: none"> The co-principals will lead a hiring committee that includes a representative from the Area office, Human Resources, and Curriculum & Instruction. All staff (existing and new) will be screened according to local measures of teacher effectiveness, including: Prior Evaluations, Formative Assessment Data (MSA/HSA data; quarterly assessments), Attendance, and Certification. The committee will explicitly include measures of student achievement when interviewing teachers; teachers will be required to demonstrate past performance in increasing student achievement, and will need to bring artifacts (i.e. FAST data, MSA/HSA data, analysis of student work) to support these accomplishments. Teachers will also be expected to discuss experience working with middle school students as well as innovative strategies for building positive relationships with students, parents, and community. Teachers with limited or no middle school experience will be considered if teaching 	<p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff; develops budget, master schedule, summer professional development program.</p> <p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff; develops budget, master schedule, summer professional development program.</p>	<p>Duane Arbogast, Chief Academic Officer Acting Turnaround Director, Turnaround Principals, Budget Office, Human Resources, Title I</p> <p>Duane Arbogast, Chief Academic Officer Acting Turnaround Director, Turnaround Principals, Budget Office, Human Resources, Title I</p>

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	<p>philosophy supports the turnaround model and past student performance demonstrates instructional competency.</p> <ul style="list-style-type: none"> Teachers will be required to agree to be an active participant in the innovative practices adopted as part of the turnaround effort (i.e. job-embedded professional development, collaborative planning), as well as make a 3-year commitment to teaching at the turnaround school. <p>This is a HIGH PRIORITY and aligns with EFFECTIVE LEADERSHIP.</p>		
<p>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</p>	<p>1. As a recruitment and retention strategy, PGCPs turnaround schools will use a performance incentive-based model for teacher compensation:</p> <ul style="list-style-type: none"> Each turnaround school will be required to participate in the PGCPs FIRST initiative (Financial Incentive Rewards for Supervisors & Teachers) that provides for financial incentive rewards for improved performance. (All teachers must agree to participate in FIRST.) The PGCPs FIRST initiative provides financial rewards to teachers and administrators for earning high evaluations and showing evidence of improving student achievement. Monetary rewards will be aligned and calculated within the existing FIRST framework: student achievement; hard-to-staff subjects; rigorous evaluation; and professional growth. Teachers will also be given the opportunities to participate in Leadership Projects which would position as Single-gender Coordinator, School Improvement Coordinator and member of Outreach Team. In addition to opportunities for FIRST financial 	<p><u>August 2010 – June 2013</u></p>	<p>Janice Briscoe, Director of FIRST program</p>

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	<p>rewards, turnaround schools will utilize a 1003g stipend system that rewards non-FIRST eligible teachers and support staff for school-wide performance. Stipends will be aligned to the FIRST targets established for First eligible teachers.</p> <ul style="list-style-type: none"> • If the turnaround school reaches its established FIRST school target, every instructional staff member will receive an additional stipend (from 1003g) based on a percentage of individual growth and improvement. • The administrative and support staff will also receive a performance stipend based on the overall school-wide improvement in student achievement. <p>This is a HIGH PRIORITY and aligns with EFFECTIVE LEADERSHIP.</p> <ul style="list-style-type: none"> • The co-principal, assistant principals and “targeted” teaching positions (specifically math and foreign language teachers with proven success in student achievement) will receive a one-time 1003g emolument upon hiring. PGCPS is currently in negotiations with ASASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010). <p>NOTE: “Targeted” positions will focus on math teachers for 2010-2011. In 2011-2012, as the World Languages model is phased in, foreign language</p>	<p><u>August 2010</u></p>	<p>Janice Briscoe, Director of FIRST program</p>

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	<p>teachers will be added to the hard-to-staff category for emoluments. This is a HIGH PRIORITY and aligns with EFFECTIVE LEADERSHIP.</p> <p>2. Turnaround schools will create a new instructional leadership career track for teacher-leaders who are interested in serving in this capacity. These leaders will serve as content experts who ensure teacher effectiveness by aligning formative evaluation, teacher support and job embedded staff development. PGCPS will implement 2 new career ladder roles within the Turnaround Schools:</p> <ul style="list-style-type: none"> • <i>Academic Deans</i>: Two assistant principal positions will be reclassified to serve in the role of Academic Deans: one will focus on literacy and social studies; one will focus on math and science. Academic Deans will focus exclusively on monitoring and supporting teacher instruction through formative evaluation using the Danielson’s Framework for Teaching protocol. Additionally, they will provide oversight to the ILTs and be responsible for leading weekly collaborative planning meetings with a focus on summative, formative and common assessments. • <i>Instructional Lead Teacher (ILT)</i>: Teachers who are highly skilled and highly effective will serve as ILTs. ILTs will be teacher change agents responsible for mentoring and coaching new and inexperienced teachers, as well designing and delivering customized PD based on formative evaluations and specific staff needs. ILTs will have a reduced course load in order to handle the additional teacher-leadership responsibilities. 	<p><u>August 2010 – June 2013</u></p>	<p>Bob Gaskin, Human Resources; Director of Turnaround Schools</p>

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	<p>Each turnaround school will have 4 Instructional Lead Teachers – one for each core content area. (To offset the impact of a decreased teaching load, two ILT positions will be created using PGCPS school-based staffing allocations and two additional ILT positions will be funded by the 1003g grant.)</p> <p>This is a PRIORITY and aligns with PROFESSIONAL DEVELOPMENT and COMPREHENSIVE AND EFFECTIVE PLANNING.</p> <p>3. The new instructional leadership career track for teacher leaders (Academic Deans/Instructional Lead Teachers) is designed not only to catalyze the change process within each turnaround school and establish a program of job-embedded professional development, but also to establish a succession plan for long-term leadership capacity building and sustainability.</p> <ul style="list-style-type: none"> Academic Deans will not only serve as assistant principals but will be preparing for the role of principals in future turnaround schools that PGCPS creates as part of the school system’s succession planning process for future school turnaround efforts. Similarly, ILTs will be encouraged to pursue their administrative licensure in order to assume higher levels of leadership, such as Academic Deans/Assistant Principals, in the future, and will also participate in ILT leadership training coordinated by the Turnaround Department throughout the school year. <p>This is a PRIORITY and aligns with</p>	<p><u>August 2010 – June 2013</u></p>	<p>Bob Gaskin, Human Resources; Director of Turnaround Schools</p>

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	<p>who ensure teacher effectiveness by aligning formative evaluation, teacher support, and job-embedded professional development.</p> <ul style="list-style-type: none"> Academic Deans will serve as assistant principals who will be responsible for formative teacher evaluations using the Danielson Framework For Teaching and then designing and implementing differentiated PD based on the formative evaluations. The Academic Deans, in collaboration with the Maryland State Breakthrough Center, will establish the protocols for collaborative planning around student outcomes. They will plan and lead internal professional development, monitor teacher practice and analyze data trends. <p>This is a PRIORITY and aligns with STAFF PROFILE, PROFESSIONAL DEVELOPMENT and COMPREHENSIVE AND EFFECTIVE PLANNING.</p>		Development; Turnaround Principal and Assistant Principal; Academic Dean
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	<p>1. Turnaround schools will be managed within a new Turnaround Department (located within one of the turnaround schools) designed solely and exclusively to support the work of these 4 schools. The office will contain 2 primary positions:</p> <ul style="list-style-type: none"> 1 Turnaround Director, who will report directly to the Chief Academic Officer. 1 Administrative Analyst (secretarial and budgetary support) <p>This is a PRIORITY and aligns with ORGANIZATIONAL STRUCTURE.</p> <p>2. The turnaround director will provide direct support</p>	<u>May 2010 – June 2010</u>	Dr. A. Duane Arbogast, Chief Academic Officer; Debra Mahone, Executive Director of School & Leadership Development; Dr. Gladys Whitehead, Director of Curriculum & Instruction;

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	<p>to the turnaround principals and schools. The director will do the following, including but not limited to:</p> <ul style="list-style-type: none"> • Conduct one full co-observation day per month for each principal. Co-observation days entail the director and principal jointly engaged in the clinical observation cycle through the implementation of the Framework for Teaching evaluation tool for multiple teachers in one day, including the post-observation conference. The director will coach the principal through this process and provide feedback to the principal around his or her instructional leadership and develop his or her skills in the area of lesson observation and feedback. Support from the School Leadership Office will assist with the implementation of the Framework for Teaching tool. • Conduct one performance planning conference per month with both co-principals around specific student achievement and school metrics to assess learning and growth. This will be an iterative meeting process that builds on each previous meeting and will be formative in nature. Specific student achievement and school metrics will be established during the initial planning conference in August 2010. • Provide regular and ongoing feedback to co-principals and teachers about their work through a process of formative evaluation. • Mentoring and coaching both the principals and teachers. • Be a full and active member of each school's leadership team. The director will attend each 	<p><u>July 2010 – June 2013</u></p>	<p>Area Assistant Superintendents; Betty Joseph, Director of Title I</p> <p>Dr. A. Duane Arbogast, Chief Academic Officer; Debra Mahone, Executive Director of School & Leadership Development; Dr. Gladys Whitehead, Director of Curriculum & Instruction; Area Assistant Superintendents; Betty Joseph, Director of Title I</p>

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	<p>school's scheduled leadership team meeting and be an active part of the school decision-making process.</p> <ul style="list-style-type: none"> • Ensure that all teachers are evaluated properly and provided meaningful feedback on their work. <p>This is a HIGH PRIORITY and aligns with EFFECTIVE LEADERSHIP.</p> <p>3. The turnaround director will facilitate the leadership development of the turnaround administrators and teacher leaders:</p> <ul style="list-style-type: none"> • The turnaround department will collaborate with the Director of School and Teacher Leadership to design a new program of principal and assistant principal professional development that moves away from the traditional pull-out, all-day model of systemic principal training and replaces it with a job-embedded, experiential approach to adult learning. • The turnaround department will design and implement a teacher-leader development program that will utilize a cohort-model approach to adult learning. Each teacher-leader cohort will meet monthly onsite at the turnaround schools to participate in an ongoing program of leadership development that will include: instructional coaching, performance planning, formative evaluation, meeting planning and execution, workshop facilitation. <p>This is a PRIORITY and aligns with COMPREHENSIVE AND EFFECTIVE PLANNING and EFFECTIVE LEADERSHIP.</p>	<p><u>July 2010 – June 2013</u></p>	<p>Doug Anthony, Director of School Leadership Sharon Hodges, Department of Teaching and Learning; Turnaround Director</p>

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	4. Turnaround Steering Committee: PGCPs will create a multi-disciplinary team to meet monthly with each school team to monitor progress and provide logistical and content expertise. Members will represent operational, curriculum and instruction, and student support divisions.	<u>July 2010 – June 2013</u>	
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	1. <i>Introduction of Comprehension Toolkit</i> : PGCPs has a well-developed middle school Curriculum Framework Progress Guide (CFPG) for reading. The CFPG has been aligned to State academic standards. (In 2009-2010, the middle grades CFPG was aligned to include the Toolkit strategies; additional work will be done this summer to refine.) However, comprehension strategy instruction, to ensure that students use the thinking processes that enable them to develop interpretive and critical stances towards reading objectives, is not yet widespread in grades 6-8. Teaching and use of comprehension strategies has been shown in the research to be effective across all ages and grade levels [(Pearson and Gallagher, (1983), Pearson et. al. (1992), Pressley (1976 and 2002)]. The Comprehension Toolkit provides teaching moves and language as tools for teachers to teach students to apply these strategies. Elementary schools in PGCPs that have integrated use of the Toolkit with the CFPG have shown increases in student achievement. Approximately one-half of the feeder elementary schools for the Turnaround Schools utilize Toolkit, so this will enhance the vertical alignment from one grade to the next, and	<u>August 2010 – June 2013</u>	Anne Goudvis, Comprehension Toolkit Consultant Joanne Durham, Curriculum & Instruction; Turnaround Literacy Coach; Title I Literacy Coach

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	<p>particularly ensure that students who are bringing stronger strategy awareness do not lose ground in middle school. At least 15 school districts in states such as Texas, California, Washington, and Massachusetts have extended use of the Toolkit into middle school for these reasons (Heinemann's Comprehension Toolkit - now a subsidiary of HMH). The teaching moves and language learned through Toolkit are then applied to texts of increasing complexity at each grade. Toolkit will augment the CFPG and will include the following:</p> <ul style="list-style-type: none"> • Reading, English/language arts (RELA) lessons teaching non-fiction comprehension strategies. • Enhancements for classroom libraries to ensure students are regularly reading a variety of genre and at appropriate independent reading levels. • Classroom materials to support student engagement with comprehension lessons. • Curriculum adjustments to provide more opportunities for teaching and practicing non-fiction comprehension strategies. • August 2-day Introductory Toolkit Institute for all RELA, ESOL, Special Education teachers and administrative staff. • Demonstration lessons and workshops at intervals throughout the school year by author/consultant Anne Goudvis with PGCPs teachers. • Consultant and C&I sessions with the Instructional Coordinator, ILTs and Academic Deans during each demonstration 	August 2010	

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	<p>lesson cycle to build capacity among PGCPs staff to support teachers in each building.</p> <ul style="list-style-type: none"> • Collaborative planning meetings to develop strategy lessons. <p>This is a PRIORITY and aligns with STUDENT ACHEIVEMENT, RIGOROUS CURRICULUM, INSTRUCTION, and PROFESSIONAL DEVELOPMENT.</p> <p>The ILTs, Academic Deans, and RELA department chairs will work with Anne Goudvis and the Coordinating Supervisor of Special Instructional Programs in Curriculum and Instruction this summer to revise curriculum to include additional nonfiction and organization of the strategies per Toolkit. This will serve as professional development so that these staff members will go into the schools in the fall with a strong foundation. The August institute will orient teachers to Toolkit, provide practice in applying comprehension strategies to their own reading, practice using the gradual release of responsibility model, plan rituals and routines to support active literacy classrooms, and prepare teachers to teach Unit 1 strategy lessons. Demonstration lessons and workshops by author Anne Goudvis are scheduled at intervals across the school year, so that each strategy can be emphasized as teachers prepare to teach it, student work from previous lessons can be analyzed, and instructional questions can be addressed. Planning days are provided during each demonstration lesson/workshop cycle, and in monthly collaborative planning after-school sessions, so</p>		

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	<p>that the Instructional Coordinator, ILTs and Academic Deans can lead and support teachers in creating lessons as they learn how to develop expertise with each strategy, as well as how to integrate strategies for student independence.</p> <p>2. PGCPS has struggled with mathematics student achievement in the middle grades. To this end, the turnaround schools will establish the goal that all students will complete algebra by the end of 8th grade. The district goal is 75%. This will entail a redesign of mathematics instruction prior to 8th grade with particular emphasis on remediation and intervention programs for students who struggle to reach grade level and a focus on problem-solving, critical thinking and writing in mathematics as well as vocabulary for ELL students. In order to insure that students are prepared for Algebra 1 in 8th grade, we propose to put all 7th grade students that are not taking Algebra 1 and Geometry into a pre-algebra course, coupled with a companion intervention elective course to insure that we build the necessary skills to prepare the students to take Algebra 1. One such intervention program that supports this model, as well as, research based strategies that vertically align across middle grades to algebra 1 and is aligned to the State academic standards is Key Elements to Mathematics Success (KEMS) and Key Elements to Algebra Success (KEAS). There is a need to build teacher capacity to support the realigned program to assist teachers in delivering the content, analyzing student work and developing rich tasks for student use. A strong professional development training model supported</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Stephanie Foster, Supervisor for Secondary Mathematics; Michelle Dyson, Supervisor for Secondary Mathematics; Math Turnaround Specialist; Instructional Lead Teacher (ILT); Academic Dean</p>

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	<p>by ongoing site based coaching is key to helping teachers enrich their practice. In addition, the Institute for Learning from the University of Pittsburgh is using knowledge of research-based instructional practices to assist with the redesign of the curriculum framework progress guides to insure that we deliver academic rigor to prepare our students for algebra. Research Data on the programs use in 2005-2006 in Guilford County, North Carolina showed that Algebra 1 results for three experimental schools that used the program had a pass rate of 71%, compared to a 39% pass rate of the control group and a 58% pass rate for the district. In Algebra 1, the experimental schools outperformed the district 17 of 20 topics covered in the Algebra1 exam. In 2006-2007, the program was implemented in Gaston County, North Carolina. The results showed that the experimental group had a passing rate of 88.46% compared the control group rate of 67.35% on the exam in Algebra1. Further details of this research with data to support the success of the National Training Networks KEAS and KEMS programs can be found at http://ntnmath.com/Research.html in the NTN Methodology Research document pages 32-35. The goal, by 2012-2013, is for 75% of 8th graders to matriculate to high school with an algebra I credit. This is a PRIORITY and aligns with STUDENT ACHEIVEMENT, RIGOROUS CURRICULUM, INSTRUCTION and PROFESSIONAL DEVELOPMENT.</p> <p>3. In order to prepare middle school students to be college ready, AVID (Advancement Via Individual</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director</p>

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	<p>Determination) will be provided. Through an elective class, additional college/career/motivational activities and tutors from colleges in the community, AVID supports students to rise to higher levels of academic achievement and success. AVID teaches study skills, using writing as a learning tool, collaboration, and inquiry to insure that children, including those who may not yet have a college-going tradition in their families, are not left off the college track. AN AVID presence in the school will not only support students in the cohort but will reinforce building a culture of academic rigor and high expectations for all.</p> <p>The purpose of the AVID program is to assist those students who are not achieving at their true potential to become achievers and to prepare them to focus on a college. Some students may be first generation college students. The schools establish the criteria for those students who would benefit from the support of the AVID program and the elective class will be available to all students who meet the criteria for the program. The AVID elective curriculum is beneficial to any group of students, but works best with underachieving students who are at risk academically. The AVID program is designed to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for all students. As AVID becomes institutionalized as a school wide program, the methodologies and components will become increasingly available to all students. A strong, effective AVID team is a leadership group that fosters the development of a school wide learning community, collaborates to</p>		<p>of Curriculum & Instruction; AVID Coordinator; Instructional Lead Teachers (ILT); Academic Deans</p>

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	<p>achieve the mission of the AVID program, and focuses on the achievement of all its students. The initial implementation of the program requires that an 8 member team (principal, counselor, core content area teachers, and the AVID elective teacher/coordinator) from the school be trained on the program. This site team meets regularly to assess students' needs and plan for ways to address those needs. They collaborate to develop and implement a site plan, and to document evidence to illustrate support for students' access to and success in rigorous curriculum. The school must identify an AVID teacher/coordinator to insure the program is implemented with fidelity. Each year the site team must conduct a self-assessment based on the 11 AVID Program Essentials and school's site plan for implementation. The site plan and the self-assessment are reviewed and monitored regularly with the district coordinator to determine the success of the program and qualifications to become a certified AVID site.</p> <p>An AVID coordinator will be identified from within the current PGCPS staffing allotment for the school and will receive an emolument from 1003g funds. This is a PRIORITY and aligns with STUDENT ACHEIVEMENT, RIGOROUS CURRICULUM, INSTRUCTION and PROFESSIONAL DEVELOPMENT.</p> <p>4. Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. While Spanish is an available</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction;</p>

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	<p>offering in each school, the district will work to secure world language teachers and build interest among the students as a part of enhancing their college-bound culture. Offering world languages to middle school students will help them to meet the new criteria for the UMD system as well as other colleges. The foreign language strand will enable schools to differentiate the program based on identified needs and/or interests. Principals will select the languages from the ten offered in PGCPSS (including French, Italian, Chinese, and Latin) based on the interest of their communities and the languages supported by the high schools that the students feed into.</p> <p>The world languages model will be phased in over three years. In 2010-2011, an <i>Introduction to Foreign Language</i> course will be scheduled for 7th graders so that foreign language classes (for high school credit) can be added for 8th grade by 2011-2012. The outcome is for 75% of 8th graders to matriculate to high school with a foreign language credit (by 2012-2013).</p> <p>This is a PRIORITY and aligns with STUDENT ACHEIVEMENT, RIGOROUS CURRICULUM and INSTRUCTION.</p> <p>5. Talented and Gifted Students (TAG) - PGCPSS has an established multiple criteria TAG identification process. TAG identified students at the middle school level are scheduled in Honors courses. Through pre and post assessment data and interest and learning style inventories, students' academic, social, and emotional needs are identified.</p>	<p><u>August 2010 – June 2013</u></p>	<p>Foreign Language Supervisor; Instructional Lead Teacher (ILT); Academic Dean</p> <p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; PGCPSS TAG Supervisor; Instructional Lead Teacher (ILT);</p>

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	Differentiated instruction occurs by providing access to advanced content, above grade level instructional materials, math acceleration, enrichment extensions, and extra-curricular enrichment opportunities.		Academic Dean
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p>1. PGCPS has a well-defined interim assessment system that is used to inform and differentiate instruction. Interim assessments are given every 9 weeks and analyzed by teachers as part of the long-range planning process in schools and as part of the PGCPS's broader system of performance management. However, turnaround schools will build on this assessment system to engage in a more frequent formative assessment program that provides data for shorter intervals of instructional time.</p> <ul style="list-style-type: none"> For each core content area, data on student performance will be generated on a monthly basis. For example, students will take math benchmarks at the end of each month that teachers will use to inform planning to differentiate future instruction. In reading, for example, teachers will keep detailed running records of students and will assess them monthly as part of the Comprehension Toolkit curriculum re-design for 7th and 8th grades. The implementation of a "flex" schedule for teachers will allow for more meaningful collaboration in the analysis of monthly student achievement data, and this work will be spearheaded by the academic deans in each turnaround school. The formative data generated each month will drive the Director-Principal monthly 	<u>August 2010 – June 2013</u>	Turnaround Director; Testing Office; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach

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	<p>performance planning meetings that are scheduled as part of the new governance structure for Turnaround Schools.</p> <p>2. PGCPSS has an established multiple criteria TAG identification process. TAG identified students at the middle school level are scheduled into Honors courses. Through pre and post assessment data and interest and learning style inventories, students' academic, social, and emotional needs are identified. Differentiated instruction occurs by providing access to advanced content, above grade level instructional materials, math acceleration, enrichment extensions, and extra-curricular enrichment opportunities.</p> <p>4. The IEP governs the instructional supports that are provided to assist the student in learning. Using testing data from annual and re-evaluations, progress monitoring and benchmark intervention data, and county and state assessment, student progress will be monitored. The curriculum contains lessons differentiated to address special needs. Teachers of ESOL and special needs students participate in collaborative planning with general education teachers and also participate in systemic development around teaching and co-teaching. It is an important aspect of these meetings that data be analyzed and specialized instruction monitored. Teachers of English Language learners will be made aware of their students overall proficiency levels as determined by the LAS Links and will provide direct instruction in academic vocabulary and</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Turnaround Director; PGCPSS TAG Coordinator; Testing Office; Principal; Assistant Principal; ILT; Academic Dean</p> <p>Turnaround Director; Special Education Instructional Specialist; ESOL Instructional Specialist; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach</p>

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	<p>provide multiple opportunities to use the language in order to provide access to both the content and language of instruction. Teachers will receive quarterly data on the language proficiency of their students in all four domains of language: listening, speaking, reading and writing using quarterly assessments in these areas. Teachers will have the opportunity to design lessons that focus on both language and content, while targeting specific skills. Each middle school will provide ESOL classes or co-taught instruction to increase English language acquisition. The ESOL teacher will collaborate with the content area teachers to design appropriate supports for instruction, such as the use of visuals, graphics, and realia to introduce new vocabulary concepts, and to increase reading comprehension; opportunities to extensively build and activate background knowledge; explicit instruction in the academic vocabulary of the content area,; integration of appropriate technology; and, the use of bilingual dictionaries. Each curriculum framework progress guide emphasizes vocabulary instruction and provides lessons that are differentiated to support English Language Learners. Many of the same supports exist for Special Needs students. The IEP governs the instructional supports that are provided to assist the student in learning. The curriculum contains lessons differentiated to address special needs. It is critical that teachers of ESOL and special needs students be allotted time in the master schedule to participate in collaborative planning with general education teachers and also participate in systemic development around teaching and co-teaching. The</p>		

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	implementation of an extended student day would afford more scheduling flexibility and provide time for effective collaboration for all teachers. This is a PRIORITY and aligns with STUDENT ACHEIVEMENT and INSTRUCTION and ASSESSMENTS.		
8 Establish schedules and implement strategies that provide increased learning time	<p>1. Each turnaround school will utilize an extended school day to address the needs of all of its learners. Turnaround schools will extend the student school day by 90 minutes (by adding an additional class period) to provide for additional instructional time. This time will allow opportunities for the following:</p> <ul style="list-style-type: none"> • Acceleration and intervention programs for core content areas depending on student need. • Increased opportunities for creative arts and the inclusion of additional academically-oriented elective courses, i.e. foreign language, supplemental reading and mathematics courses, etc. • Development of a robust advisory program. • Independent Reading Clubs/Book Clubs <p>2. The master schedule (number and length of class periods) will be developed by the newly hired principal along with the site-based leadership and will be based on identified needs.</p> <p>3. A flexible schedule will be implemented for teachers (7.5 hour day) allowing some to arrive at the beginning of the student day and others to arrive later. While this model does not mandate an extended teacher work day, teachers will be afforded the option of working additional hours to fully support the extended day for students.</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Dr. A. Duane Arbogast, Chief Academic Officer; Dr. Gladys Whitehead, Director of Curriculum & Instruction; Area Assistant Superintendents; Scheduling; Transportation; Turnaround Director; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach</p>

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	<p>Numbers 1-3 are PRIORITY and align to RIGOROUS CURRICULUM and INSTRUCTION; SCHOOL CULTURE AND CLIMATE, and ORGANIZATIONAL STRUCTURE.</p> <p>4. Turnaround schools will implement a 5-day August Academy for incoming 6th/7th graders. One day will be also planned for any 8th graders who will be new to the school. Administrators, counselors, and instructional staff (8 teachers) will be required to participate.</p> <ul style="list-style-type: none"> • August Academy will serve as an induction program for all 6th/7th graders and will become an annual part of the articulation process from elementary to middle school. • The primary focus during August Academy will be to jumpstart the middle school experience and ease the transition from elementary to middle school. • The early start to the school year will allow for diagnostic assessment, school culture building, and the establishment of early intervention and enrichment opportunities for students. • The August Academy will afford students the opportunity to tour the school, follow a modified mock schedule, meet teachers, and have an opportunity to learn about the various creative arts courses being offered in the upcoming school year. There will also be a character education session conducted by the guidance counselors and a review of the student code of conduct/expectations conducted by the administrative team. In addition, students will 	<p><u>August 2010, 2011, 2012</u></p>	<p>Transportation; Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselor;</p> <p>Turnaround Director; Principal; Academic Dean; ILT; School-based Data Coach</p>

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	<p>participate in rotating sessions that include study skills and organizational skills presented by AVID representatives. PBIS representatives may also facilitate sessions around incentives for positive behavior. Guidance Counselors will present strategies for success for all students including: organization as a secondary learner, how to study as a secondary learner, review of Student Code of Conduct, appropriate use of Agenda Books, review of and provision for school schedules. A Family and Community Forum will be held at the school one evening during the week. Parents, students, and community members will be invited to participate. This will also provide an opportunity for teachers and parents to exchange contact information.</p> <p>This is a PRIORITY and aligns RIGOROUS CURRICULUM and INSTRUCTION AND ASSESSMENTS; SCHOOL CULTURE AND CLIMATE; ORGANIZTIONAL STRUCTURE.</p> <p>5. Increased instructional time for students will also afford increased learning time for teachers. The increased instructional day will provide scheduling flexibility and allow for more meaningful teacher planning opportunities during the school day, including:</p> <ul style="list-style-type: none"> • Collaboration around lesson design and unit plans. • Analysis of student work. • Data analysis. • Curriculum modification. 	<p><u>August 2010 – June 2013</u></p>	

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	<p>schools to educate all children by developing research-based, school wide, and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans.</p> <p>Mandatory PBIS training occurs every summer for schools new to the program. A school team (newly hired principal along with an assistant principal, guidance counselor, and at least one classroom teacher) will be required to attend the 2-day PBIS Summer Institute (July 2010). As a new PBIS school, a "Statement of Intent" along with a staff survey must be completed by June 1, 2010. The PBIS team will monitor and adjust the interventions and supports based on student and parent surveys, referral data, suspension data, attendance data, etc. The program is currently funded through the Safe and Drug Free Schools Office (Title 4); however, future funding for this department is being significantly reduced. While Title 4 will be able to fund this summer's institute, 1003g funds will need to be allocated for school year 2011-2012 and 2012-2013.</p> <p>This is a HIGH PRIORITY and aligns with SCHOOL CULTURE AND CLIMATE.</p> <p>3. To provide appropriate socio-emotional support for students and their families, a full-time social worker will be added to the school staff. The social worker will be required to work a flexible schedule to allow</p>	<p><u>May - July 2010</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Turnaround Principals; Title I Office; Safe and Drug Free Schools Office</p> <p>Diane Powell, Director of Student</p>

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	<p>for coordination and coverage of after-school and evening activities. In addition, he/she will collaborate with the site-based professional school counselors and parent liaison and with community organizations to coordinate the “hub” of community services that will available to the school families. This is a HIGH PRIORITY and aligns with STUDENT PROFILE, SCHOOL CULTURE AND CLIMATE, and STUDENTS, FAMILY, AND COMMUNITY SUPPORT.</p> <p>4. A school-based Bilingual Parent & Community Outreach Assistant position will created to address the needs of students and their parents the from 13 feeder elementary schools and 13 individual communities. The parent and teacher surveys indicate a need to create a stronger partnership with parents and private and public community agencies in order to establish a sense of a safe, orderly, and positive school community. The Bilingual Parent & Community Outreach Assistant will be involved with the day-to-day parent involvement and training of parents (working on SPMT, parent compact, parent/student school social events, attendance, etc.). The Bilingual Parent & Community Outreach Assistant will also coordinate with the school staff and work collaboratively with the social worker and professional school counselors to develop appropriate and relevant parent and family workshops/activities. This is a HIGH PRIORITY and aligns with STUDENT PROFILE, SCHOOL CULTURE AND CLIMATE, and STUDENTS, FAMILY, AND COMMUNITY SUPPORT.</p>	<p><u>August 2010 – June 2013</u></p>	<p>Services; Turnaround Director, Turnaround Principals; Title I Office; PGCPS Department of Social Services</p>

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	<p>5. The Department of Student Services will develop and disseminate a brochure detailing school and community resources and services This is a HIGH PRIORITY and aligns with STUDENTS, FAMILY, AND COMMUNITY SUPPORT.</p> <p>6. On going professional development will be held with staff members of all four schools on the team process, team building, whole-child development, behavior management, nonviolent physical confrontation (de-escalation strategies), Positive Behavioral Intervention Strategies (PBIS), point system and incentives, the Code of Student Conduct and effective parent/family/community engagement. Summer training will focus on enhancing the knowledge of staff in the above areas. This is a HIGH PRIORITY and aligns with STUDENT PROFILE, STUDENTS, FAMILY, AND COMMUNITY SUPPORT, PROFESSIONAL DEVELOPMENT and ORGANIZATIONAL STRUCTURE.</p> <p>7. To ensure accountability, within bi-weekly management and accountability meetings, the team will analyze relevant student data:</p> <ul style="list-style-type: none"> • To develop student action plans to meet objectives. • To determine the effectiveness of the program strategies. <p>This is LESS PRIORITY and aligns with ASSESSMENTS and PROFESSIONAL DEVELOPMENT.</p>	<p><u>August 2010</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Turnaround Director; Principal; Academic Deans; ILTs; Safe and Drug Free Schools Office</p>

Name of School: G. James Gholson Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>8. The school’s management and accountability system will collaborate with the LEA to answer the questions of the timeline and the needs that determine which activities will take place, which will be responsible for monitoring and how the activities will be monitored. This is a PRIORITY and aligns with COMPREHENSIVE AND EFFECTIVE PLANNING.</p> <p>9. Community engagement resource personnel will develop a partnership for each school with County Government to develop a “Hub” of services to be provided during regularly scheduled daytime and evening sessions. This is a HIGH PRIORITY and aligns with STUDENTS, FAMILY, AND COMMUNITY SUPPORT.</p> <p>10. To increase parent participation in all school activities and support parental understanding of and involvement in all curriculum areas:</p> <ul style="list-style-type: none"> • Participate in parent/student learning activities as measured by attendance, homework, and assessments. • Create a Parent Action Committee. • Hire a full-time, school-based Bilingual Parent and Community Outreach Assistant • Facilitate the development of the School Parent Policy and Parent-School-Student Compact. <p>Proposed Parent Involvement Program includes:</p> <ul style="list-style-type: none"> • Parent workshops • Parent-members on school committees and 	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselors; Safe and Drug Free Schools Office; Title I Parent Coordinator; Department of Social Services; Social Worker</p> <p>Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselors; Safe and Drug Free Schools Office; Title I Parent Coordinator;</p>

Name of School: G. James Gholson Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	teams <ul style="list-style-type: none"> • Greater participation of parents on PTA committees and SPMT • Parent contributions to school newsletter • Development of parent database • Parent-developed and produced projects correlated with monthly units of study projects developed and produced by their children • Parent-produced art projects (literary, art, film, etc) guided by the Bilingual Parent and Community Outreach Assistant. This is a HIGH PRIORITY and aligns with STUDENTS, FAMILY, AND COMMUNITY SUPPORT.		Department of Social Services; Social Worker
Permissible Strategies for the Implementation of the Turnaround Model. <i>LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)</i>			
List any additional permissible LEA strategies below			
Other Actions the LEA will take to implement the Turnaround Model			
Recruit, screen, and select external providers to ensure quality			

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

Complete Table 2.D.1 for each school with a detailed description of how the LEA will monitor each school’s intervention model and how progress monitoring will be assessed throughout the year.

Table 2.D

Timeline for LEA Monitoring of Tier I and Tier II schools Intervention Model ___ Turnaround Model ___ School: ___ G. James Gholson Middle School ___ Tier: ___ II ___	
Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed.	
Year 1: Q1 (SY2011, July-Sept)	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p>How progress will be assessed: Progress will be assessed through data analysis and feedback occurring during central office Performance Management Analysis Planning Process (PMAPP). In addition administrative staff will gather data from sources including staffing records and documentation.</p> <p><i>Requirement 1: (#1-3)</i> The Turnaround Director will submit to the Chief of Academics a report documenting the following:</p> <ul style="list-style-type: none"> • staff certification requirements, and • evidence of the three day principal induction process, • evidence of site visits nationally recognized high performing urban middle schools, and • collaborative planning with MSDE school leadership office <p><i>Requirement 2:</i> The hiring of staff and principals in collaboration with department of human resources will be monitored through monthly staffing reports submitted to the Turnaround Director.</p> <p><i>Requirement 3: (#1, 2, 3, 4,)</i> Turnaround Director and Chief of Academics will review records from Human Resources Department to monitor implementation of recruitment, salary differentiation, staff evaluations, and position descriptions for school based employees</p>

Requirement 4:

To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:

- Demonstration lessons,
- Professional development sessions
- ILT schedules weekly
- Other job embedded professional development activities

Requirement 5:

(#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :

- Quarterly evaluations of test data from the 4 schools
- Quarterly evaluations of participation data i.e. attendance, suspensions, etc.
- Documentation of leadership capacity building activities with principals (SANE documentation)
- Monthly documentation of teacher observations

(#2) The effectiveness of the principals will be monitored by the Director in the following manner:

- One full co-observation day per month for each principal using the Framework for Teaching Model
- One performance planning per month regarding student achievement and school metrics.
- Provide weekly formative evaluations to provide feedback on job performance
- SANE documentation of mentoring for principal
- Attend weekly leadership team meetings

(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:

- Observation of leadership skills in operation
- Schedule of leadership activities

Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies

	<ul style="list-style-type: none"> • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (#1) Academic Dean, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
Year 1: Q2 (SY2011, Oct-Dec)	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation,</p>

collaborative planning.
 Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly progress will be assessed.

Requirement 4: To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:

- Demonstration lessons,
- Professional development sessions
- ILT schedules weekly
- Other job embedded professional development activities

Requirement 5: (#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :

- Quarterly evaluations of test data from the 4 schools
- Quarterly evaluations of participation data i.e. attendance, suspensions, etc.
- Documentation of leadership capacity building activities with principals (SANE documentation)
- Monthly documentation of teacher observations

(#2) The effectiveness of the principals will be monitored by the Director in the following manner:

- One full co-observation day per month for each principal using the Framework for Teaching Model
- One performance planning per month regarding student achievement and school metrics.
- Provide weekly formative evaluations to provide feedback on job performance
- SANE documentation of mentoring for principal
- Attend weekly leadership team meetings

(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:

- Observation of leadership skills in operation
- Schedule of leadership activities

Requirement 6:
 To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies

	<ul style="list-style-type: none"> • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p>Requirement 9: Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
<p>Year 1: Q3 (SY2011, Jan-Mar)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <hr/> <p>How progress will be assessed</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation, collaborative planning.</p>

The Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly.

Requirement 4:

To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal, and Turnaround Director will review documentation of:

- Demonstration lessons,
- Professional development sessions
- ILT schedules weekly
- Other job embedded professional development activities

Requirement 5:

(#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :

- Quarterly evaluations of test data from the 4 schools
- Quarterly evaluations of participation data i.e. attendance, suspensions, etc.
- Documentation of leadership capacity building activities with principals (SANE documentation)
- Monthly documentation of teacher observations

(#2) The effectiveness of the principals will be monitored by the Director in the following manner:

- One full co-observation day per month for each principal using the Framework for Teaching Model
- One performance planning per month regarding student achievement and school metrics.
- Provide weekly formative evaluations to provide feedback on job performance
- SANE documentation of mentoring for principal
- Attend weekly leadership team meetings

(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:

- Observation of leadership skills in operation
- Schedule of leadership activities

Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

	<ul style="list-style-type: none"> • SANE documentation of teacher training in the intervention strategies • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
<p>Year 1: Q4 (SY2011, April-June)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p>How progress will be assessed</p> <p><i>Requirement 2:</i></p>

	<p>The Academic Dean will monitor weekly for teacher effectiveness through classroom observation and collaborative planning.</p> <p>The Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly.</p> <p><i>Requirement #3:</i> (1, 2, 3, 4,)</p> <p>Turnaround Director and Chief of Academics will review records from Human Resources Department to monitor implementation of recruitment and retention strategies, salary differentiation, staff evaluations, and position descriptions for school based employees.</p> <p><i>Requirement 4:</i></p> <p>To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:</p> <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions • ILT schedules weekly • Other job embedded professional development activities <p><i>Requirement 5:</i></p> <p>(#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :</p> <ul style="list-style-type: none"> • Quarterly evaluations of test data from the 4 schools • Quarterly evaluations of participation data i.e. attendance, suspensions, etc. • Documentation of leadership capacity building activities with principals (SANE documentation) • Monthly documentation of teacher observations <p>(#2) The effectiveness of the principals will be monitored by the Director in the following manner:</p> <ul style="list-style-type: none"> • One full co-observation day per month for each principal using the Framework for Teaching Model • One performance planning per month regarding student achievement and school metrics. • Provide weekly formative evaluations to provide feedback on job performance • SANE documentation of mentoring for principal • Attend weekly leadership team meetings <p>(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:</p> <ul style="list-style-type: none"> • Observation of leadership skills in operation • Schedule of leadership activities
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Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies
- Weekly observations of skills implemented in lesson.
- Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I.
- Student grades.

Requirement 7:

Through the monthly performance meeting, the principal will monitor the following:

- bi-weekly assessments in reading and math to drive instruction and planning
- bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation.

Requirement 8:

(1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:

- creative arts
- elective courses,
- acceleration/intervention programs,
- independent reading /book clubs, and
- an advisory program has been established by August 2010.

Requirement 9:

Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:

- Bi-weekly visits to schools
- Collaboration with the turnaround team.
- Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed
- Student referral, suspension, and attendance data will be reported and analyzed
- Parent involvement activities will be monitored through a bi-weekly review of SANE.

Year 2: Q1 (SY2011, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 2: Q2 (SY2011, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 2: Q3 (SY2012, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 2: Q4 (SY2012, April-June)	Monitoring and oversight
	How progress will be assessed
Year 3: Q1 (SY2013, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 3: Q2 (SY2013, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 3: Q3 (SY2013, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 3: Q4 (SY2013, April-June)	Monitoring and oversight
	How progress will be assessed

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

G. James Gholson MS – FY 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
Salaries/Wages	Salary	Co-Principal - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398.00 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971.00 average salary	\$ 135,942
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930.00 average salary	\$ 67,930
Salaries/Wages	Salary	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	1 Bilingual Parent and Community Outreach Assistant \$44,000.00 average salary	\$ 44,000
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175.00	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	3 Project Managers @ \$3,750.00	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100

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

G. James Gholson MS – FY 2011

Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175.00	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPS presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One week August Academy induction for 6th/7th graders.	The academy will be used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms in order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000

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

G. James Gholson MS – FY 2011

Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 503,845
Fixed Charges	Fringes	Co-Principal - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398.00 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942.00 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930.00 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$44,000.00 x 31.74X fringes	\$ 13,966
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250.00 x 8.19% fringes	\$ 921

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

G. James Gholson MS – FY 2011

Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000.00 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750.00 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250.00 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500.00 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925.00 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500.00 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One week August Academy induction for 6th/7th graders.	The academy will be used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800.00 x 8.19%	\$ 885
Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms in order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000.00 x 8.19%	\$ 2,457

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

G. James Gholson MS – FY 2011

Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 130,112
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000.00/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750.00	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875.00	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One week August Academy induction for 6th/7th graders.	The academy will be used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000

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

G. James Gholson MS – FY 2011

Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000

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

G. James Gholson MS – FY 2011

Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 831,888

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

G. James Gholson MS – FY 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
Salaries/Wages	Salary	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Co-Principal x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	1 Foreign Language Teacher	\$ 67,971
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Salary	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	1 Bilingual Parent and Community Outreach Assistant \$44,000 average salary	\$ 44,000
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250

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

G. James Gholson MS – FY 2012

Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100
Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000

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

G. James Gholson MS – FY 2012

Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 571,816
Fixed Charges	Fringes	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Foreign Language Teacher	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$67,971.00 x 31.74%	\$ 21,574
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$44,000 x 31.74X fringes	\$ 13,966
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745

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

G. James Gholson MS – FY 2012

Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921
Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	\$ 885

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

G. James Gholson MS – FY 2012

Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	\$ 2,457
Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 151,686
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000

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

G. James Gholson MS – FY 2012

Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000

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

G. James Gholson MS – FY 2012

Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 921,433

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

G. James Gholson MS – FY 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
Salaries/Wages	Salary	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Co-Principal x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	2 Foreign Language Teacher	\$ 135,942
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Salary	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	1 Bilingual Parent and Community Outreach Assistant \$44,000 average salary	\$ 44,000
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250

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

G. James Gholson MS – FY 2013

Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100
Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000

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

G. James Gholson MS – FY 2013

Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	\$ 8,400
Total Salaries/Wages					\$ 639,787
Fixed Charges	Fringes	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$44,000 x 31.74X fringes	\$ 13,966

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

G. James Gholson MS – FY 2013

Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921
Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	\$ 2,580

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

G. James Gholson MS – FY 2013

Fixed Charges	Fringes	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	\$ 885
Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	\$ 2,457
Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 173,260
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572

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

G. James Gholson MS – FY 2013

Contracted Services	August Academy	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000

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

G. James Gholson MS – FY 2013

Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 1,010,978

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:

The LEA will continue to provide resources in alignment with the PGCPS staffing allocation formula. Title I funds will be used to supplement PGCPS funds in the creation of the Turnaround Unit and the addition of additional school staff, i.e. Instructional Lead Teacher and Academic Dean.

2.F ARRA Reporting

In addition to the requirements stated above, LEAs that fund Tier I and Tier II schools with SIG ARRA funds will be required to submit quarterly reports to the SEA for the purpose of federal reporting. Information to be reported include:

- Total amount of Title I ARRA received and expended or obligated by the LEAs;
- Name of the projects or activities;
- Description of the projects and activities;
- Evaluation of the project and activities upon completion; and
- Estimated number of jobs saved or created with the Title I ARRA funds.

2.G Reporting Metrics

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

Upon approval of the LEA's grant application, the MSDE will send a form to the LEA to collect the additional required school-level data for each Tier I and Tier II school it commits to serve. The data should be reported for the school year prior to implementation of the intervention (SY 2009-2010), if it is available.

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

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

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

Section 2: Application for Tier I and Tier II Schools

Duplicate Table 2.A and provide the requested information for *each* Tier I and Tier II school the LEA will serve with Title I 1003(g) ARRA School Improvement Funds.

2.A Background Information

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

Table 2.A

<p>School Name: Thurgood Marshall MS</p> <p>Address: 4909 Brinkley Road Temple Hills, MD 20748</p>	<p>LEA Point of Contact (POC) Name & Position: Betty Joseph, Director Title I and Debra Mahone, Executive Director, School Leadership Development Phone#: 301-925-2384, 301-618-7660 Email Address: bjoseph@pgcps.org, dmahone@pgcps.org</p>								
<p>Grade levels enrolled (SY10): 6, 7, 8</p>	<p>Number of Students Enrolled (SY10): 860</p>								
<p>Year the school entered school improvement status: <u>2003</u></p>	<p>Tier Level Tier I _____ Tier II <u> X </u></p>								
<p>Differentiated Accountability Status:</p> <p><u> </u> Focus Developing <u> </u> Focus Priority <u> </u> Comprehensive Developing <u> X </u> Comprehensive Priority</p>	<p>School Improvement Status</p> <p><u> </u> School Year 1 <u> </u> School Year 2 <u> </u> Corrective Action <u> </u> Restructuring Planning <u> X </u> Restructuring Implementation</p>								
<p>Title I Status:</p> <p><u> </u> Schoolwide Program <u> </u> Targeted Assistance Program <u> X </u> Title I Eligible School</p>	<p>Intervention Model Selected:</p> <p><u> X </u> Turnaround Model <u> </u> Closure <u> </u> Restart <u> </u> Transformation</p>								
<p>Waiver Request:</p> <p><u> X </u> Requested for this School</p> <p><u> </u> Not Requested for this School</p>	<p>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</p> <table border="1" data-bbox="816 1606 1445 1833"> <tr> <td>Year 1: SY 2010-11</td> <td>\$ 773,922</td> </tr> <tr> <td>Year 2: SY 2011-12</td> <td>\$ 863,467</td> </tr> <tr> <td>Year 3: SY 2012-13</td> <td>\$ 953,012</td> </tr> <tr> <td>Total Amount of Funding Requested for this School</td> <td>\$ 2,590,401</td> </tr> </table>	Year 1: SY 2010-11	\$ 773,922	Year 2: SY 2011-12	\$ 863,467	Year 3: SY 2012-13	\$ 953,012	Total Amount of Funding Requested for this School	\$ 2,590,401
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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: Thurgood Marshall MS		Tier: II																																																																																																						
Areas to consider for analysis as part of a comprehensive needs assessment to include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																																																																							
<p><u>1 Student Profile Information(include trend analysis)</u></p> <ul style="list-style-type: none"> • Total enrollment • Grade level enrollment • Subgroups - # of students in each • Mobility % - Entrants & Withdrawals • Attendance % • Expulsions # • Suspensions # • Dropout rate • Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students • Graduation rate • High School Diploma Rate 	<table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr><td>Total Enrollment</td><td>724</td><td>736</td><td>860</td></tr> <tr><td>6th Grade</td><td>53</td><td>50</td><td>141</td></tr> <tr><td>7th Grade</td><td>357</td><td>360</td><td>361</td></tr> <tr><td>8th Grade</td><td>332</td><td>326</td><td>358</td></tr> <tr><td>Native American Indian</td><td>1</td><td>2</td><td>12</td></tr> <tr><td>Asian</td><td>13</td><td>2</td><td>5</td></tr> <tr><td>African American</td><td>665</td><td>683</td><td>788</td></tr> <tr><td>White</td><td>10</td><td>12</td><td>5</td></tr> <tr><td>Hispanic</td><td>31</td><td>37</td><td>54</td></tr> <tr><td>FARM</td><td>382</td><td>390</td><td>527</td></tr> <tr><td>SPED</td><td>141</td><td>80</td><td>95</td></tr> <tr><td>LEP</td><td>*</td><td>7</td><td>48</td></tr> <tr><td>Mobility – Entrants</td><td>20.1%</td><td>19.6%</td><td>6.75%</td></tr> <tr><td>Mobility – Withdrawals</td><td>16.7%</td><td>14.0%</td><td>--</td></tr> <tr><td>Attendance</td><td>91.%</td><td>95.1%</td><td>94.8%</td></tr> <tr><td>Expulsions (Requested/Granted)</td><td>9/3</td><td>10/3</td><td>11/0</td></tr> <tr><td>Suspensions (out of school)</td><td>279</td><td>232</td><td>360</td></tr> <tr><td>Suspensions (in school)</td><td>622</td><td>553</td><td>130</td></tr> <tr><td>Dropout Rate</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Algebra I (# / %)</td><td>40</td><td>34</td><td>41 (6%)</td></tr> <tr><td>Geometry (# / %)</td><td>--</td><td>40</td><td>34 (5%)</td></tr> <tr><td>Spanish I (# / %)</td><td>90</td><td>52</td><td>59</td></tr> <tr><td>Graduation Rate</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>High School Diploma Rate</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> </tbody> </table> <p>* fewer than 5 students</p>					2008	2009	2010	Total Enrollment	724	736	860	6 th Grade	53	50	141	7 th Grade	357	360	361	8 th Grade	332	326	358	Native American Indian	1	2	12	Asian	13	2	5	African American	665	683	788	White	10	12	5	Hispanic	31	37	54	FARM	382	390	527	SPED	141	80	95	LEP	*	7	48	Mobility – Entrants	20.1%	19.6%	6.75%	Mobility – Withdrawals	16.7%	14.0%	--	Attendance	91.%	95.1%	94.8%	Expulsions (Requested/Granted)	9/3	10/3	11/0	Suspensions (out of school)	279	232	360	Suspensions (in school)	622	553	130	Dropout Rate	N/A	N/A	N/A	Algebra I (# / %)	40	34	41 (6%)	Geometry (# / %)	--	40	34 (5%)	Spanish I (# / %)	90	52	59	Graduation Rate	N/A	N/A	N/A	High School Diploma Rate	N/A	N/A	N/A
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Name of School: Thurgood Marshall MS	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment to include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Conclusions: The majority of the students are African American (93.1%); the attendance rate is within state requirements (95.1% up from 91% in 2008); the FARM subgroup has remained consistent in size over the past three years; suspensions have steadily declined. The mobility rate of entrants reflects the consolidation of one middle school which resulted in new students being assigned to Thurgood Marshall. Based on the student profile data chart, the priority needs for Thurgood Marshall are as follows:</p> <ul style="list-style-type: none"> • To increase student participation in advanced coursework resulting in 75% of students completing 8th grade with an algebra and foreign language credit (Low Priority: TA Requirement #6); • To decrease student suspensions by having opportunities for parents to attend workshops on social and emotional development (High Priority: TA Requirement #9.9); • To increase student achievement and to prepare them for high school by extending the school day (High Priority: TA Requirement #8); • To increase teacher capacity by providing on-going professional development and follow-up in the areas of differentiated instruction, data analysis, collaborative planning, classroom management, comprehension toolkit, and character development (High Priority: TA Requirement #3, #4). <p>The above priority needs will be addressed by the Turnaround Model in the following ways:</p> <ul style="list-style-type: none"> • Implement a competitive hiring process to select a principal and staff who are best suited for the needs of the school; • Utilize a performance based incentive model for teacher compensation; • Redesign professional development to support teacher capacity building; • Select a Turnaround Director who will provide direct support to the Turnaround schools; • Augment the Curriculum Framework Progress Guides with Comprehension Toolkit; • Implement the Key Elements to Math Success (KEMS) and Key Elements to

Name of School: Thurgood Marshall MS		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment to include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	Algebra Success (KEAS) programs; <ul style="list-style-type: none"> • Implement the AVID program; • Organize monthly parent meetings and training sessions to inform parents on appropriate social-emotional supports for students. 	
2 Staff Profile <ul style="list-style-type: none"> • Principal – Length of time at the school • Number of Assistant Principal/s and other administrators • Number and % of teaching faculty’s total classroom instructional experience: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of teaching faculty’s service at this school: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of HQ teachers • Number of school-based reading and English teachers of record • Number of school-based mathematics and data/analysis teachers of record • Number of school-based reading and English resource personnel • Number of school-based mathematics and 	<p>Principal: 3 years (first year “acting”)</p> <p>Assistant Principals: 2</p> <p>Number and % of teaching faculty’s total classroom instructional experience: NOTE: This data reflects the number of teaching years in PGCPS. 0-5 years - 42 (70%) 6-10 years - 12 (20%) 11-15 years - 4 (6.7%) 16+ years - 2 (3.3%)</p> <p>Number and % of teaching faculty’s service at this school: 0-5 years – 42 (70%) 6-10 years – 14 (23.3%) 11-15 years – 2 (3.33%) 16+ years - 2 (3.33%)</p> <p>Number and % of HQ teachers: Core academic subjects – 38 teachers; 100% HQ SPED – Waiting for HR</p> <p>School-based English and Reading teachers of record: 9</p> <p>School-based Mathematics and data/analysis teacher of record: 9</p> <p>School-based Reading and English resource personnel: 1 literacy instructional coach (Teacher Leadership Professional Development office)</p> <p>School-based Mathematics and Data/Analysis resource personnel: Mathematics</p>	

Name of School: Thurgood Marshall MS		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment to include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p>data/analysis resource personnel</p> <ul style="list-style-type: none"> • Number and % of paraprofessionals who are qualified • Number of mentor teachers and number of teachers being supported • Teacher and administrator attendance % 	<p>Department Chair; 1 Data Coach/Testing Coordinator (Testing Office)</p> <p>Paraprofessionals: – 1 paraprofessional (100% qualified)</p> <p>Mentor teachers: 3 Job-Alike Mentors Number of teachers being supported: 4</p> <p>Teacher attendance: 97.6% (reflects personal leave and sick leave only) Administrator Attendance: 93.7% (reflects annual leave and sick leave only)</p> <p>Conclusions: The staff profile shows that 70% of the staff has 5 years or less teaching experience. Over the past three, there has been a 25% turnover in staff. There are three Job-Alike mentors who support a total of four teachers in the building. There are four Resident Program teachers (three <i>Teach for America</i> teachers and one <i>College of Notre Dame</i> teacher) who receive support from three mentors outside the building. In addition to providing support to new teachers (first and second year), there is a need for more school-wide mentoring opportunities focusing on modeling and peer-to-peer collaboration (High Priority: TA Requirement #3). Due to the high percentage of new teachers, the school determined that professional development is greatly needed to build teacher capacity in effective instructional strategies, utilizing the State Curriculum, and effective classroom management.</p>	
<p>3 Student Achievement</p> <ul style="list-style-type: none"> • Student achievement data for reading and math on State assessments by the “all student” category and all subgroups • Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup • Graduation Rate 	<p>Student Achievement Data for Reading and Math</p> <p>Reading Analysis Reading performance data for the 2009 MSA indicates that 66.0% of all tested students were proficient compared to 57.7% in 2008 and 53.2% in 2007.</p> <ul style="list-style-type: none"> • <i>African American</i> – Trended data for the African American subgroup indicates that 64.9% of students scored proficient in 2009 compared to 56.5% in 2008 and 52.7% in 2007, an overall gain of 12.2%. • <i>FARM</i> – Trended data for the FARMS subgroup indicates that 62.8% of students were proficient in 2009; 54.5% were proficient in 2008, and 49.1% were proficient in 2007, an overall gain of 13.7%. 	

Name of School: Thurgood Marshall MS	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment to include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<ul style="list-style-type: none"> • <i>Special Education</i> - Trended data for the Special Education subgroup indicates that 39.7% of students scored proficient in 2009 compared to 20% in 2008 and 18.2% in 2007, an overall gain of 21.5%. <p>Overall strengths for reading are using word structure to determine the meaning of words, using print features, summarizing, main idea, and figurative language. These strengths are directly attributed to collaboration with MSDE on explicit instruction and the sharing of practices.</p> <p>Weaknesses for reading include understanding informational text, non-fiction comprehension strategies, identifying and explaining the main idea, using graphic aids, analyzing conflicts, and identifying and explaining the meaning of words. The weaknesses are directly related to lack of fidelity with the America’s Choice literacy design, ineffective analysis and utilization of data, and a lack of student reading stamina when presented with long passages. Classroom libraries need to be enhanced to reflect a variety of genre and reading levels.</p> <p>Math Analysis</p> <p>Math performance data for the 2009 MSA indicates that 34.8% of the students were proficient compared to 32.2% in 2008 and 32.6% in 2007.</p> <ul style="list-style-type: none"> • <i>African American</i> – Trended math data for the African American subgroup indicates that 33.9% of students scored proficient in 2009 compared to 30.3% in 2008 and 31.5% in 2007. • <i>FARM</i> – Trended data for the FARMS subgroup indicates that 30.5% of students were proficient in 2009; 29.6% were proficient in 2008, and 27.7% were proficient in 2007. • <i>Special Education</i> - Trended data for the Special Education subgroup indicates that 23.5% of students scored proficient in 2009 compared to 4.3% in 2008 and 6.1% in 2007. <p>Overall weaknesses for math include probability, decimals, numeric expressions, and perimeter. The weaknesses are directly related to misalignment of the Algebra/Data Analysis and RAMP UP curriculum to the State Curriculum and the state assessments. There is limited evidence that teachers and students are effectively utilizing math manipulatives.</p>

Name of School: Thurgood Marshall MS	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment to include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Average scale scores on State assessments: Directed not to answer by MSDE.</p> <p>Graduation Rate: N/A</p> <p>Conclusions: While the African American, FARM, and Special Education subgroups did not meet the Annual Measurable Objective (AMO) or make Adequate Yearly Progress (AYP) in reading, scores for these subgroups reflect overall increases of 12.2%, 13.7%, and 21.5%, respectively. The smaller subgroups (White, Hispanic, LEP) each made AYP either through the confidence interval (LEP) or by meeting the AMO (White, Hispanic). Math continues to be a major area of concern with scores for the larger subgroups remaining relatively flat over the last three years and significantly below the state AMO. As with reading, the smaller subgroups (White, Hispanic, LEP) made AYP either through the confidence interval (Hispanic, LEP) or by meeting the AMO (White).</p> <p>Overall, scores are increasing for the smaller subgroups (White; Hispanic, LEP); however, African American, FARM, and SPED proficiency levels, while showing slight gains, remain well below the state AMO. Math scores are significantly lower than reading scores. School year 2008 data revealed decreases across all subgroups in reading and math. SPED proficiency levels are significantly below the AMO and remain a priority area of need. The school is not meeting SPED timelines for student evaluations and annual reviews which impacts scheduling and testing accommodations. There is a concern that the MOD MSA identification tool is not being used with fidelity. There is a need for computer-assisted reading and math intervention software to support differentiated instruction and students with disabilities (Priority: TA Requirement #8). Additionally, there is a lack of technology available for classroom instruction and for student demonstration of learning, i.e. Interwrite boards and software. There is a need for continuous professional development in the appropriate use of math manipulatives and re-teaching of weak indicators.</p>

Name of School: Thurgood Marshall MS		Tier: II													
Areas to consider for analysis as part of a comprehensive needs assessment to include successes and challenges		LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment													
<p>4 Rigorous Curriculum Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> • Core English/Reading program • Core Mathematic and algebra programs • Curriculum Intervention Programs • Enrichment Programs 		<table border="1"> <thead> <tr> <th>Subject</th> <th>Core Program</th> <th>Intervention</th> <th>Enrichment</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td> <ul style="list-style-type: none"> • McDougall-Littell Series • Curriculum Framework Progress Guide (State Curriculum) </td> <td> <ul style="list-style-type: none"> • America’s Choice Design Model • America’s Choice Ramp-Up to Literacy • Soar to Success • Scholastic Reading Assessment • McDougall Bridges to Literature • Reading Academy software program • Strategies to Achieve Reading Success (STARS) and Comprehensive Assessment of Reading Strategies (CARS) </td> <td> <ul style="list-style-type: none"> • MSA Finish line • MSA Grand Slam • Honors courses in Reading/ Language Arts </td> </tr> <tr> <td>Mathematics</td> <td> <ul style="list-style-type: none"> • Glencoe Math – courses 1, 2, and 3 • Curriculum Framework Progress Guide (State Curriculum) </td> <td> <ul style="list-style-type: none"> • Algebraic Thinking • FASTT Math • Math Navigator • Moving with Math </td> <td> <ul style="list-style-type: none"> • MSA Grand Slam </td> </tr> </tbody> </table> <p>Conclusions: The Curriculum Framework Progress Guides (CFPG) for Reading and Math are aligned to the state standards; however, data suggests that it is not being effectively implemented by most teachers. Scores from the Reading Formative Assessment System Test (FAST), however, indicate that a large percentage of students have not mastered curriculum indicators with only 48% and 47% of sixth grade students scoring proficient or advanced on the first and second quarter assessments, respectively. In seventh grade, 74% scored proficient or advanced on the first quarter FAST. This percentage dropped significantly (61%) on the second quarter FAST. Eighth grade students scoring proficient or advanced on the first and second quarter FAST remained steady at 61% and 60%.</p> <p>In mathematics, sixth graders scored 49% proficient on the first quarter FAST and</p>		Subject	Core Program	Intervention	Enrichment	Reading	<ul style="list-style-type: none"> • McDougall-Littell Series • Curriculum Framework Progress Guide (State Curriculum) 	<ul style="list-style-type: none"> • America’s Choice Design Model • America’s Choice Ramp-Up to Literacy • Soar to Success • Scholastic Reading Assessment • McDougall Bridges to Literature • Reading Academy software program • Strategies to Achieve Reading Success (STARS) and Comprehensive Assessment of Reading Strategies (CARS) 	<ul style="list-style-type: none"> • MSA Finish line • MSA Grand Slam • Honors courses in Reading/ Language Arts 	Mathematics	<ul style="list-style-type: none"> • Glencoe Math – courses 1, 2, and 3 • Curriculum Framework Progress Guide (State Curriculum) 	<ul style="list-style-type: none"> • Algebraic Thinking • FASTT Math • Math Navigator • Moving with Math 	<ul style="list-style-type: none"> • MSA Grand Slam
Subject	Core Program	Intervention	Enrichment												
Reading	<ul style="list-style-type: none"> • McDougall-Littell Series • Curriculum Framework Progress Guide (State Curriculum) 	<ul style="list-style-type: none"> • America’s Choice Design Model • America’s Choice Ramp-Up to Literacy • Soar to Success • Scholastic Reading Assessment • McDougall Bridges to Literature • Reading Academy software program • Strategies to Achieve Reading Success (STARS) and Comprehensive Assessment of Reading Strategies (CARS) 	<ul style="list-style-type: none"> • MSA Finish line • MSA Grand Slam • Honors courses in Reading/ Language Arts 												
Mathematics	<ul style="list-style-type: none"> • Glencoe Math – courses 1, 2, and 3 • Curriculum Framework Progress Guide (State Curriculum) 	<ul style="list-style-type: none"> • Algebraic Thinking • FASTT Math • Math Navigator • Moving with Math 	<ul style="list-style-type: none"> • MSA Grand Slam 												

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	<p>decreased to 24% proficient on the second quarter administration. Seventh graders scored only 23% proficient or advanced on the first quarter FAST and increased to 42% proficient or advanced during the second quarter. Eighth grade students scored 29% proficient or advanced on the first quarter FAST (Algebra/Data Analysis) and increased to 39% proficient or advanced on the second quarter FAST.</p> <p>There are a significant number of teachers with only one or two years of teaching experience. Observations indicate that all teachers would benefit from differentiated ongoing professional development in best practices, scaffolding objectives, and differentiated instruction to assist with the implementation of curriculum indicators (High Priority: TA Requirement ##4). In addition, a lack of effective classroom management impedes the instructional delivery of reading and math in some classrooms.</p>	
<p>5 Instructional Program</p> <ul style="list-style-type: none"> • Planning and implementation of research-based instructional practices • Use of technology-based tools • Use of data analysis to inform and differentiate instruction • Master Schedule by content area (include minutes of instruction) 	<p>Research-based instructional practices include: collaborative planning meetings, analyzing student work, data inquiry, professional development, flexible grouping, cooperative learning, independent reading of self-selected text, co-teaching, differentiated instruction, extended learning opportunities, study groups, classroom visits, walkthroughs and focus walks (High Priority: TA Requirement #4). There are also selected gender-based classrooms within grade levels (6-8). One initiative is Writing Wednesdays designed to improve BCR development using rubrics and standards-based bulletin boards (America’s Choice).</p> <p>America’s Choice was implemented in SY08. The America’s Choice intensive school design is a comprehensive school reform model for middle school students that cover standards and assessments, curriculum and instruction, leadership, and parent involvement. The design provides the school with extensive coaching and professional development. In addition, the America’s Choice intensive design reform model provides targeted assistance to those who need it most, through safety net systems, which include the Ramp-Up to Literacy and the Mathematics Navigator Program.</p> <p>Technology-based tools include: visualizers, LCD projectors, computer lab, Discovery Education clips (United Streaming), computer software programs, and web-based programs for Reading and math. The modified CFPG is provided to teachers to address the specific needs of students with disabilities. The Electronic Readers/Writers Notebook allows students with auditory processing and writing disabilities to record</p>	

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	<p>their responses on the computer and save them in electronic folders. Students with severe reading disabilities may access fiction and nonfiction text through the use of electronic screen readers (i.e., Book share, Read Out Loud, Natural Reader, and Read Please). Other technology utilized within the CFPG includes, digital media, McDougal Littell’s audio libraries and power point presentations. Prince George’s County approved databases, such as Discovery Education and Safari Montague are also used (Priority: TA Requirement #6).</p> <p>Data Analysis: Data is analyzed through collaborative planning utilizing the Data Inquiry Protocol; strategic utilization of data to re-teach lowest indicators (FAST); vertical planning; and quarterly monitoring through Performance Management Analysis and Planning Process (PMAPP). These activities enable teachers and administrators to modify instruction, monitor student progress, and identify next steps (High Priority: TA Requirement #7).</p> <p>Master Schedule: The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. One mod per day (A-Day) is used for collaborative or individual planning, and the same mod is reserved on B-Day for parent conferences.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 83% of the 26 survey participants, felt that the America’s Choice workshop model was fully implemented. In addition, 66% of the classroom teachers felt that on a weekly basis data is analyzed during collaborative planning and is used to differentiate instruction.</p> <p>Conclusions: There are many instructional programs in the building; however, it seems as if they are utilized in isolation resulting in interruptions to the fidelity of the core curriculum and there is limited evidence of the effectiveness of the alignment, pacing, and monitoring of the multiple instructional programs. Due to lack of consistent professional development and feedback from America’s Choice cluster leader, it has been noted that consistent implementation of the workshop model has been challenging. While PGCP</p>

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	<p>will not enter into another year’s contract with America’s Choice, the strategies and best practices will continue to be implemented through teacher cohorts who will share and model best practices: role of a leadership team, the workshop model, protocols for examination of and feedback on student work, etc. Additionally, the staff indicates that adhering to the county-mandated 72-minute mod has negatively impacted the implementation of the America’s Choice model which is designed for a 90-minute time block. Staff also indicates that there is insufficient transition time between classes. Extended Learning Opportunities (ELO) have been offered; however, not all students participate on a regular basis. Extending the instructional day would address the academic needs of all students and provide time for professional development without impacting instructional time.</p> <p>Teachers are utilizing Performance Matters and Edusoft to identify the lowest indicators for re-teaching the lowest performing students; however, many need additional support and practice in learning how to meet the diverse needs of all students. The increasing number of ESOL students dictates that the staff would benefit from professional development on cultural awareness and sensitivity as well as best practices for second language learners in the mainstream, i.e. sheltered instruction strategies. Vertical planning is being done across grade levels but the data does not support its effectiveness.</p> <p>It is not evident that the research-based rationale supporting gender-based classrooms is aligned to the school data or that the staff has received appropriate professional development on adolescent development or the implementation of this instructional practice. Due to budget constraints, there has been a decrease in systemic support, i.e. math coach, science coach, technology, SPED, etc. The special education population’s academic growth has been limited due to the implementation of appropriate interventions in both reading & math with fidelity. Observations indicate that teachers are at varying skill levels across the special education department. “Highly Qualified” does not always equal “highly effective” – there is a need for strategic professional development to build teacher capacity of general educators in strategies to work with students with disabilities as well as for special educators to increase content knowledge.</p>	
<p>6 Assessments</p> <ul style="list-style-type: none"> • Use of formative, interim, and summative assessments to measure student growth 	<p>MSA and Mod MSA (summative): Utilized to establish student base line data and to determine student mastery of the Maryland Content Standards. This data is reported annually. The Mod MSA and the Science MSA are administered on-line.</p>	

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<ul style="list-style-type: none"> • Process and timeline for reporting • Use of technology, where appropriate • Use of universal design principles 	<p>Formative Assessment System Test (FAST) (formative): Quarterly measurement developed by the Testing Office in Prince George’s County tests student progress for reading and math indicators.</p> <p>Scholastic Reading Inventory (SRI) (summative): Administered to students twice a year in grades 3-8 to determine reading levels. Scores from the SRI are used to identify flexible reading groups.</p> <p>Unit Assessments (interim): Administered after each content unit to provide immediate feedback regarding student mastery of content standards.</p> <p>Qualitative Reading Inventory (formative): Administered at the beginning of the year to provide baseline data on student comprehension levels.</p> <p>Universal Design: The components of the universal design for learning include offering students a variety of ways to measure student goal attainment. Also, the components include a variety of materials, media, and formats to reach learners with diverse abilities, styles, and needs. Assistive technology software and digital text should be used when creating forms of assessments.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 100% of the 26 participating teachers felt that the school uses formative, interim, and summative assessments to measure student growth. In addition, 78% of the teachers felt that consideration is given in developing multiple assessment tools that address the various learning styles of students.</p> <p>Conclusions: It is evident that the school assesses student learning; it is not evident how the data is utilized to impact instructional delivery which effects student achievement. Teachers are also utilizing data to identify the lowest indicators for re-teaching to the lowest performing students; however, it is unclear how the needs of the proficient and advanced students are being met. Staff has received training on the Data Inquiry Protocol but there is limited evidence that it is being used effectively during collaborative planning. Teachers would benefit from additional professional development on analyzing data and collaborative planning. There is a need for a more frequent formative (i.e., bi-weekly – every 2 weeks) assessment program within the school that provides real-time data to inform instruction (High Priority: TA Requirement #7).</p>	

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<p>7 School Culture and Climate</p> <ul style="list-style-type: none"> • School vision, mission and shared values • School safety • Student health services • Attendance supports • Climate survey, if available 	<p>Vision: <i>“To ensure that students master skills that will promote academic growth and success as well as develop productive citizens”</i></p> <p>Mission: <i>“The faculty, staff, and parents of Thurgood Marshall Middle School are committed to educating and expecting excellence for our students. We recognize individual differences and believe that all students will learn. We will strive to maintain high expectations of success for all students, a safe and orderly environment, frequent monitoring of student progress and effective home-school communication.”</i></p> <p>School safety: To reduce the number of student referrals and suspensions, the school implements the Positive Behavior Intervention and Supports Program (PBIS) in order to model, encourage, increase, reinforce, and reward positive behavior. The school follows the Student Code of Conduct as the primary document to determine acceptable behaviors and disciplinary measures. The school also operates an In-School Suspension Center (ISSC) as an alternative to out-of-school suspension, when appropriate (High Priority: TA Requirement #9.2, 9.5).</p> <p>Student health services: The full-time school nurse follows county policies regarding health services for students, i.e. vision and hearing screenings; staff trainings, etc.</p> <p>Attendance supports: The school has many supports within the school to monitor attendance including a full-time Parent Liaison; a Pupil Personnel Worker (shared); the P-Team (PPW, Parent Liaison, Professional School Counselor, Principal, Psychologist); an automated <i>Easy Caller</i> system for habitual absences & tardies; and a Parent Contract signed by parents as a preventive measure for students with habitual absences from the previous school year.</p> <p>Climate Survey: The PGCPS School Climate Survey was completed by parents, students, and teachers in 2007 and again in June 2009.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 75% of the 26 participants felt that the school has appropriate supports in place to ensure high daily student attendance.</p> <p>Conclusions: Attendance strategies and supports appear to be effective as evidenced by the 4.1% increase in the school’s attendance rate (91.0% in 2008 to 95.1% in 2009). Due to the steady increase in suspension rates, the school needs to revisit the PBIS program to ensure its appropriate implementation. There was a decrease in systemic support due to</p>	

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	<p>budget constraints. For example, the full-time Pupil Personnel Worker position was reduced to part-time.</p> <p>The PGCPS School Climate Survey reveals an overall positive trend from 2007 to 2009 in all areas. In 2009, 73.6% of students, teachers, and parents felt there was a “safe and orderly environment” compared to 39.3% in 2007. Sixty-seven percent reported a “positive school climate” in 2009 compared to 31.2% in 2007. There was also a significant increase in the overall “effective instructional leadership” rating (48.1% in 2007 to 82.2% in 2009). In comparison to other middle school, however, only 76% of teachers felt they have “high expectations” for students (compared to 84.5% average for all middle schools). Ninety-two percent of teachers reported an “emphasis on basic skills” versus 86.3% at other middle schools. When asked about “strong professional development,” 75% responded favorably (slightly lower than the county average of 77.1%). In addition, only 39.1% felt they were involved in the school’s “decision-making” versus 57.6% county-wide.</p>	
<p>8 Students, Family, and Community Support</p> <ul style="list-style-type: none"> • Social-emotional and community-oriented services and supports for students and families • Engagement of parents in the education of students 	<p>Social-emotional and community-oriented services: Student Government Association (SGA) National Junior Honor Society; Professional School Counselors work with at-risk students to develop action plans to promote academic and social development; Character Education; “Take Charge Brotherhood Mentoring Program”; daily announcements on positive behavior.</p> <p>The school boasts many community partners: Prince George’s County Police Department (PAL) Mentoring; Community Advocates for Family & Youth, Inc.; Adam’s House (Student Mentoring and Family Counselor), to name just a few.</p> <p>Engagement of parents: The following opportunities/activities are offered to parents throughout the school year: School Planning and Management Team (SPMT); Parent Teacher Association (PTA); systemic training for parents involved in SPMT to participate in Bridge to Excellence Training; annual Meet and Greet Question and Answer session for parents of SPED students; Principal’s Open-door policy for parents; on-going communication by Sync Mail, newsletters, flyers, school’s website; Parent Room/Parent Corner with educational resources</p> <p>Parent Events/Workshops: America’ Choice Awareness; Understanding Adolescence; Internet Bullying; Domestic Violence; MSA/AYP Family Nights, Back-to-School</p>	

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	<p>Nights; Attendance Matters, Book Fair, Career Day, Holiday concerts, Open House</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 75% of the 26 participants felt that social-emotional and community-oriented services and supports for students and families are available in the school. Ninety percent feel that parents are provided a variety of ongoing opportunities to actively participate in the education of their children. In addition, 80% felt that parent engagement policies and opportunities are clearly communicated to all families in a timely fashion.</p> <p>Conclusions: The school has offered a variety of parent activities to meet the needs of students and parents; however, attendance is typically low especially at evening events (High Priority: TA Requirement #9.3, 9.8, 9.9). In order to provide support to students and parents with serious family issues, a full-time social worker is needed. The social worker would need to work a flexible schedule to allow for coordination and coverage of after-school and evening activities. In addition, he/she would collaborate with the site-based professional school counselors and with community organizations to coordinate the “hub” of community services that will available to the school families. (High Priority: TA Requirement #9.3)</p>	
<p>9 Professional Development</p> <ul style="list-style-type: none"> • Use of Maryland Professional development standards • Accountability aligned to improved teaching and learning 	<p>Maryland Professional Development Standards: The professional development calendar in the school improvement plan is aligned with the Maryland Professional Development Standards. The school identifies the master plan goals, activities with targeted subgroups, date of implementation, evidence of successful implementation, person responsible, targeted audience, and follow-up activity.</p> <p>Site-based Professional Development (PD): Data inquiry and collaborative planning (Standards 3, 7) Differentiated instruction for reading and math (Standard 4) Mentoring/coaching for non-tenured teachers (Standards 1, 3, 4, 5) Staff – Parent Interaction (Standard 6) Safe and Orderly Environment (Standard 5) SPED – delivery of strategic instruction (Standard 1, 3, 4, 7) Co-teaching model/strategies (Standards 2, 3, 4)</p> <p>Systemic PD:</p>	

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	<p>In-services related to Financial Incentive Rewards for Supervisors & Teachers (F.I.R.S.T.) Professional Educator Induction Program (P.E.I.P.) America’s Choice trainings Special Education, RELA, math, social studies, and science Positive Behavior Intervention and Supports (PBIS) Leadership Academy; Administrator Portfolio Evaluation (Principal) Summer Leadership Institute; FIRST Teacher Evaluation, Administrator Portfolio (AP) Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, the majority of the 26 participants agree that the professional development opportunities were aligned to MSDE standards - 88% in the area of current research-based instructional practices and 76% in the area of meeting diverse learning needs. Additionally, 80% report that the professional development provided has been aligned to learning walks, formal and informal observations, peer review outcomes, and collaborative planning.</p> <p>Conclusions: The site-based PD topics are comprehensive, aligned to the teacher needs assessment, but based on the FAST data; do not appear to meet the diverse needs of the students. There is limited evidence as to monitoring of implementation of strategies or follow-up and follow-through. There appears to be a “disconnect” between the amount of professional development received and the impact on teaching and learning. Based on Electronic Registrar Online (ERO), teachers have participated in district-wide professional development related to the core curriculum, initiatives, and interventions in the school. The impact on teaching and learning is not evident. Authentic job-embedded professional development opportunities need to be provided through an extended day and should include a three-tier approach: instructional support, content knowledge, and effective instructional pedagogy through coaching, mentoring, feedback, and follow-up. MSDE’s Professional Development Standards are utilized in the following ways (High Priority: TA Requirement #4):</p> <ul style="list-style-type: none"> • Provides content knowledge and quality research-based teaching strategies for teachers;

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	<ul style="list-style-type: none"> • Enables teachers to collaborate on lessons learned through collaborative planning and learning walks; • Consist of targeted professional development trainings geared to meet the needs of a diverse staff; • Enables teachers to utilize data to drive instruction. <p>The administrators, academic deans, and instructional lead teachers will receive information on MSDE’s Professional Development Standards from the Director of the Turnaround Schools. Thurgood Marshall will complete an evidence of need and activities to improvement subgroup performance for the 2010-2011 school improvement plan. Each activity will identify needed targeted professional development to increase student achievement and teacher capacity. The school will also identify how each professional development activity is aligned to the MSDE Professional Development Standards.</p>	
10 <u>Organizational structure and resources</u> <ul style="list-style-type: none"> • Collaborative planning time • Class scheduling (block, departmentalizing, etc.) • Class configuration • Managing resources and budgets • Accessing other grants to support learning • Increasing learning time for students and teachers 	Collaborative Planning (High Priority: TA Requirement #4.1.b): Collaborative planning: A-Day Team Planning: B-Day Team cycle: Week 1: Interdisciplinary Planning; Week 2: Parent Conferences; Week 3: SIT; Week 4: Chat & Chew with Principal Departmental Cycle: Week 1: Lesson Planning; Week 2: Implementation; Week 3: Data Analysis School Planning & Management Team (SPMT) – 4 th Thursday SSST - Wednesdays Class Scheduling: The school operates on an A-Day/B-Day schedule. The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. One mod per day (A-Day) is used for collaborative or individual planning, and the same mod is reserved on B-Day for parent conferences. Class configuration: MSDE reports class size reflects a 20:1 student: teacher ratio; however the school indicates class sizes are much higher. In addition to special education co-teaching and intensive classes, there are also a few selected gender-based classrooms within each grade level. Resources and budgets: The school improvement plan provides a budget section that	

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	<p>is completed by members of the school improvement team. The budget identifies how the allocations from the School Operating Resources (SOR) allotment, Alternative Governance (AG) allotment, and other school improvement funds are aligned to Master Plan Goals and activities in the school improvement plan.</p> <p>Thurgood Marshall Middle participates in the F.I.R.S.T. initiative. According to the PGCPS Electronic Registrar Online (ERO) report, there are 36 teachers who have attended F.I.R.S.T. trainings throughout the year.</p> <p>Increased learning time: The school received funds from the School Improvement Grant for the Extended Learning Opportunity (ELO).</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 76% of the 26 participants feel the amount of scheduled collaborative planning time is adequate to review data, plan instruction, and collaborate with peers on best practices. Fifty-six percent feel that the classrooms do not reflect heterogeneous grouping. Sixty-four percent feel the SPMT plays an integral role in the management and oversight of the day-to-day operations. Fifty-two percent believe the implementation of the F.I.R.S.T. initiative has supported teaching and increased student achievement. Finally, 80% believe increasing learning time for students and teachers has had a positive effect on student achievement.</p> <p>Conclusions: The school needs to revisit the staffing allocations to ensure that non-classroom based personnel do not negatively impact class size. There appears to be adequate meeting time; however, the process during the meeting may need to be refined. Extended Learning Opportunities (ELO) have been offered; however, not all students participate on a regular basis. Extending the instructional day would address the academic needs of all students and provide time for professional development without impacting instructional time.</p>	
<p>11 Comprehensive and Effective Planning</p> <ul style="list-style-type: none"> • Practices for strategic school planning • School improvement plan development, implementation and monitoring 	<p>Practices for strategic school planning:</p> <p>The school received support from the Alternative Governance (AG) board (area office and school improvement office) on the implementation and monitoring of the AG plan. In May 2009, the school staff completed the Teacher Capacity Needs Assessment (TCNA) in preparation for renewal of their current AG Plan. In January 2010, the school staff collaborated to complete a Corrective Actions Reflection where they examined successes, challenges, lessons learned, and began identifying next steps and</p>	

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	<p>planning for the next school year.</p> <p>School improvement plan development: The school participates in the annual Bridge to Excellence School Improvement Institute where professional development is delivered on the school improvement planning process, best practices, and budget alignment. The collaborative peer review of school improvement plans also takes place during this time.</p> <p>The School Planning & Management Team (SPMT) meets the 4th Thursday of each month. The team reviews formal and informal assessment data to identify activities and professional development needs for the school improvement plan. The SPMT closely monitors school improvement plan activities and interventions as outlined in the SIP/PMAPP monitoring tool (quarterly), professional development calendar, and the individualized administrative intervention plan. An on-site review including persons from school teams, the area office, curriculum and development, and special education provide feedback on the school improvement plan. The school participated in three PMAPP sessions where activities from the school improvement plan were monitored and a collaborative action plan for improvement was established.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 78% of the 26 participants report that school utilized the PGcps school improvement planning process in the development of the SIP. Sixty percent report that each quarter the monitoring tool (PMAPP) is shared with all stakeholders. Finally, 48% report that all stakeholders including parents are involved in the development of implementation and monitoring of SIP.</p> <p>Conclusions:</p> <p>The alternative governance plan for Thurgood Marshall Middle School provided for direct oversight by the SPMT, the area office, and the school improvement office. Specific features of the plan include: on-going leadership focus walks; additional support from instructional coaches; bi-weekly collaborative planning and data utilization meetings; weekly special education department meetings; and, regular participation in SPMT by stakeholders. Participation in the county's PMAPP process provided opportunities for collaborative feedback from cohort principals as well as area staff and central office specialists (Priority: TA Requirement #5.4, 8.5). To personalize instruction and improve classroom practices, collaborative planning needs</p>

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	to be structured to focus on individual student needs as identified by weekly and monthly classroom assessments.	
<p>12 <u>Effective Leadership</u></p> <ul style="list-style-type: none"> • Instructional leadership to promote teaching and learning • Monitoring of curriculum implementation and instructional practices linked to student growth • Impact on the school culture for teaching and learning • Use of assessment data using technology • Recruitment and retention of effective staff • Identification and coordination of resources to meet school needs • Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p>Teaching and Learning: The principal along with his administrative leaders complete their performance objectives at the beginning of the school year. School targets are identified along with two-three objectives in support of each Bridge to Excellence Master Plan Goals. Activities and strategies are included in the performance objectives to address the Master Plan Goals. A status/completion column is included for principals to include information regarding dates that strategies were implemented. Principals are responsible for monitoring their performance objectives throughout the year. During the mid-year evaluation and end of the year evaluation, principals share their Accountability Binders which show evidence with regard to implementation of the activity/strategy.</p> <p>Monitoring of curriculum implementation and instructional practices: Administrators conduct classroom observations on tenured and non-tenured staff members each year in order to monitor school curriculum and delivery of instruction. The principal along with the administrative team has conducted 27/42 (64%) teacher observations. As a result of principals conducting formal observations, teachers are able to receive meaningful feedback on delivery of instruction. Teachers are provided with recommendations and if necessary an action plan for improvement. Observation notes/action plans were reviewed in order to assess instructional curricular execution expectations.</p> <p>Use of assessment data using technology (Priority: TA Requirement #7): Performance Matters and Edusoft is a data warehouse for school staff to utilize school test data. The data coach at Thurgood Marshall assists the administrative team with accessing data in order to present their findings during quarterly PMAPP sessions held in the area office. PMAPP sessions allowed opportunities for principals to come together and participate in instructional conversations regarding instruction and discuss the school's top 5 activities/strategies used to increase student achievement. Also during that time, the principal utilizes FAST data to assess individual teacher data. During Area 4 PMAPP meetings suggestions were provided to principals in order to address weak indicators on FAST 1 and FAST 2. Feedback was provided to the principal regarding PMAPP presentations throughout the year to streamline strategies and activities the team included in their presentation.</p>	

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	<p>Recruitment and retention of effective staff: The majority of staff (70%) is “new” with less than 5 years of teaching experience. The leadership team facilitates a New Teacher Academy for new and novice teachers to attend once a month. Professional development is provided for these teachers on classroom management as well as best practices for increased student achievement.</p> <p>The Alternative Governance plan enabled the school to obtain 100% of highly qualified teachers. Staff members are highlighted monthly and their pictures are displayed in the school as well as on the school website.</p> <p>Coordination of resources: The Area office provides a data coach, instructional specialist, and school improvement specialist to assist the school with curriculum implementation, professional development, and compliance mandates from Maryland State Department of Education and the No Child Left Behind Act.</p> <p>Engagement of parents and community (High Priority: TA Requirement #9.8, 9.9): The principal along with the leadership team works diligently with the PTA president and parent liaison to coordinate activities to involve the parents and community in their children’s education. A parent resource room has been created for parents to visit and obtain resources to assist their children at home. The parent liaison and technology coordinator have provided workshops for parents on a variety of topics. For example, a workshop was provided to parents on how to access their child’s grades and attendance through SCHOOLMAX. The PTA president organizes monthly meetings which are held on the second Tuesday of each month. PTA newsletters as well as school newsletters are sent out monthly and can be accessed through the school’s website. The parent liaison along with the leadership team also coordinates various activities monthly to involve parents and the community. Two days of the year are set aside for Men Make a Difference Day as well as Women Make a Difference Day. Men from the community gathered at Thurgood Marshall in order to get tips on manhood from male role models from all over the community. The young males also watched a video about the importance of culture, family and education. Women gathered for Women Make A Difference Day in order for women guest speakers to discuss manners and self confidence with female students.</p> <p>Staff Survey: According to the School-Based Comprehensive Needs Assessment Survey completed in April 2010, 85% of the 26 participants agree that the curriculum implementation and instructional practices are monitored and linked to student growth</p>	

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	<p>by the leadership team. Ninety-six percent agree that the leadership team models the use of technology in analyzing student assessment data. In addition, 84% agree that the leadership team successfully identifies and coordinates the use of resources to meet school needs.</p> <p>Conclusions: There is a need for a systematic approach to monitoring by administration to support teaching and learning. Strategies included in the principals' performance objectives are not implemented consistently. There is evidence that coaches are facilitating collaborative planning meetings; however, administrative attendance is not consistent. Administrator participation in research-based professional development aligned to teaching and learning needs would enhance the ability to provide differentiated support to increase teacher capacity and student achievement. The administration needs to establish a team approach to school-based professional development that includes all staff. Recommended book studies for next year include <i>Breakthrough</i> and <i>Instructional Rounds</i> (High Priority: TA Requirement #4). Classroom observations collected from Thurgood Marshall did not provide enough meaningful feedback to teachers regarding their lessons and did not provide teachers with effective recommendations in order for them to improve their practice. The team did not have any teacher growth plans for teachers struggling to deliver instruction.</p>	

2.C Intervention Model Selection and Descriptive Information

The LEA must select an Intervention Model for each Tier I and Tier II it decides to serve. Using the format below, the LEA must describe actions it has taken, or will take to design and implement each Intervention Model consistent with the final requirements.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. Duplicate the following templates and complete them for each Tier I and Tier II school as appropriate. Model must be implemented at the start of the 2010-2011 academic year.

2.C.1 Turnaround Model

School Name and Number: Thurgood Marshall Middle **Tier: II**

Intervention Model: TURNAROUND MODEL

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

	MSA Reading % Proficient			Interim Assessment % Proficient
	SY 2011	SY 2012	SY 2013	SY 2011
All	71.0	81.0	91.0	76.0
African American	69.9	79.9	89.9	74.9
White	100	100	100	100
Hispanic	81.7	91.7	100	86.7
SPED	67.8	87.8	87.8	72.8
FARMS	44.7	54.7	64.7	49.7
LEP	62.1	72.1	82.1	67.1

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)

All students will score at least 70% proficiency on quarterly Reading/Language Arts formative assessment tests.

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

	MSA Mathematics % Proficient			Interim Assessment % Proficient
	SY 2011	SY 2012	SY 2013	SY 2011
All	39.8	49.8	59.8	44.8
African American	38.9	48.9	58.9	43.9
White	85.0	95.0	100	90.0
Hispanic	48.3	58.3	68.3	53.3
SPED	23.5	33.5	43.5	28.5
FARMS	35.5	45.5	55.5	40.5
LEP	28.6	38.6	48.6	33.6

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

All students will score at least 70% proficiency on quarterly Mathematics formative assessment tests.

School Climate Goals:

The expectation for attendance is that the school will meet or exceed the AMO for each year.

Each year, there will be at least a 10% decrease in the number of suspensions and expulsions, from the previous year. All the projected goals will be assessed and adjusted annually as appropriate.

Stakeholder Involvement:

The area assistant superintendent met with the entire school staff on April, 2010 to explain the 1003g grant and the upcoming “turnaround” of the school. On April 15, 2010, the area assistant superintendent returned to the school for a question-and-answer session with the staff. The district team comprised of members from the Title I office, school improvement department, area office, special education, curriculum and instruction along with the principal and school stakeholders met to complete a thorough needs assessment for the school. The committee met to design and implement activities for Thurgood Marshall Middle School based on student test data for the past three years. A timeline was created and a person was designated to provide leadership for each requirement of the grant. After completion of a thorough needs assessment, a three-year budget was developed which was directly aligned to the needs of the school.

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

The school will note a dramatic departure from previous alternative governance strategies. The district will employ a Director specifically tasked

with the turnaround model. The school will assign assistant principals directly to monitor instruction and reduce their management loads so that they can focus exclusively on instruction. The school will eliminate coaches and use teacher leaders who teach a part schedule. This will allow for the modeling and the embedding of instructional practices. While previous models focused on interventions, this model focuses on a longer school day that features programs of rigor (algebra preparation and foreign language), comprehension (Comprehension Toolkit) and enhanced opportunities for the creative arts. The school climate will be enhanced by the addition of a social worker and the institution of AVID and PBIS.

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

The LEA will continue to provide resources in alignment with the PGCPS staffing allocation formula. Title I funds will be used to supplement PGCPS funds in the creation of the Turnaround Unit and the addition of additional school staff, i.e. Instructional Lead Teacher and Academic Dean.

Name of School: Thurgood Marshall Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	<p>1. Turnaround schools will have a competitive hiring process to recruit and select an elite principal, preferably with experience in school turnaround but committed to bold and innovative reform (High Priority: Effective Leadership).</p> <ul style="list-style-type: none"> • The school system will advertise for the turnaround principal positions separately, ensuring the selection process is independent from other systemic principal hiring. • The recruitment process will include both internal and external searches, utilizing mass communications that include both local and national media, such as newspapers and online sources, as well as national associations such as National Association for Secondary School Administrators. Candidates will be assessed along the following criteria, including but not limited to: experience with effective management of student behavior, positive relationships with parents and community, instructional knowledge/content expertise, evidence of the use of data to inform instruction, disciplinary literacy, organizational structure, culture building and effective collaboration with peers, teacher evaluation, community relations, student interventions, team-building, communications, and commitment to excellence. • Turnaround principal candidates will interview before a panel of Executive Cabinet members and a community representative, including Area Assistant Superintendents, Chiefs and PTA 	<p><u>March 2010:</u> Principals currently serving as principal notified that they will be replaced.</p> <p><u>May - June 2010:</u> Recruitment and</p>	<p>Area Assistant Superintendents</p> <p>Bob Gaskin, Human Resources,</p>

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	<p>representatives.</p> <ul style="list-style-type: none"> The selection committee will recommend the top candidates to the Superintendent and Deputy Superintendent for final interview and selection. The Superintendent will choose the four nominees to present to the Board of Education for final approval. <p>2. Once aboard, the 4 turnaround principals will engage in a 3-day induction process:</p> <ul style="list-style-type: none"> The newly hired principals will participate in site visits to state and nationally recognized high performing urban middle schools, such as KIPP South Bronx (NY), Roxbury Prep Middle School (Boston), and/or North Star Academy (NJ). These schools have proven success rates in increasing the performance of at-risk/Title I student populations, particularly at the middle school level. The visits will provide opportunities for the principals to observe first-hand academically rich environments where techniques and strategies are designed to meet the needs of diverse student populations. The visits will be facilitated by leadership teams comprised of executive level staff from curriculum and instruction and the leadership offices. These professional development opportunities will be highly structured and facilitated by the Turnaround Director. In addition, school staffs will have the opportunity to visit the other turnaround schools in the district to share and view practices. Collaborative planning sessions with new Director for 1003 G Turnaround and MSDE 	<p>selection of new principals.</p> <p><u>June 2010:</u> Turnaround principal induction.</p> <p><u>May 15-June 30 2010:</u> Principal selects new instructional and support staff;</p>	<p>Executive Cabinet members, School Leadership Office</p> <p>Acting Turnaround Director; Turnaround Principals</p> <p>Acting Turnaround Director; Turnaround Principals</p>

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	<p>School Leadership Office in order to finalize the LEA proposal.</p> <ul style="list-style-type: none"> Book and article talks around important works on middle school reform, such as <i>The Critical Middle: A Reason for Hope</i>, written by the Maryland Middle School Steering Committee. <p>2. The principal, with support from the Area Assistant Superintendent Office, will be granted the autonomy to select up to 50 percent of staff and adjust school schedule in consultations with negotiated agreements, adjust the normal school schedule, and utilize resources in ways that are new and innovative in Prince George’s County Public Schools.</p> <ul style="list-style-type: none"> The school system will identify a Human Resources Specialist and Budget Specialist who will report jointly to the Director for the 1003G Turnaround Department and the Chiefs of Human Resources and Finance. Principal will assemble a site-based leadership team that will have the autonomy to make school-level instructional decisions based on individual needs of the staff, students, parents, and community. For example, school teams will have the authority to adopt a “theme” such as <i>Middle Years Programme</i> or <i>Creative and Performing Arts</i>. 	<p>develops budget, master schedule, summer professional development program.</p>	
<p>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and</p>	<p>1. The newly hired turnaround principal will be the final decision-maker in school-level staffing.</p> <ul style="list-style-type: none"> The principal will lead a hiring committee that includes a representative from the Area office, Human Resources, and Curriculum & Instruction. 	<p><u>May 15-June 30 2010:</u> Principal selects new instructional</p>	<p>Duane Arbogast, Chief Academic Officer Acting Turnaround</p>

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(B) Select new staff	<ul style="list-style-type: none"> All staff (existing and new) will be screened according to local measures of teacher effectiveness, including: Prior Evaluations, Formative Assessment Data (MSA/HSA data; quarterly assessments), Attendance, and Certification. The committee will explicitly include measures of student achievement when interviewing teachers; teachers will be required to demonstrate past performance in increasing student achievement, and will need to bring artifacts (i.e. FAST data, MSA/HSA data, analysis of student work) to support these accomplishments. Teachers will also be expected to discuss experience working with middle school students as well as innovative strategies for building positive relationships with students, parents, and community. Teachers with limited or no middle school experience will be considered if teaching philosophy supports the turnaround model and past student performance demonstrates instructional competency (High Priority: Staff Profile). Teachers will be required to agree to be an active participant in the innovative practices adopted as part of the turnaround effort (i.e. job-embedded professional development, collaborative planning), as well as make a 3-year commitment to teaching at the turnaround. 	and support staff; develops budget, master schedule, summer professional development program.	Director, Turnaround Principals, Budget Office, Human Resources, Title I
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	1. As a recruitment and retention strategy, PGCPS turnaround schools will use a performance incentive-based model for teacher compensation (High Priority: Staff Profile, Professional	<u>August 2010 – June 2013</u>	Janice Briscoe, Director of FIRST program

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retain staff with the skills necessary to meet the needs of the students in the turnaround school	<p>Development, Effective Leadership);</p> <ul style="list-style-type: none"> • Each turnaround school will be required to participate in the PGCPS FIRST initiative (Financial Incentive Rewards for Supervisors & Teachers) that provides for financial incentive rewards for improved performance. (All teachers must agree to participate in FIRST.) The PGCPS FIRST initiative provides financial rewards to teachers and administrators for earning high evaluations and showing evidence of improving student achievement. Monetary rewards will be aligned and calculated within the existing FIRST framework: student achievement; hard-to-staff subjects; rigorous evaluation; and professional growth. Teachers will also be given the opportunities to participate in Leadership Projects which would position as Single-gender Coordinator, School Improvement Coordinator and member of Outreach Team. • In addition to opportunities for FIRST financial rewards, turnaround schools will utilize a 1003g stipend system that rewards non-FIRST eligible teachers and support staff for school-wide performance. Stipends will be aligned to the FIRST targets established for First eligible teachers. • If the turnaround school reaches its established FIRST school target, every instructional staff member will receive an additional stipend (from 1003g) based on a percentage of individual growth and improvement. • The administrative and support staff will also receive a performance stipend based on the overall school-wide improvement in student 		

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	<p>Additionally, they will provide oversight to the ILTs and be responsible for leading weekly collaborative planning meetings with a focus on summative, formative and common assessments.</p> <ul style="list-style-type: none"> • School Operation Manager: A third assistant principal position will be created (funded through 1003g) to focus solely on school operations and management. • Instructional Lead Teacher (ILT): Teachers who are highly skilled and highly effective will serve as ILTs. ILTs will be teacher change agents responsible for mentoring and coaching new and inexperienced teachers, as well designing and delivering customized PD based on formative evaluations and specific staff needs. ILTs will have a reduced course load in order to handle the additional teacher-leadership responsibilities. Each turnaround school will have 4 Instructional Lead Teachers – one for each core content area. (To offset the impact of a decreased teaching load, two ILT positions will be created using PGCPs school-based staffing allocations and two additional ILT positions will be funded by the 1003g grant.) <p>4. The new instructional leadership career track for teacher leaders (Academic Deans/Instructional Lead Teachers) is designed not only to catalyze the change process within each turnaround school and establish a program of job-embedded professional development, but also to establish a succession plan for long-term leadership capacity building and sustainability.</p> <ul style="list-style-type: none"> • Academic Deans will not only serve as assistant 	<p><u>August 2010 – June 2013</u></p>	

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	<p>principals but will be preparing for the role of principals in future turnaround schools that PGCPs creates as part of the school system's succession planning process for future school turnaround efforts.</p> <ul style="list-style-type: none"> Similarly, ILTs will be encouraged to pursue their administrative licensure in order to assume higher levels of leadership, such as Academic Deans/Assistant Principals, in the future, and will also participate in ILT leadership training coordinated by the Turnaround Department throughout the school year. 		
<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</p>	<p>1. The turnaround schools will seek to redesign professional development to support teacher capacity building (High Priority: Rigorous Curriculum, Instructional Program, Professional Development, Effective Leadership). The primary tool for achieving authentic job-embedded professional development at the school level will be through the development of the Instructional Lead Teacher (ILT) and Academic Dean roles:</p> <p><i>a) Instructional Lead Teacher</i></p> <ul style="list-style-type: none"> ILTs will be the primary vehicle for teacher coaching and professional development. ILTs will teach a reduced course load so that they can serve as mentors and instructional coaches to both novice and experienced teachers. During their non-teaching time, ILTs will work with teachers in the lesson planning and delivery cycle and assist in the delivery of a variety of PD workshops based on teacher need and capacity. 	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround Principal and Assistant Principal; Academic Dean</p> <p>Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround Principal and Assistant Principal; Academic Dean</p>

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	<ul style="list-style-type: none"> • During their instructional time, ILTs will “host” mentees in their classroom in order to model best teaching practices and co-teach with novice teachers in order to enhance their skills. <p>b) <i>Academic Deans</i></p> <ul style="list-style-type: none"> • In addition to ILTs, the newly created role of Academic Dean will be a key driver for building teacher capacity in each turnaround school. • Academic Deans will serve as content experts who ensure teacher effectiveness by aligning formative evaluation, teacher support, and job-embedded professional development. • Academic Deans will serve as assistant principals who will be responsible for formative teacher evaluations using the Danielson Framework For Teaching and then designing and implementing differentiated PD based on the formative evaluations. • The Academic Deans, in collaboration with the Maryland State Breakthrough Center, will establish the protocols for collaborative planning around student outcomes. They will plan and lead internal professional development, monitor teacher practice and analyze data trends (High Priority: Organizational Structure and Resources). <p>NOTE: A third assistant principal (School Operation Manager) position will be created to focus solely on school operations and management.</p>	<u>August 2010 – June 2013</u>	Curriculum & Instruction; Department of Teacher Leadership and Professional Development; Turnaround Principal and Assistant Principal
5. Adopt a new governance structure, which may	1. Turnaround schools will be managed within a new		

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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	<p>Turnaround Department (located within one of the turnaround schools) designed solely and exclusively to support the work of these 4 schools. The office will contain 2 primary positions:</p> <ul style="list-style-type: none"> • 1 Turnaround Director, who will report directly to the Chief Academic Officer. • 1 Administrative Analyst (secretarial and budgetary support) <p>2. The turnaround director will provide direct support to the four turnaround principals and schools. The director will do the following, including but not limited to (High Priority: Organizational Structure and Resources):</p> <ul style="list-style-type: none"> • Conduct one full co-observation day per month for each principal. Co-observation days entail the director and principal jointly engaged in the clinical observation cycle through the implementation of the Framework for Teaching evaluation tool for multiple teachers in one day, including the post-observation conference. The director will coach the principal through this process and provide feedback to the principal around his or her instructional leadership and develop his or her skills in the area of lesson observation and feedback. Support from the School Leadership Office will assist with the implementation of the Framework for Teaching tool. • Conduct one performance planning conference per month with each principal around specific student achievement and school metrics to assess learning and growth. This will be an iterative meeting process that builds on each previous meeting and will be formative in nature. Specific 	<p><u>May 2010 – June 2010</u></p> <p><u>July 2010 – June 2013</u></p>	<p>Dr. A. Duane Arbogast, Chief Academic Officer; Debra Mahone, Executive Director of School & Leadership Development; Dr. Gladys Whitehead, Director of Curriculum & Instruction; Area Assistant Superintendents; Betty Joseph, Director of Title I</p> <p>Dr. A. Duane Arbogast, Chief Academic Officer; Debra Mahone, Executive Director of School & Leadership Development; Dr. Gladys Whitehead, Director of Curriculum & Instruction;</p>

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	<p>development that will include: instructional coaching, performance planning, formative evaluation, meeting planning and execution, workshop facilitation.</p> <p>4. Turnaround Steering Committee: PGCPSS will create a multi-disciplinary team to meet monthly with each school team to monitor progress and provide logistical and content expertise. Members will represent operational, curriculum and instruction, and student support divisions (High Priority: Comprehensive and Effective Planning).</p>	<u>July 2010 – June 2013</u>	
6 - Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	<p>1. <i>Introduction of Comprehension Toolkit</i>: PGCPSS has a well-developed middle school Curriculum Framework Progress Guide (CFPG) for reading. The CFPG has been aligned to State academic standards. (In 2009-2010, the middle grades CFPG was aligned to include the Toolkit strategies; additional work will be done this summer to refine.) However, comprehension strategy instruction, to ensure that students use the thinking processes that enable them to develop interpretive and critical stances towards reading objectives, is not yet widespread in grades 6-8. Teaching and use of comprehension strategies has been shown in the research to be effective across all ages and grade levels [(Pearson and Gallagher, (1983), Pearson et. al. (1992), Pressley (1976 and 2002)]. The Comprehension Toolkit provides teaching moves and language as tools for teachers to teach students to apply these strategies. Elementary schools in PGCPSS that have integrated use of the Toolkit with the CFPG have shown increases in student achievement. Approximately one-half of the feeder elementary schools for the</p>	<u>August 2010 – June 2013</u>	Anne Goudvis, Comprehension Toolkit Consultant Joanne Durham, Curriculum & Instruction; RELA Supervisor; Title I Literacy Coach

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	<p>Turnaround Schools utilize Toolkit, so this will enhance the vertical alignment from one grade to the next, and particularly ensure that students who are bringing stronger strategy awareness do not lose ground in middle school. At least 15 school districts in states such as Texas, California, Washington, and Massachusetts have extended use of the Toolkit into middle school for these reasons (Heinemann’s Comprehension Toolkit - now a subsidiary of HMH). The teaching moves and language learned through Toolkit are then applied to texts of increasing complexity at each grade. Toolkit will augment the CFPG and will include the following (High Priority: Student Profile, Student Achievement, Rigorous Curriculum, Instructional Program):</p> <ul style="list-style-type: none"> • Reading, English/language arts (RELA) lessons teaching non-fiction comprehension strategies. • Enhancements for classroom libraries to ensure students are regularly reading a variety of genre and at appropriate independent reading levels. • Classroom materials to support student engagement with comprehension lessons. • Curriculum adjustments to provide more opportunities for teaching and practicing non-fiction comprehension strategies. • August 2-day Introductory Toolkit Institute for all RELA, ESOL, Special Education teachers and administrative staff. • Demonstration lessons and workshops at intervals throughout the school year by author/consultant Anne Goudvis with PGCPs 	August 2010	

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	<p>teachers.</p> <ul style="list-style-type: none"> • Consultant and C&I sessions with the Instructional Coordinator, ILTs and Academic Deans during each demonstration lesson cycle to build capacity among PGCPs staff to support teachers in each building. • Collaborative planning meetings to develop strategy lessons. <p>The ILTs, Academic Deans, and RELA department chairs will work with Anne Goudvis and the Coordinating Supervisor of Special Instructional Programs in Curriculum and Instruction this summer to revise curriculum to include additional nonfiction and organization of the strategies per Toolkit. This will serve as professional development so that these staff members will go into the schools in the fall with a strong foundation. The August institute will orient teachers to Toolkit, provide practice in applying comprehension strategies to their own reading, practice using the gradual release of responsibility model, plan rituals and routines to support active literacy classrooms, and prepare teachers to teach Unit 1 strategy lessons. Demonstration lessons and workshops by author Anne Goudvis are scheduled at intervals across the school year, so that each strategy can be emphasized as teachers prepare to teach it, student work from previous lessons can be analyzed, and instructional questions can be addressed. Planning days are provided during each demonstration lesson/workshop cycle, and in monthly collaborative planning after-school sessions, so</p>		

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	<p>that the Instructional Coordinator, ILTs and Academic Deans can lead and support teachers in creating lessons as they learn how to develop expertise with each strategy, as well as how to integrate strategies for student independence.</p> <p>2. PGCPS has struggled with mathematics student achievement in the middle grades. To this end, the turnaround schools will establish the goal that all students will complete algebra by the end of 8th grade. The district goal is 75%. This will entail a redesign of mathematics instruction prior to 8th grade with particular emphasis on remediation and intervention programs for students who struggle to reach grade level and a focus on problem-solving, critical thinking and writing in mathematics as well as vocabulary for ELL students. In order to insure that students are prepared for Algebra 1 in 8th grade, we propose to put all 7th grade students that are not taking Algebra 1 and Geometry into a pre-algebra course, coupled with a companion intervention elective course to insure that we build the necessary skills to prepare the students to take Algebra 1. One such intervention program that supports this model, as well as, research based strategies that vertically align across middle grades to algebra 1 and is aligned to the State academic standards is Key Elements to Mathematics Success (KEMS) and Key Elements to Algebra Success (KEAS). There is a need to build teacher capacity to support the realigned program to assist teachers in delivering the content, analyzing student work and developing rich tasks for student use. A strong professional development training model</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Stephanie Foster, Supervisor for Secondary Mathematics; Michelle Dyson, Supervisor for Secondary Mathematics; Math Turnaround Specialist; Instructional Lead Teacher (ILT); Academic Dean</p>

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	<p>supported by ongoing site based coaching is key to helping teachers enrich their practice. In addition, the Institute for Learning from the University of Pittsburgh is using knowledge of research-based instructional practices to assist with the redesign of the curriculum framework progress guides to insure that we deliver academic rigor to prepare our students for algebra. Research Data on the programs use in 2005-2006 in Guilford County, North Carolina showed that Algebra 1 results for three experimental schools that used the program had a pass rate of 71%, compared to a 39% pass rate of the control group and a 58% pass rate for the district. In Algebra 1, the experimental schools outperformed the district 17 of 20 topics covered in the Algebra1 exam. In 2006-2007, the program was implemented in Gaston County, North Carolina. The results showed that the experimental group had a passing rate of 88.46% compared the control group rate of 67.35% on the exam in Algebra1. Further details of this research with data to support the success of the National Training Networks KEAS and KEMS programs can be found at http://ntnmath.com/Research.html in the NTN Methodology Research document pages 32-35. The goal, by 2012-2013, is for 75% of 8th graders to matriculate to high school with an algebra I credit.</p> <p>3. In order to prepare middle school students to be college ready, AVID (Advancement Via Individual Determination) will be provided. Through an elective class, additional college/career/motivational activities and tutors from colleges in the community, AVID supports</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; AVID Coordinator; Instructional Lead</p>

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	<p>students to rise to higher levels of academic achievement and success. AVID teaches study skills, using writing as a learning tool, collaboration, and inquiry to insure that children, including those who may not yet have a college-going tradition in their families, are not left off the college track. AN AVID presence in the school will not only support students in the cohort but will reinforce building a culture of academic rigor and high expectations for all.</p> <p>The purpose of the AVID program is to assist those students who are not achieving at their true potential to become achievers and to prepare them to focus on a college. Some students may be first generation college students. The schools establish the criteria for those students who would benefit from the support of the AVID program and the elective class will be available to all students who meet the criteria for the program. The AVID elective curriculum is beneficial to any group of students, but works best with underachieving students who are at risk academically. The AVID program is designed to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for all students. As AVID becomes institutionalized as a school wide program, the methodologies and components will become increasingly available to all students. A strong, effective AVID team is a leadership group that fosters the development of a school wide learning community, collaborates to achieve the mission of the AVID program, and focuses on the achievement of all its students. The initial implementation of the program requires that an 8</p>		Teachers (ILT); Academic Deans

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	<p>member team (principal, counselor, core content area teachers, and the AVID elective teacher/coordinator) from the school be trained on the program. This site team meets regularly to assess students' needs and plan for ways to address those needs. They collaborate to develop and implement a site plan, and to document evidence to illustrate support for students' access to and success in rigorous curriculum. The school must identify an AVID teacher/coordinator to insure the program is implemented with fidelity. Each year the site team must conduct a self-assessment based on the 11 AVID Program Essentials and school's site plan for implementation. The site plan and the self-assessment are reviewed and monitored regularly with the district coordinator to determine the success of the program and qualifications to become a certified AVID site. An AVID coordinator will be identified from within the current PGCPs staffing allotment for the school and will receive an emolument from 1003g funds.</p> <p>4. Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses (Priority: Rigorous Curriculum, Instructional Program). While Spanish is an available offering in each school, the district will work to secure world language teachers and build interest among the students as a part of enhancing their college-bound culture. Offering world languages to middle school students will help them to meet the new criteria for the UMD system as well as other colleges. The</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Foreign Language Supervisor; Instructional Lead Teacher (ILT); Academic Dean</p>

Name of School: Thurgood Marshall Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>foreign language strand will enable schools to differentiate the program based on identified needs and/or interests. Principals will select the languages from the ten offered in PGCPSS (including French, Italian, Chinese, and Latin) based on the interest of their communities and the languages supported by the high schools that the students feed into.</p> <p>The world languages model will be phased in over three years. In 2010-2011, an <i>Introduction to Foreign Language</i> course will be scheduled for 7th graders so that foreign language classes (for high school credit) can be added for 8th grade by 2011-2012. The outcome is for 75% of 8th graders to matriculate to high school with a foreign language credit (by 2012-2013).</p> <p>5. Talented and Gifted Students (TAG) - PGCPSS has an established multiple criteria TAG identification process. TAG identified students at the middle school level are scheduled in Honors courses. Through pre and post assessment data and interest and learning style inventories, students' academic, social, and emotional needs are identified. Differentiated instruction occurs by providing access to advanced content, above grade level instructional materials, math acceleration, enrichment extensions, and extra-curricular enrichment opportunities.</p>	<p><u>August 2010 – June 2013</u></p>	<p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; PGCPSS TAG Supervisor; Instructional Lead Teacher (ILT); Academic Dean</p>
<p>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>1. PGCPSS has a well-defined interim assessment system that is used to inform and differentiate instruction. Interim assessments are given every 9 weeks and analyzed by teachers as part of the long-range planning process in schools and as part of the</p>	<p><u>August 2010 – June 2013</u></p>	<p>Turnaround Director; Testing Office; Principal;</p>

Name of School: Thurgood Marshall Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>PGCPS’s broader system of performance management. However, turnaround schools will build on this assessment system to engage in a more frequent formative assessment program that provides data for shorter intervals of instructional time (Priority: Instructional Program, Assessments, and Effective Leadership).</p> <ul style="list-style-type: none"> For each core content area, data on student performance will be generated on a monthly basis. For example, students will take math benchmarks at the end of each month that teachers will use to inform planning to differentiate future instruction. In reading, for example, teachers will keep detailed running records of students and will assess them monthly as part of the Comprehension Toolkit curriculum re-design for 7th and 8th grades. The implementation of a “flex” schedule for teachers will allow for more meaningful collaboration in the analysis of monthly student achievement data, and this work will be spearheaded by the academic deans in each turnaround school. The formative data generated each month will drive the Director-Principal monthly performance planning meetings that are scheduled as part of the new governance structure for Turnaround Schools. <p>2. PGCPS has an established multiple criteria TAG identification process. TAG identified students at the middle school level are scheduled into Honors courses. Through pre and post assessment data and interest and learning style inventories, students’</p>	<p><u>August 2010 – June 2013</u></p>	<p>Assistant Principal; ILT; Academic Dean; School-based Data Coach</p> <p>Turnaround Director; PGCPS TAG Coordinator; Testing Office; Principal;</p>

Name of School: Thurgood Marshall Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>academic, social, and emotional needs are identified. Differentiated instruction occurs by providing access to advanced content, above grade level instructional materials, math acceleration, enrichment extensions, and extra-curricular enrichment opportunities.</p> <p>3. The IEP governs the instructional supports that are provided to assist the student in learning. Using testing data from annual and re-evaluations, progress monitoring and benchmark intervention data, and county and state assessment, student progress will be monitored. The curriculum contains lessons differentiated to address special needs. Teachers of ESOL and special needs students participate in collaborative planning with general education teachers and also participate in systemic development around teaching and co-teaching. It is an important aspect of these meetings that data be analyzed and specialized instruction monitored (Priority: Student Achievement).</p> <p>Teachers of English Language learners will be made aware of their students overall proficiency levels as determined by the LAS Links and will provide direct instruction in academic vocabulary and provide multiple opportunities to use the language in order to provide access to both the content and language of instruction. Teachers will receive quarterly data on the language proficiency of their students in all four domains of language: listening, speaking, reading and writing using quarterly assessments in these areas. Teachers will have the opportunity to design lessons that focus on both language and content, while targeting specific skills.</p>	<p><u>August 2010 – June 2013</u></p>	<p>Assistant Principal; ILT; Academic Dean</p> <p>Turnaround Director; Special Education Instructional Specialist; ESOL Instructional Specialist; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach</p>

Name of School: Thurgood Marshall Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Each middle school will provide ESOL classes or co-taught instruction to increase English language acquisition. The ESOL teacher will collaborate with the content area teachers to design appropriate supports for instruction, such as the use of visuals, graphics, and realia to introduce new vocabulary concepts, and to increase reading comprehension; opportunities to extensively build and activate background knowledge; explicit instruction in the academic vocabulary of the content area; integration of appropriate technology; and, the use of bilingual dictionaries. Each curriculum framework progress guide emphasizes vocabulary instruction and provides lessons that are differentiated to support English Language Learners. Many of the same supports exist for Special Needs students. The IEP governs the instructional supports that are provided to assist the student in learning. The curriculum contains lessons differentiated to address special needs. It is critical that teachers of ESOL and special needs students be allotted time in the master schedule to participate in collaborative planning with general education teachers and also participate in systemic development around teaching and co-teaching. The implementation of an extended student day would afford more scheduling flexibility and provide time for effective collaboration for all teachers.</p>		
8 - Establish schedules and implement strategies that provide increased learning time	1. Each turnaround school will utilize an extended school day to address the needs of all of its learners. Turnaround schools will extend the student school day by 90 minutes (by adding an additional class period) to provide for additional instructional time. This time will allow opportunities for the following (High Priority: Student Achievement,	<u>August 2010 – June 2013</u>	Dr. A. Duane Arbogast, Chief Academic Officer; Dr. Gladys Whitehead, Director of Curriculum &

Name of School: Thurgood Marshall Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Professional Development):</p> <ul style="list-style-type: none"> • Acceleration and intervention programs for core content areas depending on student need. • Increased opportunities for creative and cultural arts and the inclusion of additional academically-oriented elective courses, i.e. foreign language, supplemental reading and mathematics courses, etc. • Development of a robust advisory program. • Independent Reading Clubs/Book Clubs <p>2. The master schedule (number and length of class periods) will be developed by the newly hired principal along with the site-based leadership and will be based on identified needs.</p> <p>3. A flexible schedule will be implemented for teachers (7.5 hour day) allowing some to arrive at the beginning of the student day and others to arrive later. While this model does not mandate an extended teacher work day, teachers will be afforded the option of working additional hours to fully support the extended day for students.</p> <p>4. Turnaround schools will implement a 5-day August Academy for incoming 6th/7th graders. One day will be also planned for any 8th graders who will be new to the school. Administrators, counselors, and instructional staff (8 teachers) will be required to participate.</p> <ul style="list-style-type: none"> • August Academy will serve as an induction program for all 6th/7th graders and will become an annual part of the articulation process from elementary to middle school. 	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010, 2011, 2012</u></p>	<p>Instruction; Area Assistant Superintendents; Scheduling; Transportation; Turnaround Director; Principal; Assistant Principal; ILT; Academic Dean; School-based Data Coach</p> <p>Transportation; Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselor;</p>

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Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> • The primary focus during August Academy will be to jumpstart the middle school experience and ease the transition from elementary to middle school. • The early start to the school year will allow for diagnostic assessment, school culture building, and the establishment of early intervention and enrichment opportunities for students. • The August Academy will afford students the opportunity to tour the school, follow a modified mock schedule, meet teachers, and have an opportunity to learn about the various creative arts courses being offered in the upcoming school year. There will also be a character education session conducted by the guidance counselors and a review of the student code of conduct/expectations conducted by the administrative team. In addition, students will participate in rotating sessions that include study skills and organizational skills presented by AVID representatives. PBIS representatives may also facilitate sessions around incentives for positive behavior. Guidance Counselors will present strategies for success for all students including: organization as a secondary learner, how to study as a secondary learner, review of Student Code of Conduct, appropriate use of Agenda Books, review of and provision for school schedules. A Family and Community Forum will be held at the school one evening during the week. Parents, students, and community members will be invited to participate. This will also provide an opportunity for teachers and parents to exchange contact 		

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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>information.</p> <p>5. Increased instructional time for students will also afford increased learning time for teachers. The increased instructional day will provide scheduling flexibility and allow for more meaningful teacher planning opportunities during the school day, including (High Priority: Comprehensive and Effective Planning):</p> <ul style="list-style-type: none"> • Collaboration around lesson design and unit plans. • Analysis of student work. • Data analysis. • Curriculum modification. 	<u>August 2010 – June 2013</u>	Turnaround Director; Principal; Academic Dean; ILT; School-based Data Coach
9 - Provide appropriate social-emotional and community-oriented services and supports for students	<p>1. In order to engage all stakeholders in addressing the needs of the whole child, school-based Student Services personnel (which includes, Professional School Counselors, Pupil Personnel Workers, Nurses, Special Educators, School Psychologists, Food Services Managers, Community Engagement Resource Personnel, and Social Workers), in conjunction with community representatives, will organize monthly parent meetings and training sessions to engage parents and teachers about appropriate social-emotional supports for students and families in each school based upon the data provided by each school's Comprehensive Needs Assessment around the following topics (Priority: Student Profile, School Culture and Climate):</p> <ul style="list-style-type: none"> • Truancy/Attendance • Safe and Drug Free Environment • Behavior • Health/Nutrition • Academics 	<u>August 2010 – June 2013</u>	Diane Powell, Director of Student Services; Turnaround Director, Turnaround Principals; Title I Office

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	<ul style="list-style-type: none"> • Parent Involvement <p>The Turnaround Steering Committee will monitor the social-emotional supports being provided to students and families in each school. Services will be adjusted and differentiated based on data from formative and summative feedback which includes: student and parent surveys, referral data, visit/service data, suspension data, attendance data, etc.</p> <p>2. In order to address chronic behavioral issues and create a more positive learning environment, the school will continue to implement PBIS. PBIS (Positive Behavioral Interventions and Supports) is a process for creating safer and more effective schools. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans.</p> <p>PBIS training occurs every summer for new and returning schools. Because Benjamin Stoddert will be classified as a "new" school, a school team (the newly hired principal along with an assistant principal, guidance counselor, and at least one classroom teacher) will be required to attend the mandatory 2-day PBIS Summer Institute for new PBIS schools (July 2010). As a new PBIS school, a "Statement of Intent" along with a staff survey must be completed by June 1, 2010. The PBIS team will monitor and adjust the interventions and</p>	<p><u>August 2010 – June 2013</u></p> <p><u>May - July 2010</u></p>	<p>Diane Powell, Director of Student Services; Acting Turnaround Director, Turnaround Principals; Title I Office; Safe and Drug Free Schools Office</p>

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	<p>supports based on student and parent surveys, referral data, suspension data, attendance data, etc. (Priority: School Culture and Climate) NOTE: The program is currently funded through the Safe and Drug Free Schools Office (Title 4); however, future funding for this department is slated to be significantly reduced. While Title 4 will be able to fund this summer's institute, 1003g funds will need to be allocated for school year 2011-2012 and 2012-2013.</p> <p>3. To provide appropriate socio-emotional support for students and their families, a full-time social worker will be added to the school staff. The social worker will be required to work a flexible schedule to allow for coordination and coverage of after-school and evening activities. In addition, he/she will collaborate with the site-based professional school counselors and parent liaison and with community organizations to coordinate the "hub" of community services that will available to the school families. (High Priority: Student, Family and Community Support)</p> <p>4. The Department of Student Services will develop and disseminate a brochure detailing school and community resources and services</p> <p>5. On going professional development will be held with staff members of all four schools on the team process, team building, whole-child development, behavior management, nonviolent physical confrontation (de-escalation strategies), Positive Behavioral Intervention Strategies (PBIS), point system and incentives, the Code of Student Conduct</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Diane Powell, Director of Student Services; Turnaround Director, Turnaround Principals; Title I Office; PGCPS Department of Social Services</p> <p>Dr. Gladys Whitehead, Director of Curriculum & Instruction; Turnaround Director; Principal;</p>

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	<p>and effective parent/family/community engagement (High Priority: School Culture and Climate). Summer training will focus on enhancing the knowledge of staff in the above areas.</p> <p>6. To ensure accountability, within bi-weekly management and accountability meetings, the school team will analyze relevant student data to:</p> <ul style="list-style-type: none"> • Develop student action plans with individual objectives for targeted students • Determine the effectiveness of the program strategies. <p>7. The school’s management and accountability system will collaborate with the LEA to answer the questions of the timeline and the needs that determine which activities will take place, which will be responsible for monitoring and how the activities will be monitored.</p> <p>8. Community engagement resource personnel will develop a partnership for each school with the county government and other agencies to develop a “Hub” of needed community services to be provided during regularly scheduled daytime and evening sessions. Providing access to information and assisting parents in reducing the stresses of daily life will benefit the students by enabling the parents to pay more attention to their children’s needs and, as a result, positively impact student achievement (High Priority: Student, Family, and Community Support, Effective Leadership).</p>	<p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p> <p><u>August 2010 – June 2013</u></p>	<p>Academic Deans; ILTs; Safe and Drug Free Schools Office</p> <p>Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselors; Safe and Drug Free Schools Office; Title I Parent Coordinator; Department of Social Services; Social Worker</p>

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	<p>9. Increase parent engagement in all school activities and support parental understanding of and involvement in all curriculum areas (High Priority: School Culture and Climate, Student, Family, and Community Support, Effective Leadership):</p> <ul style="list-style-type: none"> • Participate in parent/student learning activities as measured by attendance, homework, and assessments. • Create a Parent Action Committee to encourage increased parental participation. • Facilitate the development of the School Parent Policy and Parent-School-Student Compact. • Consult parents in all decisions about parent engagement activities. <p>Proposed Parent Engagement Program includes:</p> <ul style="list-style-type: none"> • Relevant parent workshops – parenting skills, nutrition, money management, job seeking skills, resume writing, computer training, etc. • Parent-members on school committees and teams • Greater participation of parents on PTA committees and SPMT • Parent contributions to school newsletter • Development of parent database • Parent-developed and produced projects correlated with monthly units of study projects developed and produced by their children • Parent-produced art projects (literary, art, film, etc) guided by the Parent Coordinator 	<p><u>August 2010 – June 2013</u></p>	<p>Turnaround Director; Principal; Academic Deans; ILTs; Professional School Counselors; Safe and Drug Free Schools Office; Title I Parent Coordinator; Department of Social Services; Social Worker</p>

Name of School: Thurgood Marshall Middle School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Permissible Strategies for the Implementation of the Turnaround Model.			
<i>LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)</i>			
List any additional permissible LEA strategies below			
Other Actions the LEA will take to implement the Turnaround Model			
Recruit, screen, and select external providers to ensure quality			

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

Complete Table 2.D.1 for each school with a detailed description of how the LEA will monitor each school’s intervention model and how progress monitoring will be assessed throughout the year.

Table 2.D

<p>Timeline for LEA Monitoring of Tier I and Tier II schools Intervention Model ___ Turnaround Model ___ School: ___ Thurgood Marshall Middle School ___ Tier: __II___</p>	
<p>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.</p>	
<p>Year 1: Q1 (SY2011, July-Sept)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p>How progress will be assessed: Progress will be assessed through data analysis and feedback occurring during central office Performance Management Analysis Planning Process (PMAPP). In addition administrative staff will gather data from sources including staffing records and documentation.</p> <p><i>Requirement 1: (#1-3)</i> The Turnaround Director will submit to the Chief of Academics a report documenting the following:</p> <ul style="list-style-type: none"> • staff certification requirements, and • evidence of the three day principal induction process, • evidence of site visits nationally recognized high performing urban middle schools, and • collaborative planning with MSDE school leadership office <p><i>Requirement 2:</i> The hiring of staff and principals in collaboration with department of human resources will be monitored through monthly staffing reports submitted to the Turnaround Director.</p> <p><i>Requirement 3: (#1, 2, 3, 4,)</i> Turnaround Director and Chief of Academics will review records from Human Resources Department to monitor implementation of recruitment, salary differentiation, staff evaluations, and position descriptions for school based employees</p>

Requirement 4:

To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:

- Demonstration lessons,
- Professional development sessions
- ILT schedules weekly
- Other job embedded professional development activities

Requirement 5:

(#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :

- Quarterly evaluations of test data from the 4 schools
- Quarterly evaluations of participation data i.e. attendance, suspensions, etc.
- Documentation of leadership capacity building activities with principals (SANE documentation)
- Monthly documentation of teacher observations

(#2) The effectiveness of the principals will be monitored by the Director in the following manner:

- One full co-observation day per month for each principal using the Framework for Teaching Model
- One performance planning per month regarding student achievement and school metrics.
- Provide weekly formative evaluations to provide feedback on job performance
- SANE documentation of mentoring for principal
- Attend weekly leadership team meetings

(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:

- Observation of leadership skills in operation
- Schedule of leadership activities

Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies
- Weekly observations of skills implemented in lesson.
- Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I.
- Student grades.

Requirement 7:

Through the monthly performance meeting, the principal will monitor the following:

- bi-weekly assessments in reading and math to drive instruction and planning
- bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation.

Requirement 8:

(#1) Academic Dean, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:

- creative arts
- elective courses,
- acceleration/intervention programs,
- independent reading /book clubs, and
- an advisory program has been established by August 2010.

Requirement 9:

Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:

- Bi-weekly visits to schools
- Collaboration with the turnaround team.
- Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed
- Student referral, suspension, and attendance data will be reported and analyzed
- Parent involvement activities will be monitored through a bi-weekly review of SANE.

<p>Year 1: Q2 (SY2011, Oct-Dec)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation, collaborative planning. Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly progress will be assessed.</p> <p><i>Requirement 4:</i> To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:</p> <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions • ILT schedules weekly • Other job embedded professional development activities <p><i>Requirement 5: (#1)</i> The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :</p> <ul style="list-style-type: none"> • Quarterly evaluations of test data from the 4 schools • Quarterly evaluations of participation data i.e. attendance, suspensions, etc. • Documentation of leadership capacity building activities with principals (SANE documentation) • Monthly documentation of teacher observations <p>(#2) The effectiveness of the principals will be monitored by the Director in the following manner:</p> <ul style="list-style-type: none"> • One full co-observation day per month for each principal using the Framework for Teaching Model • One performance planning per month regarding student achievement and school metrics. • Provide weekly formative evaluations to provide feedback on job performance • SANE documentation of mentoring for principal • Attend weekly leadership team meetings <p>(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:</p> <ul style="list-style-type: none"> • Observation of leadership skills in operation • Schedule of leadership activities
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Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies
- Weekly observations of skills implemented in lesson.
- Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I.
- Student grades.

Requirement 7:

Through the monthly performance meeting, the principal will monitor the following:

- bi-weekly assessments in reading and math to drive instruction and planning
- bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation.

Requirement 8:

(1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:

- creative arts
- elective courses,
- acceleration/intervention programs,
- independent reading /book clubs, and
- an advisory program has been established by August 2010.

Requirement 9: Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:

- Bi-weekly visits to schools
- Collaboration with the turnaround team.
- Monthly student and parent surveys will be administered and the data analyzed to ensure

	<p>that student and parent needs are being addressed</p> <ul style="list-style-type: none"> • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
<p>Year 1: Q3 (SY2011, Jan-Mar)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p>How progress will be assessed</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation, collaborative planning. The Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly.</p> <p><i>Requirement 4:</i> To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal, and Turnaround Director will review documentation of:</p> <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions • ILT schedules weekly • Other job embedded professional development activities <p><i>Requirement 5:</i> (#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :</p> <ul style="list-style-type: none"> • Quarterly evaluations of test data from the 4 schools • Quarterly evaluations of participation data i.e. attendance, suspensions, etc. • Documentation of leadership capacity building activities with principals (SANE documentation) • Monthly documentation of teacher observations <p>(#2) The effectiveness of the principals will be monitored by the Director in the following manner:</p> <ul style="list-style-type: none"> • One full co-observation day per month for each principal using the Framework for Teaching Model • One performance planning per month regarding student achievement and school metrics.

	<ul style="list-style-type: none"> • Provide weekly formative evaluations to provide feedback on job performance • SANE documentation of mentoring for principal • Attend weekly leadership team meetings <p>(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:</p> <ul style="list-style-type: none"> • Observation of leadership skills in operation • Schedule of leadership activities <p><i>Requirement 6:</i> To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:</p> <ul style="list-style-type: none"> • SANE documentation of teacher training in the intervention strategies • Weekly observations of skills implemented in lesson. • Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I. • Student grades. <p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and
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	<ul style="list-style-type: none"> • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
<p>Year 1: Q4 (SY2011, April-June)</p>	<p>Monitoring and oversight-Monitoring will be conducted both on the LEA administrative level and the school-based level during the quarter.</p> <p>How progress will be assessed</p> <p><i>Requirement 2:</i> The Academic Dean will monitor weekly for teacher effectiveness through classroom observation and collaborative planning. The Turnaround Director and principal will monitor classroom instruction using the Framework for Teaching Model monthly.</p> <p><i>Requirement #3: (1, 2, 3, 4,)</i> Turnaround Director and Chief of Academics will review records from Human Resources Department to monitor implementation of recruitment and retention strategies, salary differentiation, staff evaluations, and position descriptions for school based employees.</p> <p><i>Requirement 4:</i> To ensure the effectiveness of teacher capacity building activities, the Academic Dean, Principal and Turnaround Director will review documentation of:</p> <ul style="list-style-type: none"> • Demonstration lessons, • Professional development sessions • ILT schedules weekly • Other job embedded professional development activities

Requirement 5:

(#1) The effectiveness of the Turnaround Director will be monitored by the Chief Academic Officer in the following manner :

- Quarterly evaluations of test data from the 4 schools
- Quarterly evaluations of participation data i.e. attendance, suspensions, etc.
- Documentation of leadership capacity building activities with principals (SANE documentation)
- Monthly documentation of teacher observations

(#2) The effectiveness of the principals will be monitored by the Director in the following manner:

- One full co-observation day per month for each principal using the Framework for Teaching Model
- One performance planning per month regarding student achievement and school metrics.
- Provide weekly formative evaluations to provide feedback on job performance
- SANE documentation of mentoring for principal
- Attend weekly leadership team meetings

(#3) The effectiveness of leadership development will be assessed through SANE documentation of leadership development activities such as:

- Observation of leadership skills in operation
- Schedule of leadership activities

Requirement 6:

To monitor the effectiveness of the mathematics interventions Key Elements of Mathematics Success (KEMS) and Key Elements of Algebra Success (KEAS), student proficiency will be monitored in the following manner:

- SANE documentation of teacher training in the intervention strategies
- Weekly observations of skills implemented in lesson.
- Quarterly review of PMAPP data and analysis to determine impact on mathematics and Algebra I.
- Student grades.

	<p><i>Requirement 7:</i> Through the monthly performance meeting, the principal will monitor the following:</p> <ul style="list-style-type: none"> • bi-weekly assessments in reading and math to drive instruction and planning • bi-weekly analysis of qualitative and quantitative data gathered by ILTs and the Academic Dean including running records, anecdotal notes, to assess the progress of Comprehension Toolkit, curriculum redesign implementation. <p><i>Requirement 8:</i> (1) Dean of Academics, Turnaround Director, principal, school-based scheduling team, reading language arts ILT will ensure that an appropriate schedule that includes increased time for:</p> <ul style="list-style-type: none"> • creative arts • elective courses, • acceleration/intervention programs, • independent reading /book clubs, and • an advisory program has been established by August 2010. <p><i>Requirement 9:</i> Office of Student Services and the Department of School Improvement will monitor supports provided to schools through:</p> <ul style="list-style-type: none"> • Bi-weekly visits to schools • Collaboration with the turnaround team. • Monthly student and parent surveys will be administered and the data analyzed to ensure that student and parent needs are being addressed • Student referral, suspension, and attendance data will be reported and analyzed • Parent involvement activities will be monitored through a bi-weekly review of SANE.
Year 2: Q1 (SY2011, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 2: Q2 (SY2011, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 2: Q3 (SY2012, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 2: Q4 (SY2012, April-June)	Monitoring and oversight
	How progress will be assessed

Year 3: Q1 (SY2013, July-Sept)	Monitoring and oversight
	How progress will be assessed
Year 3: Q2 (SY2013, Oct-Dec)	Monitoring and oversight
	How progress will be assessed
Year 3: Q3 (SY2013, Jan-Mar)	Monitoring and oversight
	How progress will be assessed
Year 3: Q4 (SY2013, April-June)	Monitoring and oversight
	How progress will be assessed

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

Thurgood Marshall MS – FY 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
Salaries/Wages	Salary	School Operation Manager (Turn-around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100
Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000

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

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Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000
Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x 87.50	\$ 8,400
Total Salaries/Wages					\$ 459,845

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

Thurgood Marshall MS – FY 2012

Fixed Charges	Fringes	School Operation Manager (Turn-around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921
Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61

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

Thurgood Marshall MS – FY 2012

Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6,500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	\$ 885
Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	\$ 2,457
Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 116,146
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000

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

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Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000.00 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927

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

Thurgood Marshall MS – FY 2012

Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004

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

Thurgood Marshall MS – FY 2012

Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 773,922

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

Thurgood Marshall MS – FY 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
Salaries/Wages	Salary	School Operation Manager (Turn-Around Assistant Principal)-salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Foreign Language (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	1 Foreign Language Teacher	\$ 67,971
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100

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

Thurgood Marshall MS – FY 2012

Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000

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

Thurgood Marshall MS – FY 2012

Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x 87.50	\$ 8,400
Total Salaries/Wages					\$ 527,816
Fixed Charges	Fringes	School Operation Manager (Turn-Around Assistant Principal)-salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$67,971.00 x 31.74%	\$ 21,574
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921

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

Thurgood Marshall MS – FY 2012

Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6,500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	\$ 885

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

Thurgood Marshall MS – FY 2012

Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	\$ 2,457
Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 137,720
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000

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

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Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000.00 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000

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

Thurgood Marshall MS – FY 2012

Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 863,467

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

Thurgood Marshall MS – FY 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
Salaries/Wages	Salary	School Operation Manager (Turn-Around Assistant Principal)- salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Coordinator x \$129,398 average salary	\$ 129,398
Salaries/Wages	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	\$ 135,942
Salaries/Wages	Salary	Foreign Language (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6	2 Foreign Language Teacher	\$ 135,942
Salaries/Wages	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	\$ 67,930
Salaries/Wages	Stipend	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	4 Teachers x 13 days x \$175	\$ 9,100
Salaries/Wages	Stipend	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	\$ 11,250
Salaries/Wages	Stipend	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	\$ 9,100

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

Thurgood Marshall MS – FY 2013

Salaries/Wages	Stipend	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	\$ 7,000
Salaries/Wages	Stipend	Professional Development: Toolkit Presenters - 6 PGCPS presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	\$ 750
Salaries/Wages	Stipend	Substitute Teachers for Toolkit PGCPS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	\$ 250
Salaries/Wages	Stipend	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	\$ 6,500
Salaries/Wages	Stipend	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	\$ 1,925
Salaries/Wages	Stipend	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	\$ 31,500
Salaries/Wages	Stipend	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	\$ 10,800
Salaries/Wages	Substitutes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	\$ 30,000

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

Thurgood Marshall MS – FY 2013

Salaries/Wages	Stipend	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x 87.50	\$ 8,400
Total Salaries/Wages					\$ 595,787
Fixed Charges	Fringes	School Operation Manager (Turn-Around Assistant Principal)- salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	\$ 41,071
Fixed Charges	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$135,942 x 31.74% fringes	\$ 43,148
Fixed Charges	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	\$ 21,561
Fixed Charges	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	\$ 921

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

Thurgood Marshall MS – FY 2013

Fixed Charges	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	\$ 745
Fixed Charges	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	\$ 573
Fixed Charges	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	\$ 61
Fixed Charges	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	\$ 20
Fixed Charges	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6,500 x 8.19% fringes	\$ 532
Fixed Charges	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	\$ 158
Fixed Charges	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	\$ 2,580
Fixed Charges	Fringes	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	\$10,800 x 8.19%	\$ 885

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

Thurgood Marshall MS – FY 2013

Fixed Charges	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	\$ 2,457
Fixed Charges	Fringes	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	\$ 688
Total Fixed Charges					\$ 159,294
Contracted Services	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	\$ 15,000
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	\$ 750
Contracted Services	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	\$ 4,875
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	\$ 1,430
Contracted Services	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	\$ 572
Contracted Services	August Academy	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	\$ 6,000

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

Thurgood Marshall MS – FY 2013

Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000.00 (for light dinner or lunch for Saturday and/or after school activities)	\$ 5,000
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses \$700.00/bus Transportation for students and parents to family nights and parent workshops.	\$ 16,800
Contracted Services	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	\$ 7,500
Total Contracted Services					\$ 57,927
Supplies and Materials	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	\$ 5,254
Supplies and Materials	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	\$ 47,250
Supplies and Materials	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	\$ 4,000

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

Thurgood Marshall MS – FY 2013

Supplies and Materials	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	\$ 4,000
Supplies and Materials	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	\$ 10,000
Supplies and Materials	August Academy	One Week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	\$ 40,000
Supplies and Materials	Parent and community engagement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	\$ 8,500
Total Supplies and Materials					\$ 119,004
Other Charges	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	\$ 5,360
Other Charges	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	\$ 15,640
Total Other Charges					\$ 21,000
Title I 1003(g) Total Requested					\$ 953,012

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:

The LEA will continue to provide resources in alignment with the PGCPs staffing allocation formula. Title I funds will be used to supplement PGCPs funds in the creation of the Turnaround Unit and the addition of additional school staff, i.e. Instructional Lead Teacher and Academic Dean.

2.F ARRA Reporting

In addition to the requirements stated above, LEAs that fund Tier I and Tier II schools with SIG ARRA funds will be required to submit quarterly reports to the SEA for the purpose of federal reporting. Information to be reported include:

- Total amount of Title I ARRA received and expended or obligated by the LEAs;
- Name of the projects or activities;
- Description of the projects and activities;
- Evaluation of the project and activities upon completion; and
- Estimated number of jobs saved or created with the Title I ARRA funds.

2.G Reporting Metrics

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

Upon approval of the LEA's grant application, the MSDE will send a form to the LEA to collect the additional required school-level data for each Tier I and Tier II school it commits to serve. The data should be reported for the school year prior to implementation of the intervention (SY 2009-2010), if it is available.

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

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

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

Section 4: LEA Commitments and Capacity

4.A LEAs that accept 2009 Title I 1003(g) school improvement funds agree to establish a central support team to oversee the implementation of the selected models in Tier I and Tier II schools as well as the strategies that the LEA will implement in Tier III schools. The Title I office must be represented on the Central Support Team. The team will coordinate the support, as well as monitor, and assess the progress for each of the identified schools. Complete the Table 4.A. Add rows as needed.

Table 4.A

1003(g) Central Support Team				
Name of Central Support Team Members	Title	Responsibility	Tier Assignment e.g. Tier I schools, Tier II Schools, or Tier III Schools	Estimate of the time each individual will devote to supporting Tier I, II, and III schools (Hours per Month)
Superintendent's Designee for SIG 1003(g) Dr. Duane Arbogast	Chief Academic Officer	Provide oversight for the development & implementation of the 1003(g) School Improvement Grant; report on the progress of all aspects of the grant program to the Superintendent & Board of Education	Tier II Schools - Benjamin Stoddert MS Drew Freeman MS G. James Gholson MS Thurgood Marshall MS	2 hours X 2 days per month (4 hrs. per month)
Executive Leadership Support to Turnaround Schools Mr. Andy Zuckerman Ms. Helen Coley Mrs. Kathleen Kurtz	Assistant Superintendent-Area II Assistant Superintendent-Area III Assistant Superintendent-Area IV	Provide support to the Turnaround Director to implement the turnaround intervention model in area Tier II schools.	G. James Gholson Drew Freeman Benjamin Stoddert Thurgood Marshall	2 hours X 2 days per month (4 hrs. per month)
Mrs. Debra Mahone Lead-Central Support Team Central Support Team Members:	Executive Director School & Leadership Development Office	Establish a central support team to coordinate all aspects of assistance, monitor implementation of turnaround strategies, and assess the progress of each identified school.	Tier II Schools: Benjamin Stoddert MS Drew Freeman MS G. James Gholson MS Thurgood Marshall MS	Bi-weekly meetings 2 hours X 2 days per month (4 hrs. per month)

Mrs. Betty Joseph Mr. D. Vance Williams Dr. Diana Powell Dr. Gladys Whitehead Mrs. Sheila Jackson Ms. Sharon Hodges Mr. Lawrence W. Fryer, Jr. (or designee) Mrs. Synthia Shillings, Esq. (or designee) Mr. Yousseff Antar Dr. Joan Rothgeb Dr. Kola Sunmonu Ms. Allison Hanks-Sloan	Title I Director Title I Supervisor Director of Student Services Director of Curriculum & Instruction Director for School Improvement Coordinating Supervisor-Teacher Development Chief for Supporting Services Acting Chief for Human Resources Director for Technology Applications Interim Director for Special Education Director for Research & Evaluation Director for ESOL	Convene biweekly meetings with Turnaround Director and support team to: <ul style="list-style-type: none"> Identify obstacles to improve teaching & learning , Review & analyze student achievement data to support student learning, Monitor the implementation of LEA turnaround strategies, Provide feedback about effectiveness to stakeholders, Maintain SANE documentation of central support team meetings, Collaborate with school staff, district staff, and community on school improvement efforts, and Report findings including, evaluation of effectiveness and make recommendations for improvement. 		Bi-weekly meetings 2 hours X 2 days per month (4 hrs. per month)
To Be Determined	Turnaround Director	Direct support to the 4 Turnaround principals and schools.; conduct monthly co-observations with principals through the Framework for Teaching evaluation tool; provide coaching, mentoring and feedback to principals and teachers through a formative assessment evaluation process, conduct one performance planning	Tier II Schools - Benjamin Stoddert MS Drew Freeman MS G. James Gholson MS Thurgood Marshall MS	8 hours X 20days per month (160 hrs. per month)

		conference per month with principals around specific student achievement and school metrics to assess learning and growth, and maintain SANE documentation of collaboration meetings with turnaround principals			
School level Monitoring	<p>Ms. Patricia Taylor Ms. Anita Sampson Dr. Annette Blake Mrs. Myra Grzeskiewicz Ms. Charity Lawson Mr. Derrick Davis Mrs. Teresa O'Connor TBA TBA</p>	<p>DSI Specialist-Area II DSI Specialist-Area III Title I Specialist-Area IV Title I Resource Teacher Title I Academic Coach Title I Parent Coordinator Special Education ESOL Department of Academics</p>	<p>Conduct quarterly monitoring and evaluation of the implementation of turnaround intervention model and strategies in Tier II schools.</p> <p>Attend bi-weekly meetings with Turnaround Director to review implementation of improvement strategies and assess progress and program effectiveness.</p>	<p>Tier II Schools - Benjamin Stoddert MS Drew Freeman MS G. James Gholson MS Thurgood Marshall MS</p>	<p>2 hours X 5 days per month (10 hrs. per month)</p>
<p>a. How often will the LEA 1003(g) central support team meet? The LEA 1003(g) central support team will meet bi-weekly each month from July 2010 through June 2011 to discuss findings from quarterly monitoring tools and other turnaround strategies as requested by the Turnaround Director.</p>					
<p>b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent? The LEA 1003(g) central support team will report their work bi-weekly from July 2010 through June 2011 to the Turnaround Director. The Turnaround Director will report directly to the Chief Academic Officer. Under the direction of the Chief Academic Officer, the Turnaround Director will provide monthly updates and other pertinent information to the Superintendent on the progress of each turnaround school, including quarterly progress and monitoring reports on student academic achievement, teacher evaluations, and leadership development of principals and assistant principals.</p> <p>The Turnaround Director will be responsible for pursuing changes to formal policies and informal standard operating procedures to empower schools to implement their turnaround strategies. The director will advise schools on the appropriate operating flexibilities, resources, and support required to reduce barriers and other burdensome requirements to enable a school-wide focus on student needs and improved achievement. The director will maintain the authority to establish partnerships with external partners, inform stakeholders about school progress, communicate regularly with district staff and the community, and hold schools accountable for short-term progress and long-term academic gains.</p> <p>School-level support teams will monitor the implementation of turnaround strategies at the school level. Teams will meet regularly with</p>					

the principal and school staff to discuss strategy implementation, assist staff in reviewing and analyzing student achievement data, provides assistance and other support at the building level, and conduct bi-weekly monitoring of school operations and implementation of turnaround strategies. Teams will meet bi-weekly with the turnaround director to discuss trends, implementation goals, improvement targets, and approaches to improve learning for all students. The Turnaround Director will use these meetings to establish a clear plan of action for schools and to maintain fidelity of turnaround implementation.

The central support team will monitor program services, data meetings, and other activities related to this grant through the collection of SANE (Sign-in sheets, Agendas, Notes and Evaluations) documentation, with feedback provided to the Turnaround Director, Chief Academic Officer, and the Superintendent as requested.

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

The Chief Academic Officer, along with the Superintendent will direct reporting information via the **Turnaround Director** to the PGCPs Board of Education on the progress of Tier II schools, including student academic achievement, teacher evaluations, and principals/assistant principals leadership development. The central support team will monitor program services, data meetings, and other activities related to this grant through the collection of SANE (Sign-in sheets, Agendas, Notes and Evaluations) documentation, with feedback provided to the Turnaround Director, Chief Academic Officer, and the Superintendent as requested. Progress reports for turnaround schools will be available to Board members during the appropriately scheduled school board meetings.

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?

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 LEA 1003(g) central support team will work collaboratively with department staff including curriculum & instruction, Office of Testing, special education, area offices, Title I, and staff from Tier II schools to establish annual goals for student achievement and the annual review/assessment of progress that aligns to these specific goals. The central support team will assist Tier II school staff and other department personnel in analyzing student achievement data (i.e., Fast data, MSA data, student work) to support measurable targets for students to meet. The central support team will participate in ongoing reviews of student progress toward meeting annual measurable goals.

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?

The Turnaround Director will provide leadership in the implementation of the 1003(g) school improvement grant funds for Tier II schools. The director will ensure that all funds from the 1003(g) grant align with the goals and activities for each school and that these funds are used in a timely, effective and efficient manner as outlined in this plan. Under the Turnaround Director, a budget specialist will be hired to ensure fiscal accountability and be responsible to (1) monitor 1003(g) grant expenditures for Tier II schools, (2) conduct monthly school-level audits on spending and share findings with turnaround principals, (3) prepare school-level and LEA financial reports, (4) develop Year 2 and Year 3 LEA funding breakdown, (5) provide guidance and ongoing communication to address fiscal concerns for the 1003(g) grant to turnaround principals, and (6) prepare monthly reporting documents at the request of the director, Chief Academic Officer, the Superintendent, and the Board of Education.

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?

Coordination and negotiations between HR, Chief Academic Officer, and PGCEA took place to modify policies and practice to meet hiring and staffing agreements for personnel to be assigned to the Tier II schools. HR personnel and other district leadership staff met with PGCEA to review administrative procedures and practices that may impede the implementation of the turnaround intervention model. Recruitment and retention strategies were modified to increase opportunities for promotion and career growth and increase flexible work conditions. Involuntary transfers, teacher financial incentives, and other hiring and staffing policies were discussed to ensure that actions for assigning the new principal and teachers would not emerge during implementation of the turnaround model.

Each turnaround school will implement an extended school day program to address the needs of all learners. Turnaround schools will increase the school day by 90 minutes for students to provide for additional instructional learning time. Teachers will work on a flexible schedule to allow them opportunities to participate in intense professional development while offering a longer school day for students. In agreement with PGCEA, turnaround schools will implement an August

LEA Capacity to Implement Grant

Academy – an early start to the school year for 7th grade students - as part of the articulation process from elementary to middle school.

LEA coordination meetings with stakeholders from various departments will be conducted to coordinate the alignment of all grant activities. Ongoing meetings will be held to engage district staff in reflective and collaborative conversation to plan, modify, and improve the activities funded under this grant. Parent and community groups representing the each school will participate with stakeholder groups to explore strategies for success and sustainability of improvements once funding ends.

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?

PGCPS anticipates moderate challenges to the full and effective implementation of all components of the 1003(g) grant. With the implementation of a longer school day for students, adjustments for student transportation, teacher schedules, and other school level operations will need to be made. Additionally, PGCPS anticipates that it will be able to hire a sufficient number of highly qualified staff that possesses the skills to implement intensive instructional strategies and practices to increase student achievement. The LEA 1003(g) central support team will work directly and closely with each school and offices to identify and modify program strategies to eliminate these challenges.

5.A LEA Budget Narrative

FY 2011

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.

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	Salary	1.0 Director to support the work of the four 1003g schools	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00	\$ 141,942
Salaries/Wages	Salary	1.0 Administrative Specialist to support the work of the four 1003g schools	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visit. (Turnaround Model-Requirement #5)	1 Administrative Specialist @ \$76,887.00	\$ 76,887
Salaries/Wages	Incentive	4.0 Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals x \$10,000.00	\$ 40,000

5.A LEA Budget Narrative

FY 2011

Salaries/Wages	Incentive	8.0 Assistant Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principal x \$5,000.00	\$ 40,000
Salaries/Wages	Incentive	Teacher and support staff incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	Stipend would be calculated based on percentage of individual growth for teachers and school wide growth for support staff. PGCPS is currently in negotiations with ASASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010).	\$ 2,186,353
Total Salaries/Wages					\$ 2,485,182
Fixed Charges	Turnaround Office	1.0 Director	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00 x 31.74%	\$ 45,052
Fixed Charges	Turnaround Office	1.0 Administrative Specialist	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visit. (Turnaround Model-Requirement #5)	1 Administrative Specialist @ \$76,887.00 x 31.74%	\$ 24,404
Fixed Charges	Turnaround Office	Incentive	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals @ \$40,000.00 x 8.19%	\$ 3,276

5.A LEA Budget Narrative

FY 2011

Fixed Charges	Turnaround Office	Incentive	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principals @ \$40,000.00 x 8.19%	\$ 3,276
Fixed Charges	Incentive	Principals, Assistant and School based staff	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	\$2,186,353.00 x 8.19%	\$ 179,062
Total Fixed Charges					\$ 255,071
C					
Contracted Services	Printing	Turnaround office printing documents for all 4 schools.	Printing the Commitment to Excellence document, information pertaining to the incentives and/or signing bonuses. (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$500.00	\$ 2,000
Total Contracted Services					\$ 2,000
Supplies and Materials	Staff development supplies	Supplies for the Turnaround Office professional development	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #2)	Estimated cost - 4 schools x \$1,000.00/year	\$ 4,000
Supplies and Materials	Office Supplies	Office supplies for the Turnaround office	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #2)	Estimated cost - \$5,000.00/year	\$ 5,000
Total Supplies and Materials					\$ 9,000
Other Charges	Non-local - transportation	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$363.00, Roxbury Prep Middle, Boston - 5 staff x \$327.00, and North Star Academy, New Jersey - 5 staff x \$512.00	\$ 6,010
Other Charges	Non-local meals	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$36.00 x 3 days, Roxbury Prep Middle, Boston - 5 staff x \$36.00 x 3 days, and North Star Academy, New Jersey - 5 staff x \$36.00 x 3 days.	\$ 1,620

5.A LEA Budget Narrative

FY 2011

Other Charges	Non-local - lodging	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model -Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$110.00/night x 4 nights, Roxbury Prep Middle, Boston - 5 staff x \$219.00/night x 4 nights and North Star Academy, New Jersey - 5 principal x \$159.00/night x 4 nights.	\$ 9,760
Other Charges	Mileage	Turnaround Director and 1 Administrative Analyst	Travel to schools and central office for professional development and meetings. (Turnaround Model - Requirement #5)	2 staff members x .58¢/mile x 2000 miles	\$ 2,320
Total Other Charges					\$ 19,710
Equipment	Desktop Computer	Computers for the director, Administrative analyst	Office equipment to support the Turnaround Office (Turnaround Model-Requirement #5)	2 computers x \$1,366.00	\$ 2,732
Equipment	Laptop	Laptops for the director and administrative analyst in the Turnaround Office.	Office equipment to support the Turnaround Office (Turnaround Model-Requirement #5)	2 laptops x \$1,096.00	\$ 2,192
Equipment	Visualizer	Visualizer for professional development.	Office equipment to support the Turnaround Office (Turnaround Model-Requirement #5)	2 visualizers x \$984.00	\$ 1,968
Total Equipment					\$ 6,892
Total LEA Transfer/Indirect costs					\$ 282,098
Title I 1003(g) Total Requested					\$ 3,059,953

5.A LEA Budget Narrative

FY 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
Salaries/Wages	Salary	1.0 Director to support the work of the four 1003g schools	A Turnaround office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00	\$ 141,942
Salaries/Wages	Salary	1.0 Administrative Assistant to support the work of the four 1003g schools	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visits. (Turnaround Model-Requirement #5)	1 Administrative Assistant @ \$76,887.00	\$ 76,887
Salaries/Wages	Incentive	4.0 Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals x \$7,000.00	\$ 40,000
Salaries/Wages	Incentive	8.0 Assistant Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principal x \$5,000.00	\$ 40,000
Salaries/Wages	Incentive	Teacher and support staff incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	Stipend would be calculated based on percentage of individual growth for teachers and school wide growth for support staff. PGcps is currently in negotiations with ASASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010).	\$ 2,186,353
Total Salaries/Wages					\$ 2,485,182
Fixed Charges	Turnaround Office	1.0 Director	A Turnaround office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00 x 31.74%	\$ 45,052

5.A LEA Budget Narrative

FY 2012

Fixed Charges	Turnaround Office	1.0 Administrative Assistant	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visits. (Turnaround Model-Requirement #5)	1 Administrative Assistant @ \$76,887.00 x 31.74%	\$ 24,404
Fixed Charges	Turnaround Office	Incentive	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals @ \$40,000.00 x 8.19%	\$ 3,276
Fixed Charges	Turnaround Office	Incentive	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principals @ \$40,000.00 x 8.19%	\$ 3,276
Fixed Charges	Incentive	Principals, Assistant and School based staff	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	\$2,186,353 x 8.19%	\$ 179,062
Total Fixed Charges					\$ 255,071
Contracted Services					
Contracted Services	Printing	Turnaround office printing documents for all 4 schools.	Printing the Commitment to Excellence document, information pertaining to the incentives and/or signing bonuses. (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$500.00	\$ 2,000
Total Contracted Services					\$ 2,000
Supplies and Materials					
Supplies and Materials	Staff development supplies	Supplies for the Turnaround Office professional development	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #2)	Estimated cost - 4 schools x \$1,000.00/year	\$ 4,000
Supplies and Materials	Office Supplies	Office supplies for the Turnaround office	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #2)	Estimated cost - \$5,000.00/year	\$ 5,000
Total Supplies and Materials					\$ 9,000
Other Charges					
Other Charges	Non-local - transportation	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$363.00, Roxbury Prep Middle, Boston - 5 staff x \$327.00, and North Star Academy, New Jersey - 5 staff x \$512.00	\$ 6,010

5.A LEA Budget Narrative

FY 2012

Other Charges	Non-local meals	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$36.00 x 3 days, Roxbury Prep Middle, Boston - 5 staff x \$36.00 x 3 days , and North Star Academy, New Jersey - 5 staff x \$36.00 x 3 days.	\$ 1,620
Other Charges	Non-local - lodging	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$110.00/night x 4 nights, Roxbury Prep Middle, Boston - 5 staff x \$219.00/night x 4 nights and North Star Academy, New Jersey - 5 principal x \$159.00/night x 4 nights.	\$ 9,760
Other Charges	Mileage	Turnaround Director and 1 Administrative Analyst	Travel to schools and central office for professional development and meetings. (Turnaround Model - Requirement #5)	2 staff members x .58¢/mile x 2000 miles	\$ 2,320
Total Other Charges					\$ 19,710
Total LEA Transfer/Indirect costs					\$ 282,098
Title I 1003(g) Total Requested					\$ 3,053,061

5.A LEA Budget Narrative

FY 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
Salaries/Wages	Salary	1.0 Director to support the work of the four 1003g schools	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00	\$ 141,942
Salaries/Wages	Salary	1.0 Administrative Assistant to support the work of the four 1003g schools	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visit. (Turnaround Model-Requirement #5)	1 Administrative Assistant @ \$76,887.00	\$ 76,887
Salaries/Wages	Incentive	4.0 Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals x \$7,000.00	\$ 40,000
Salaries/Wages	Incentive	8.0 Assistant Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principal x \$5,000.00	\$ 40,000
Salaries/Wages	Incentive	Teacher and support staff incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	Stipend would be calculated based on percentage of individual growth for teachers and school wide growth for support staff. PGCPs is currently in negotiations with ASASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010).	\$ 2,186,353
Total Salaries/Wages					\$ 2,485,182
Fixed Charges	Turnaround Office	1.0 Director	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00 x 31.74%	\$ 45,052

5.A LEA Budget Narrative

FY 2013

Fixed Charges	Turnaround Office	1.0 Budget Analyst	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visit. (Turnaround Model-Requirement #5)	1 Budget Analyst @ \$76,887.00 x 31.74%	\$ 24,404
Fixed Charges	Turnaround Office	Incentive	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals @ \$40,000.00 x 8.19%	\$ 3,276
Fixed Charges	Turnaround Office	Incentive	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principals @ \$40,000.00 x 8.19%	\$ 3,276
Fixed Charges	Incentive	Principals, Assistant and School based staff	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	\$2,186,353.00 x 8.19%	\$ 179,062
Total Fixed Charges					\$ 255,071
C					
Contracted Services	Printing	Turnaround office printing documents for all 4 schools.	Printing the Commitment to Excellence document, information pertaining to the incentives and/or signing bonuses . (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$500.00	\$ 2,000
Total Contracted Services					\$ 2,000
Supplies and Materials	Staff development supplies	Supplies for the Turnaround Office professional development	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #2)	Estimated cost - 4 schools x \$1,000.00/year	\$ 4,000
Supplies and Materials	Office Supplies	Office supplies for the Turnaround office	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #2)	Estimated cost - \$5,000.00/year	\$ 5,000
Total Supplies and Materials					\$ 9,000

5.A LEA Budget Narrative

FY 2013

Other Charges	Non-local - transportation	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$363.00, Roxbury Prep Middle, Boston - 5 staff x \$327.00, and North Star Academy, New Jersey - 5 staff x \$512.00	\$ 6,010
Other Charges	Non-local meals	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$36.00 x 3 days, Roxbury Prep Middle, Boston - 5 staff x \$36.00 x 3 days , and North Star Academy, New Jersey - 5 staff x \$36.00 x 3 days.	\$ 1,620
Other Charges	Non-local - lodging	4 Principals and 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$110.00/night x 4 nights, Roxbury Prep Middle, Boston - 5 staff x \$219.00/night x 4 nights and North Star Academy, New Jersey - 5 principal x \$159.00/night x 4 nights.	\$ 9,760
Other Charges	Mileage	Turnaround Director and 1AdministrativeAnalyst	Travel to schools and central office for professional development and meetings. (Turnaround Model - Requirement #5)	2 staff members x .58¢/mile x 2000 miles	\$ 2,320
Total Other Charges					\$ 19,710
Total LEA Transfer/Indirect costs					\$ 282,098
Title I 1003(g) Total Requested					\$ 3,053,061

5.B LEA Funding Breakdown

LEA Funding Breakdown				
Overall level of funding requested per year for LEA use to support Tier I, II, and III schools.				
	LEA activities in support of the implementation of the selected school intervention models in Tier I and Tier II schools	School improvement activities at the LEA level and school level for the Tier III schools	LEA-Level activities in support of Tier I , II, and III schools	Total Overall level of funding requested per year for LEA use to support Tier I, II, and III schools.
Year 1 (SY11):	\$ 6,213,607			\$ 6,213,607
Year 2 (SY12):	\$ 6,564,895			\$ 6,564,895
Year 3 (SY13):	\$ 6,923,075			\$ 6,923,075
Total budget request:	\$ 19,701,577			\$ 19,701,577

5.C Consolidated Budget Narrative
Table 5.C

FY 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	District	Salary	1.0 Director to support the work of the four 1003g schools	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00	16	\$ 141,942
Salaries/Wages Totals	District	Salary	1.0 Administrative Specialist to support the work of the four 1003g schools	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visits. (Turnaround Model-Requirement #5)	1 Administrative Specialist @ \$76,887.00	16	\$ 76,887
Salaries/Wages Totals	District	Incentive	4.0 Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals x 10,000.00	15	\$ 40,000
Salaries/Wages Totals	District	Incentive	8.0 Assistant Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principal x \$5,000.00	15	\$ 40,000
Salaries/Wages Totals	District	Incentive	Teacher and support staff incentives.	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	Stipend would be calculated based on percentage of individual growth for teachers and schoolwide growth for support staff. PGCPSS is currently in negotiations with ASASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010).	2	\$ 2,186,353
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOP x \$129,398 average salary	15	\$ 129,398

5.C Consolidated Budget Narrative
Table 5.C

FY 2011

Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971.00 average salary	2	\$ 135,942
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930.00 average salary	207	\$ 67,930
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	4 Teachers x 13 days x \$175.00	9	\$ 9,100
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	3 Project Managers @ \$3,750.00	9	\$ 11,250
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175.00	9	\$ 7,000
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	9	\$ 750
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	9	\$ 250

5.C Consolidated Budget Narrative
Table 5.C

FY 2011

Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	9	\$ 6,500
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms in order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	Drew Freeman Middle School	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOP x \$129,398.00 average salary	15	\$ 129,398
Salaries/Wages	Drew Freeman Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 .00 average salary	2	\$ 135,942

5.C Consolidated Budget Narrative
Table 5.C

FY 2011

Salaries/Wages	Drew Freeman Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #8)	1 Social Worker x \$67,930.00 average salary	207	\$ 67,930
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175.00	9	\$ 9,100
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750.00	9	\$ 11,250
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Drew Freeman Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175.00	9	\$ 7,000
Salaries/Wages	Drew Freeman Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	9	\$ 750
Salaries/Wages	Drew Freeman Middle School	Salary	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	9	\$ 250
Salaries/Wages	Drew Freeman Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	9	\$ 6,500

5.C Consolidated Budget Narrative

Table 5.C

FY 2011

Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925
Salaries/Wages	Drew Freeman Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Drew Freeman Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	Drew Freeman Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms in order to model best practices. (Turnaround Model - Requirement - #8)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Drew Freeman Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	G. James Gholson Middle School	Salary	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Co-Principal x \$129,398.00 average salary	15	\$ 129,398
Salaries/Wages	G. James Gholson Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971.00 average salary	2	\$ 135,942
Salaries/Wages	G. James Gholson Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930.00 average salary	207	\$ 67,930

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Salaries/Wages	G. James Gholson Middle School	Salary	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	1 Bilingual Parent and Community Outreach Assistant \$44,000.00 average salary	1	\$ 44,000
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175.00	9	\$ 9,100
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	3 Project Managers @ \$3,750.00	9	\$ 11,250
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	G. James Gholson Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	20 Teachers x 2 days x \$175.00	9	\$ 7,000
Salaries/Wages	G. James Gholson Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	9	\$ 750
Salaries/Wages	G. James Gholson Middle School	Salary	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	9	\$ 250
Salaries/Wages	G. James Gholson Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	9	\$ 6,500

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Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925
Salaries/Wages	G. James Gholson Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	G. James Gholson Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	G. James Gholson Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	G. James Gholson Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	Thurgood Marshall Middle School	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOP x \$129,398.00 average salary	15	\$ 129,398
Salaries/Wages	Thurgood Marshall Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971.00 average salary	2	\$ 135,942
Salaries/Wages	Thurgood Marshall Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930.00 average salary	207	\$ 67,930
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175.00	9	\$ 9,100

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Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750.00	9	\$ 11,250
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Thurgood Marshall Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175.00	9	\$ 7,000
Salaries/Wages	Thurgood Marshall Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	9	\$ 750
Salaries/Wages	Thurgood Marshall Middle School	Salary	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	9	\$ 250
Salaries/Wages	Thurgood Marshall Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	9	\$ 6,500
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925
Salaries/Wages	Thurgood Marshall Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Thurgood Marshall Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800

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Salaries/Wages	Thurgood Marshall Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Thurgood Marshall Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Consolidated Total Salaries/Wages							\$ 4,368,562
Fixed Charges	District	Fringes	1.0 Director	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00 x 31.74%	212	\$ 45,052
Fixed Charges	District	Fringes	1.0 Administrative Specialist	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visits. (Turnaround Model-Requirement #5)	1 Administrative Specialist @ \$76,887.00 x 31.74%	212	\$ 24,404
Fixed Charges	District	Fringes	Incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals @ \$40,000.00 x 8.19%	212	\$ 3,276
Fixed Charges	District	Fringes	Incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principals @ \$40,000.00	212	\$ 3,276
Fixed Charges Totals	District	Fringes	Principals, Assistant and School based staff	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	\$2,186,353.00 x 8.19%	212	\$ 179,062
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398.00 x 31.74% fringes	212	\$ 41,071

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Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942.00x 31.74% fringes	212	\$ 43,148
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,830.00 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$9,100.00 x 8.19% fringes	212	\$ 745
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250.00 x 8.19% fringes	212	\$ 921
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	212	\$ 745
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000.00 x 8.19% fringes	212	\$ 573
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Professional Development: Toolkit Presenters - 6 PGcps presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750.00 x 8.19% fringes	212	\$ 61
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Substitute Teachers for Toolkit PGcps demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250.00 x 8.19% fringes	212	\$ 20
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6,500.00 x 8.19% fringes	212	\$ 532

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Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925.00 x 8.19% fringes	212	\$ 158
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	\$10,800 x 8.19%	212	\$ 885
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms in order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	Drew Freeman Middle School	Fringes	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398.00 x 31.74% fringes	212	\$ 41,071
Fixed Charges	Drew Freeman Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942.00 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Drew Freeman Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930.00 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$9,100.00 x 8.19% fringes	212	\$ 745

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Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250.00 x 8.19% fringes	212	\$ 921
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	212	\$ 745
Fixed Charges	Drew Freeman Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000.00 x 8.19% fringes	212	\$ 573
Fixed Charges	Drew Freeman Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750.00 x 8.19% fringes	212	\$ 61
Fixed Charges	Drew Freeman Middle School	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250.00 x 8.19% fringes	212	\$ 20
Fixed Charges	Drew Freeman Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6,500.00 x 8.19% fringes	212	\$ 532
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925.00 x 8.19% fringes	212	\$ 158
Fixed Charges	Drew Freeman Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500.00 x 8.19%	212	\$ 2,580
Fixed Charges	Drew Freeman Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800.00 x 8.19%	212	\$ 885

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Fixed Charges	Drew Freeman Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms in order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000.00 x 8.19%	212	\$ 2,457
Fixed Charges	Drew Freeman Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	G. James Gholson Middle School	Fringes	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398.00 x 31.74% fringes	212	\$ 41,071
Fixed Charges	G. James Gholson Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942.00 x 31.74% fringes	212	\$ 43,148
Fixed Charges	G. James Gholson Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930.00 x 31.74% fringes	212	\$ 21,561
Fixed Charges	G. James Gholson Middle School	Fringes	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$44,000.00 x 31.74X fringes	212	\$ 13,966
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	212	\$ 745
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$11,250.00 x 8.19% fringes	212	\$ 921

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Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	212	\$ 745
Fixed Charges	G. James Gholson Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000.00 x 8.19% fringes	212	\$ 573
Fixed Charges	G. James Gholson Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750.00 x 8.19% fringes	212	\$ 61
Fixed Charges	G. James Gholson Middle School	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250.00 x 8.19% fringes	212	\$ 20
Fixed Charges	G. James Gholson Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500.00 x 8.19% fringes	212	\$ 532
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925.00 x 8.19% fringes	212	\$ 158
Fixed Charges	G. James Gholson Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500.00 x 8.19%	212	\$ 2,580
Fixed Charges	G. James Gholson Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800.00 x 8.19%	212	\$ 885

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Fixed Charges	G. James Gholson Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000.00 x 8.19%	212	\$ 2,457
Fixed Charges	G. James Gholson Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	Thurgood Marshall Middle School	Fringes	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398.00 x 31.74% fringes	212	\$ 41,071
Fixed Charges	Thurgood Marshall Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942.00 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Thurgood Marshall Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930.00 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	212	\$ 745
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250.00 x 8.19% fringes	212	\$ 921
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100.00 x 8.19% fringes	212	\$ 745
Fixed Charges	Thurgood Marshall Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000.00 x 8.19% fringes	212	\$ 573

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Fixed Charges	Thurgood Marshall Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750.00 x 8.19% fringes	212	\$ 61
Fixed Charges	Thurgood Marshall Middle School	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250.00 x 8.19% fringes	212	\$ 20
Fixed Charges	Thurgood Marshall Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500.00 x 8.19% fringes	212	\$ 532
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925.00 x 8.19% fringes	212	\$ 158
Fixed Charges	Thurgood Marshall Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500.00 x 8.19%	212	\$ 2,580
Fixed Charges	Thurgood Marshall Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800.00 x 8.19%	212	\$ 885
Fixed Charges	Thurgood Marshall Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000.00 x 8.19%	212	\$ 2,457
Fixed Charges	Thurgood Marshall Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Consolidated Total Fixed Charges							\$ 733,621

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Contracted Services Totals	District	Printing	Turnaround office printing documents for all 4 schools.	Printing the Commitment to Excellence document, information pertaining to the incentives and/or signing bonuses. (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$500.00	16	\$ 2,000
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000.00/demonstration x 5 days	9	\$ 15,000
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750.00	9	\$ 750
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875.00	9	\$ 4,875
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22.00	9	\$ 1,430
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22.00	9	\$ 572
Contracted Services	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000.00 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000.00/demonstration x 5 days	9	\$ 15,000

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Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750.00	9	\$ 750
Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875.00	9	\$ 4,875
Contracted Services	Drew Freeman Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22.00	9	\$ 1,430
Contracted Services	Drew Freeman Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572
Contracted Services	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	9	\$ 15,000
Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750
Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875

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Contracted Services	G. James Gholson Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430
Contracted Services	G. James Gholson Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572
Contracted Services	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000.00/demonstration x 5 days	9	\$ 15,000
Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750.00	9	\$ 750
Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875.00	9	\$ 4,875
Contracted Services	Thurgood Marshall Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22.00	9	\$ 1,430
Contracted Services	Thurgood Marshall Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22.00	9	\$ 572

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Contracted Services	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000.00 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Consolidated Total Contracted Services							\$ 142,508
Supplies and Materials Totals	District	Staff development supplies	Supplies for the Turnaround Office professional development	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$1,000.00	16	\$ 4,000
Supplies and Materials Totals	District	Office Supplies	Office supplies for the Turnaround office	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #5)	Estimated cost - \$5,000.00/year	16	\$5,000
Supplies and Materials	Benjamin Stoddert Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254.00	2	\$ 5,254
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725.00 x 10 Teachers	1	\$ 47,250
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200.00 x 20 Teachers	1	\$ 4,000

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Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000.00 x 4 Teachers	1	\$ 4,000
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000.00	1	\$ 10,000
Supplies and Materials	Benjamin Stoddert Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000.00 x 8 teachers	2	\$ 40,000
Supplies and Materials	Benjamin Stoddert Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500.00 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	Drew Freeman Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254.00	2	\$ 5,254
Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725.00 x 10 Teachers	1	\$ 47,250
Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200.00 x 20 Teachers	1	\$ 4,000

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Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000.00 x 4 Teachers	1	\$ 4,000
Supplies and Materials	Drew Freeman Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000.00	1	\$ 10,000
Supplies and Materials	Drew Freeman Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000.00 x 8 teachers	2	\$ 40,000
Supplies and Materials	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500.00 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	G. James Gholson Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254.00	2	\$ 5,254
Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725.00 x 10 Teachers	1	\$ 47,250
Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200.00 x 20 Teachers	1	\$ 4,000

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Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000.00 x 4 Teachers	1	\$ 4,000
Supplies and Materials	G. James Gholson Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000.00	1	\$ 10,000
Supplies and Materials	G. James Gholson Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000.00 x 8 teachers	2	\$ 40,000
Supplies and Materials	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500.00 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	Thurgood Marshall Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254.00	2	\$ 5,254
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725.00 x 10 Teachers	1	\$ 47,250
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200.00 x 20 Teachers	1	\$ 4,000

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Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000.00 x 4 Teachers	1	\$ 4,000	
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000.00	1	\$ 10,000	
Supplies and Materials	Thurgood Marshall Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000.00 x 8 teachers	2	\$ 40,000	
Supplies and Materials	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500.00 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500	
Consolidated Total Supplies and Materials								\$ 485,016
Other Charges Totals	District	Non-local - transportation	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$363.00, Roxbury Prep Middle, Boston - 5 staff x \$327.00, and North Star Academy, New Jersey - 5 staff x \$512.00	16	\$ 6,010	
Other Charges Totals	District	Non-local meals	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$36.00 x 3 days, Roxbury Prep Middle, Boston - 5 staff x \$36.00 x 3 days, and North Star Academy, New Jersey - 5 staff x \$36.00 x 3 days.	16	\$ 1,620	
Other Charges Totals	District	Non-local - lodging	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$110.00/night x 4 nights, Roxbury Prep Middle, Boston - 5 staff x \$219.00/night x 4 nights and North Star Academy, New Jersey - 5 principal x \$159.00/night x 4 nights.	16	\$ 9,760	

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Other Charges Totals	District	Mileage	Turnaround Director and Administrative Analyst	Travel to schools and central office for professional development and meetings. (Turnaround Model - Requirement #5)	2 staff members x .58¢/mile x 2000 miles	16	\$ 2,320
Other Charges Totals	Benjamin Stoddert Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670.00	2	\$ 5,360
Other Charges Totals	Benjamin Stoddert Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955.00	2	\$ 15,640
Other Charges Totals	Benjamin Stoddert Middle Schools	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700.00/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Other Charges Totals	Drew Freeman Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670.00	2	\$ 5,360
Other Charges Totals	Drew Freeman Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955.00	2	\$ 15,640
Other Charges Totals	Drew Freeman Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800

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Other Charges Totals	G. James Gholson Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670.00	2	\$ 5,360
Other Charges Totals	G. James Gholson Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955.00	2	\$ 15,640
Other Charges Totals	G. James Gholson Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Other Charges Totals	Thurgood Marshall Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670.00	2	\$ 5,360
Other Charges Totals	Thurgood Marshall Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955.00	2	\$ 15,640
Other Charges Totals	Thurgood Marshall Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700.00/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Consolidated Total Other Charges							\$ 194,910
Equipment Totals	District	Desktop Computer	Computers for the director, budget analyst, data analyst and secretary in the Turnaround Office	Office equipment to support the Turnaround Office (Turnaround Model-Requirement #5)	2 computers x \$1,366.00	16	\$ 2,732

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Equipment Totals	District	Laptop	Laptops for the director, budget analyst, and data analyst in the Turnaround Office.	Office equipment to support the Turnaround Office (Turnaround Model-Requirement #5)	2 laptops x \$1,096.00	16	\$ 2,192
Equipment Totals	District	Visualizer	Visualizer for professional development.	Office equipment to support the Turnaround Office (Turnaround Model-Requirement #5)	2 visualizers x \$984.00	16	\$ 1,968
Consolidated Total Equipment							\$ 6,892
Total LEA Transfer/Indirect Costs							\$ 282,098
Title I 1003(g) Total Requested							\$ 6,213,607

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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	District	Salary	1.0 Director to support the work of the four 1003g schools	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00	16	\$ 141,942
Salaries/Wages Totals	District	Salary	1.0 Administrative Specialist to support the work of the four 1003g schools	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visit. (Turnaround Model-Requirement #5)	1 Administrative Specialist @ \$76,887.00	16	\$ 76,887
Salaries/Wages Totals	District	Incentive	4.0 Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals x 10,000.00	15	\$ 40,000
Salaries/Wages Totals	District	Incentive	8.0 Assistant Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principal x \$5,000.00	15	\$ 40,000
Salaries/Wages Totals	District	Incentive	Teacher and support staff incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	Stipend would be calculated based on percentage of individual growth for teachers and school wide growth for support staff. PGCPS is currently in negotiations with AS ASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010).	2	\$ 2,186,353
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOM x \$129,398.00 average salary	15	\$ 129,398

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Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971.00 average salary	2	\$ 135,942
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	1 Foreign Language Teacher @ \$67,971.00	1	\$ 67,971
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930.00 average salary	207	\$ 67,930
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	4 Teachers x 13 days x \$175.00	9	\$ 9,100
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	3 Project Managers @ \$3,750.00	9	\$ 11,250
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175.00	9	\$ 7,000
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	9	\$ 750
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	9	\$ 250

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Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	9	\$ 6,500
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	Drew Freeman Middle School	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOM x \$129,398.00 average salary	15	\$ 129,398
Salaries/Wages	Drew Freeman Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971.00 .00average salary	2	\$ 135,942
Salaries/Wages	Drew Freeman Middle School	Salary	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	1 Foreign Language Teacher @ \$67,971.00	1	\$ 67,971

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Salaries/Wages	Drew Freeman Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #8)	1 Social Worker x \$67,930 average salary	207	\$ 67,930
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175	9	\$ 9,100
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	9	\$ 11,250
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Drew Freeman Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	9	\$ 7,000
Salaries/Wages	Drew Freeman Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	9	\$ 750
Salaries/Wages	Drew Freeman Middle School	Salary	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	9	\$ 250
Salaries/Wages	Drew Freeman Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	9	\$ 6,500
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925

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Salaries/Wages	Drew Freeman Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Drew Freeman Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	Drew Freeman Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #8)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Drew Freeman Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	G. James Gholson Middle School	Salary	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Co-Principal x \$129,398 average salary	15	\$ 129,398
Salaries/Wages	G. James Gholson Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	2	\$ 135,942
Salaries/Wages	G. James Gholson Middle School	Salary	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	1 Foreign Language Teacher @ \$67,971	1	\$ 67,971
Salaries/Wages	G. James Gholson Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	207	\$ 67,930

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Salaries/Wages	G. James Gholson Middle School	Salary	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	1 Bilingual Parent and Community Outreach Assistant \$44,000 average salary	1	\$ 44,000
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175	9	\$ 9,100
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	3 Project Managers @ \$3,750	9	\$ 11,250
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	G. James Gholson Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	20 Teachers x 2 days x \$175	9	\$ 7,000
Salaries/Wages	G. James Gholson Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	9	\$ 750
Salaries/Wages	G. James Gholson Middle School	Salary	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	9	\$ 250
Salaries/Wages	G. James Gholson Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	9	\$ 6,500
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925

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Salaries/Wages	G. James Gholson Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	G. James Gholson Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	G. James Gholson Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	G. James Gholson Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	Thurgood Marshall Middle School	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOM x \$129,398.00 average salary	15	\$ 129,398
Salaries/Wages	Thurgood Marshall Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971.00 average salary	2	\$ 135,942
Salaries/Wages	Thurgood Marshall Middle School	Salary	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	1 Foreign Language Teacher @ \$67,971.00	1	\$ 67,971
Salaries/Wages	Thurgood Marshall Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930.00 average salary	207	\$ 67,930
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175.00	9	\$ 9,100

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Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750.00	9	\$ 11,250
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Thurgood Marshall Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175.00	9	\$ 7,000
Salaries/Wages	Thurgood Marshall Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250.00	9	\$ 750
Salaries/Wages	Thurgood Marshall Middle School	Salary	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50.00	9	\$ 250
Salaries/Wages	Thurgood Marshall Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100.00	9	\$ 6,500
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925
Salaries/Wages	Thurgood Marshall Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Thurgood Marshall Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800

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Salaries/Wages	Thurgood Marshall Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Thurgood Marshall Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Consolidated Total Salaries/Wages							\$ 4,640,446
Fixed Charges	District	Fringes	1.0 Director	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00 x 31.74%	212	\$ 45,052
Fixed Charges	District	Fringes	1.0 Administrative Specialist	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visits. (Turnaround Model-Requirement #5)	1 Administrative Specialist @ \$76,887.00 x 31.74%	212	\$ 24,404
Fixed Charges	District	Fringes	Incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals @ \$40,000.00 x 8.19%	212	\$ 3,276
Fixed Charges	District	Fringes	Incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principals @ \$40,000.00	212	\$ 3,276
Fixed Charges Totals	District	Fringes	Principals, Assistant and School based staff	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	\$2,186,353 x 8.19%	212	\$ 179,062
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	School Operation Manager (Turn-around Assistant Principal) - salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	212	\$ 41,071
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	212	\$ 43,148

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Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6	\$67,971 x 31.74% fringes	212	\$ 21,574
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	212	\$ 921
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	212	\$ 573
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	212	\$ 61
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	212	\$ 20

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Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	212	\$ 532
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	212	\$ 158
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	\$10,800 x 8.19%	212	\$ 885
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	Drew Freeman Middle School	Fringes	School Operation Manager (Turn-around Assistant Principal)- salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	212	\$ 41,071
Fixed Charges	Drew Freeman Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Drew Freeman Middle School	Fringes	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6	\$67,971.00 x 31.74%	212	\$ 21,574

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Fixed Charges	Drew Freeman Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	212	\$ 921
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Drew Freeman Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	212	\$ 573
Fixed Charges	Drew Freeman Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	212	\$ 61
Fixed Charges	Drew Freeman Middle School	Fringes	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	212	\$ 20
Fixed Charges	Drew Freeman Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6,500 x 8.19% fringes	212	\$ 532
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	212	\$ 158

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FY 2012

Fixed Charges	Drew Freeman Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580
Fixed Charges	Drew Freeman Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	212	\$ 885
Fixed Charges	Drew Freeman Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457
Fixed Charges	Drew Freeman Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	G. James Gholson Middle School	Fringes	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	212	\$ 41,071
Fixed Charges	G. James Gholson Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	G. James Gholson Middle School	Fringes	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6	\$67,971.00 x 31.74%	212	\$ 21,574
Fixed Charges	G. James Gholson Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	212	\$ 21,561
Fixed Charges	G. James Gholson Middle School	Fringes	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$44,000 x 31.74X fringes	212	\$ 13,966

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Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$11,250 x 8.19% fringes	212	\$ 921
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	G. James Gholson Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	212	\$ 573
Fixed Charges	G. James Gholson Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	212	\$ 61
Fixed Charges	G. James Gholson Middle School	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	212	\$ 20
Fixed Charges	G. James Gholson Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	212	\$ 532
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	212	\$ 158
Fixed Charges	G. James Gholson Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580

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Fixed Charges	G. James Gholson Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	212	\$ 885
Fixed Charges	G. James Gholson Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457
Fixed Charges	G. James Gholson Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	Thurgood Marshall Middle School	Fringes	School Operation Manager (Turn-around Assistant Principal)- salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	212	\$ 41,071
Fixed Charges	Thurgood Marshall Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Thurgood Marshall Middle School	Fringes	Foreign Language Teacher (1)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6	\$67,971.00 x 31.74%	212	\$ 21,574
Fixed Charges	Thurgood Marshall Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	212	\$ 921

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Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Thurgood Marshall Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	212	\$ 573
Fixed Charges	Thurgood Marshall Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	212	\$ 61
Fixed Charges	Thurgood Marshall Middle School	Fringes	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	212	\$ 20
Fixed Charges	Thurgood Marshall Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	212	\$ 532
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	212	\$ 158
Fixed Charges	Thurgood Marshall Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580
Fixed Charges	Thurgood Marshall Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	212	\$ 885
Fixed Charges	Thurgood Marshall Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457

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Fixed Charges	Thurgood Marshall Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Consolidated Total Fixed Charges							\$ 819,917
Contracted Services Totals	District	Printing	Turnaround office printing documents for all 4 schools.	Printing the Commitment to Excellence document, information pertaining to the incentives and/or signing bonuses. (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$500.00	16	\$ 2,000
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	9	\$ 15,000
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572
Contracted Services	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000

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Contracted Services	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	9	\$ 15,000
Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750
Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875
Contracted Services	Drew Freeman Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430
Contracted Services	Drew Freeman Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572
Contracted Services	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	9	\$ 15,000

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Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750
Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875
Contracted Services	G. James Gholson Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430
Contracted Services	G. James Gholson Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572
Contracted Services	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	9	\$ 15,000
Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750
Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875

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Contracted Services	Thurgood Marshall Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430	
Contracted Services	Thurgood Marshall Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572	
Contracted Services	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000	
Contracted Services	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500	
Consolidated Total Contracted Services								\$ 142,508
Supplies and Materials Totals	District	Staff development supplies	Supplies for the Turnaround Office professional development	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$1,000.00	16	\$ 4,000	
Supplies and Materials Totals	District	Office Supplies	Office supplies for the Turnaround office	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #5)	Estimated cost - \$5,000/year	16	\$ 5,000	
Supplies and Materials	Benjamin Stoddert Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	2	\$ 5,254	
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	1	\$ 47,250	

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Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	1	\$ 4,000
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	1	\$ 4,000
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	1	\$ 10,000
Supplies and Materials	Benjamin Stoddert Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will be used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	2	\$ 40,000
Supplies and Materials	Benjamin Stoddert Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	Drew Freeman Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	2	\$ 5,254
Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	1	\$ 47,250
Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	1	\$ 4,000

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Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math): Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	1	\$ 4,000
Supplies and Materials	Drew Freeman Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	1	\$ 10,000
Supplies and Materials	Drew Freeman Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	2	\$ 40,000
Supplies and Materials	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	G. James Gholson Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	2	\$ 5,254
Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Classroom Teachers: Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	1	\$ 47,250
Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED): Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	1	\$ 4,000

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Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	1	\$ 4,000
Supplies and Materials	G. James Gholson Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	1	\$ 10,000
Supplies and Materials	G. James Gholson Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	2	\$ 40,000
Supplies and Materials	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	Thurgood Marshall Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	2	\$ 5,254
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	1	\$ 47,250
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	1	\$ 4,000

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Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math): Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	1	\$ 4,000	
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	1	\$ 10,000	
Supplies and Materials	Thurgood Marshall Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	2	\$ 40,000	
Supplies and Materials	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500	
Consolidated Total Supplies and Materials								\$ 485,016
Other Charges Totals	District	Non-local - transportation	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$363.00, Roxbury Prep Middle, Boston - 5 staff x \$327.00, and North Star Academy, New Jersey - 5 staff x \$512.00	16	\$ 6,010	
Other Charges Totals	District	Non-local meals	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$36.00 x 3 days, Roxbury Prep Middle, Boston - 5 staff x \$36.00 x 3 days, and North Star Academy, New Jersey - 5 staff x \$36.00 x 3 days.	16	\$ 1,620	
Other Charges Totals	District	Non-local - lodging	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$110.00/night x 4 nights, Roxbury Prep Middle, Boston - 5 staff x \$219.00/night x 4 nights and North Star Academy, New Jersey - 5 principal x \$159.00/night x 4 nights.	16	\$ 9,760	
Other Charges Totals	District	Mileage	Turnaround Director and Administrative Analyst	Travel to schools and central office for professional development and meetings. (Turnaround Model - Requirement #5)	2 staff members x .58¢/mile x 2000 miles	16	\$ 2,320	

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Other Charges Totals	Benjamin Stoddert Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	2	\$ 5,360
Other Charges Totals	Benjamin Stoddert Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	2	\$ 15,640
Other Charges Totals	Benjamin Stoddert Middle Schools	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Other Charges Totals	Drew Freeman Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	2	\$ 5,360
Other Charges Totals	Drew Freeman Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	2	\$ 15,640
Other Charges Totals	Drew Freeman Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Other Charges Totals	G. James Gholson Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	2	\$ 5,360
Other Charges Totals	G. James Gholson Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	2	\$ 15,640

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FY 2012

Other Charges Totals	G. James Gholson Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Other Charges Totals	Thurgood Marshall Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	2	\$ 5,360
Other Charges Totals	Thurgood Marshall Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	2	\$ 15,640
Other Charges Totals	Thurgood Marshall Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Consolidated Total Other Charges							\$ 194,910
Total LEA Transfer/Indirect Costs							\$ 282,098
Title I 1003(g) Total Requested							\$ 6,564,895

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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	District	Salary	1.0 Director to support the work of the four 1003g schools	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00	16	\$ 141,942
Salaries/Wages Totals	District	Salary	1.0 Administrative Specialist to support the work of the four 1003g schools	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visits. (Turnaround Model-Requirement #5)	1 Administrative Specialist @ \$76,887.00	16	\$ 76,887
Salaries/Wages Totals	District	Incentive	4.0 Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals x 10,000.00	15	\$ 40,000
Salaries/Wages Totals	District	Incentive	8.0 Assistant Principals	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principal x \$5,000.00	15	\$ 40,000
Salaries/Wages Totals	District	Incentive	Teacher and support staff incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	Stipend would be calculated based on percentage of individual growth for teachers and school wide growth for support staff. PGCPs is currently in negotiations with AS ASP and PGCEA. Distribution and dollar amounts will, hopefully, be determined prior to the first day of school (August 2010).	2	\$ 2,186,353
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOP x \$129,398 average salary	15	\$ 129,398
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	2	\$ 135,942

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Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	2 Foreign Language Teachers x \$67,971.00	1	\$ 135,942
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	207	\$ 67,930
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	4 Teachers x 13 days x \$175	9	\$ 9,100
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	3 Project Managers @ \$3,750	9	\$ 11,250
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	9	\$ 7,000
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Professional Development: Toolkit Presenters - 6 PGPCS presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	9	\$ 750
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Substitute Teachers for Toolkit PGPCS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	9	\$ 250
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	9	\$ 6,500

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Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Benjamin Stoddert Middle Schools	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	Drew Freeman Middle School	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOP x \$129,398 average salary	15	\$ 129,398
Salaries/Wages	Drew Freeman Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	2	\$ 135,942
Salaries/Wages	Drew Freeman Middle School	Salary	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	2 Foreign Language Teachers x \$67,971.00	1	\$ 135,942

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Salaries/Wages	Drew Freeman Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #8)	1 Social Worker x \$67,930 average salary	207	\$ 67,930
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175	9	\$ 9,100
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	9	\$ 11,250
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Drew Freeman Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	9	\$ 7,000
Salaries/Wages	Drew Freeman Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	9	\$ 750
Salaries/Wages	Drew Freeman Middle School	Salary	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	9	\$ 250
Salaries/Wages	Drew Freeman Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	9	\$ 6,500
Salaries/Wages	Drew Freeman Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925

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Salaries/Wages	Drew Freeman Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Drew Freeman Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	Drew Freeman Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #8)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Drew Freeman Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	G. James Gholson Middle School	Salary	Co-Principal	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 Co-Principal x \$129,398 average salary	15	\$ 129,398
Salaries/Wages	G. James Gholson Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	2	\$ 135,942
Salaries/Wages	G. James Gholson Middle School	Salary	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	2 Foreign Language Teachers x \$67,971.00	1	\$ 135,942
Salaries/Wages	G. James Gholson Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	207	\$ 67,930

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Salaries/Wages	G. James Gholson Middle School	Salary	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	1 Bilingual Parent and Community Outreach Assistant \$44,000 average salary	1	\$ 44,000
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175	9	\$ 9,100
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	3 Project Managers @ \$3,750	9	\$ 11,250
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	G. James Gholson Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	20 Teachers x 2 days x \$175	9	\$ 7,000
Salaries/Wages	G. James Gholson Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	9	\$ 750
Salaries/Wages	G. James Gholson Middle School	Salary	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	9	\$ 250
Salaries/Wages	G. James Gholson Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	9	\$ 6,500
Salaries/Wages	G. James Gholson Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925

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Salaries/Wages	G. James Gholson Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	G. James Gholson Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800
Salaries/Wages	G. James Gholson Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	G. James Gholson Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Salaries/Wages	Thurgood Marshall Middle School	Salary	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	1 SOP x \$129,398 average salary	15	\$ 129,398
Salaries/Wages	Thurgood Marshall Middle School	Salary	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	2 Instructional Lead Teachers x \$67,971 average salary	2	\$ 135,942
Salaries/Wages	Thurgood Marshall Middle School	Salary	Foreign Language Teacher (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	2 Foreign Language Teachers x \$67,971.00	1	\$ 135,942
Salaries/Wages	Thurgood Marshall Middle School	Salary	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	1 Social Worker x \$67,930 average salary	207	\$ 67,930
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	4 Teachers x 13 days x \$175	9	\$ 9,100

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Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	3 Project Managers @ \$3,750	9	\$ 11,250
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 8 half-day sessions x \$87.50	9	\$ 9,100
Salaries/Wages	Thurgood Marshall Middle School	Salary	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	20 Teachers x 2 days x \$175	9	\$ 7,000
Salaries/Wages	Thurgood Marshall Middle School	Salary	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	6 Teachers x 1/2 day x \$250	9	\$ 750
Salaries/Wages	Thurgood Marshall Middle School	Salary	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	5 Substitute Teachers x \$50	9	\$ 250
Salaries/Wages	Thurgood Marshall Middle School	Salary	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Substitutes x 5 days x \$100	9	\$ 6,500
Salaries/Wages	Thurgood Marshall Middle School	Salary	Toolkit Professional Development for after-school sessions - ILTs with Anne Goudvis - 11 x 5 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2 ILTs x 11 visits x \$87.50	9	\$ 1,925
Salaries/Wages	Thurgood Marshall Middle School	Salary	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	36 teachers x \$87.50 x 10 days	9	\$ 31,500
Salaries/Wages	Thurgood Marshall Middle School	Salary	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	8 teachers x \$45.00/hr. x 6 hours x 5 days	2	\$ 10,800

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Salaries/Wages	Thurgood Marshall Middle School	Salary	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	20 substitutes x 15 days x \$100.00/day	9	\$ 30,000
Salaries/Wages	Thurgood Marshall Middle School	Salary	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	12 teachers x 8 days x \$87.50	9	\$ 8,400
Consolidated Total Salaries/Wages							\$ 4,912,330
Fixed Charges	District	Fringes	1.0 Director	A Turn Around office will be compiled and is designed solely and exclusively to support the work of the 4 schools. The director will report the Chief Academic Officer. (Turnaround Model-Requirement #5)	1 Director @ \$141,942.00 x 31.74%	212	\$ 45,052
Fixed Charges	District	Fringes	1.0 Administrative Specialist	The specialist will ensure that all reporting documents are completed on schedule, monitor the budgets on a monthly basis, conduct school audits twice a year, and attend all state visits. (Turnaround Model-Requirement #5)	1 Administrative Specialist @ \$76,887.00 x 31.74%	212	\$ 24,404
Fixed Charges	District	Fringes	Incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	4 Principals @ \$40,000.00 x 8.19%	212	\$ 3,276
Fixed Charges	District	Fringes	Incentives	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	8.0 Assistant Principals @ \$40,000.00	212	\$ 3,276
Fixed Charges Totals	District	Fringes	Principals, Assistant and School based staff	Incentive stipends will be used as a recruitment and retention strategy. (Turnaround Model-Requirement #3)	\$2,186,353.00 x 8.19%	212	\$ 179,062
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	212	\$ 41,071

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Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Foreign Language Teachers (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	212	\$ 921
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	212	\$ 573
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	212	\$ 61
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	212	\$ 20

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Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	212	\$ 532
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	212	\$ 158
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #5)	\$10,800 x 8.19%	212	\$ 885
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457
Fixed Charges	Benjamin Stoddert Middle Schools	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	Drew Freeman Middle School	Fringes	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	212	\$ 41,071
Fixed Charges	Drew Freeman Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Drew Freeman Middle School	Fringes	Foreign Language Teachers (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$135,942 x 31.74% fringes	212	\$ 43,148

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Fixed Charges	Drew Freeman Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	212	\$ 921
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Drew Freeman Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	212	\$ 573
Fixed Charges	Drew Freeman Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGCPs presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	212	\$ 61
Fixed Charges	Drew Freeman Middle School	Fringes	Substitute Teachers for Toolkit PGCPs demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	212	\$ 20
Fixed Charges	Drew Freeman Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6,500 x 8.19% fringes	212	\$ 532
Fixed Charges	Drew Freeman Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	212	\$ 158

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Fixed Charges	Drew Freeman Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580
Fixed Charges	Drew Freeman Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	212	\$ 885
Fixed Charges	Drew Freeman Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457
Fixed Charges	Drew Freeman Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	G. James Gholson Middle School	Fringes	Co-Principal (1)	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	212	\$ 41,071
Fixed Charges	G. James Gholson Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	G. James Gholson Middle School	Fringes	Foreign Language Teachers (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	G. James Gholson Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	212	\$ 21,561

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Fixed Charges	G. James Gholson Middle School	Fringes	Bilingual Parent and Community Outreach Assistant.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$44,000 x 31.74X fringes	212	\$ 13,966
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #9)	\$11,250 x 8.19% fringes	212	\$ 921
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	G. James Gholson Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	212	\$ 573
Fixed Charges	G. James Gholson Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGPCS presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	212	\$ 61
Fixed Charges	G. James Gholson Middle School	Fringes	Substitute Teachers for Toolkit PGPCS demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	212	\$ 20
Fixed Charges	G. James Gholson Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	212	\$ 532
Fixed Charges	G. James Gholson Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	212	\$ 158

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Fixed Charges	G. James Gholson Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580
Fixed Charges	G. James Gholson Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	212	\$ 885
Fixed Charges	G. James Gholson Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457
Fixed Charges	G. James Gholson Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688
Fixed Charges	Thurgood Marshall Middle School	Fringes	School Operation Manager - (Turn-around Assistant Principal) salary	Created to focus on school operation and management. (Turnaround Model - Requirement #3)	\$129,398 x 31.74% fringes	212	\$ 41,071
Fixed Charges	Thurgood Marshall Middle School	Fringes	Instructional Lead Teachers (2)	ILT's will be the primary vehicle for teacher coaching and professional development (Turnaround Model - Requirement #3)	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Thurgood Marshall Middle School	Fringes	Foreign Language Teachers (2)	Turnaround schools will provide a sequential foreign language program for all middle school students that will articulate with high school foreign language courses. (Turnaround - Model-Requirement #6)	\$135,942 x 31.74% fringes	212	\$ 43,148
Fixed Charges	Thurgood Marshall Middle School	Fringes	Social Worker	The social worker will address the social emotional need of adolescents and enhance the engagement of parents in the education of their students. (Turnaround Model - Requirement #9)	\$67,930 x 31.74% fringes	212	\$ 21,561
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Lesson development to incorporate additional nonfiction lessons - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745

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Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Curriculum Planning for 3 grade Level Project Managers - July 2010	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$11,250 x 8.19% fringes	212	\$ 921
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit On-site collaborative planning of strategy lessons led by literacy coach - monthly after school 1/2 day additional to regular department planning	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$9,100 x 8.19% fringes	212	\$ 745
Fixed Charges	Thurgood Marshall Middle School	Fringes	Two (2) days of Toolkit Professional Development: Reading/Language, coaches, ESOL, SPED, Science and Social Studies teachers.	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$7,000 x 8.19% fringes	212	\$ 573
Fixed Charges	Thurgood Marshall Middle School	Fringes	Professional Development: Toolkit Presenters - 6 PGCPSP presenters x 1/2 day	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$750 x 8.19% fringes	212	\$ 61
Fixed Charges	Thurgood Marshall Middle School	Fringes	Substitute Teachers for Toolkit PGCPSP demo teachers for 1/2 day planning- 20 teachers	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$250 x 8.19% fringes	212	\$ 20
Fixed Charges	Thurgood Marshall Middle School	Fringes	Substitutes Teachers for Toolkit Professional Development: 46 teachers x 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$6500 x 8.19% fringes	212	\$ 532
Fixed Charges	Thurgood Marshall Middle School	Fringes	Toolkit Professional Development for after-school sessions - ILTs and Deans with Anne Goudvis - 2 ILTs x 11 visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$1,925 x 8.19% fringes	212	\$ 158
Fixed Charges	Thurgood Marshall Middle School	Fringes	Data analysis - .5 day for 36 teachers twice each month.	The Flex-time schedule will allow for collaboration among the teachers to analyze student achievement data. (Turnaround Model - Requirement #8)	\$31,500 x 8.19%	212	\$ 2,580
Fixed Charges	Thurgood Marshall Middle School	Fringes	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	\$10,800 x 8.19%	212	\$ 885

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Fixed Charges	Thurgood Marshall Middle School	Fringes	Twenty Substitutes for classroom teachers to observe ILT's for Best Practices.	During Instructional time ILT's will host their mentees in their classrooms In order to model best practices. (Turnaround Model - Requirement - #4)	\$30,000 x 8.19%	212	\$ 2,457	
Fixed Charges	Thurgood Marshall Middle School	Fringes	Parent/student learning activities. Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	\$8,400.00 x 8.19%	212	\$ 688	
Consolidated Total Fixed Charges								\$ 906,213
Contracted Services Totals	District	Printing	Turnaround office printing documents for all 4 schools.	Printing the Commitment to Excellence document, information pertaining to the incentives and/or signing bonuses . (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$500.00	16	\$ 2,000	
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3000.00/demonstration x 5 days	9	\$ 15,000	
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750	
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875	
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430	
Contracted Services	Benjamin Stoddert Middle Schools	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572	

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Contracted Services	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	9	\$ 15,000
Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750
Contracted Services	Drew Freeman Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875
Contracted Services	Drew Freeman Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430
Contracted Services	Drew Freeman Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572
Contracted Services	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500

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Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	9	\$ 15,000
Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750
Contracted Services	G. James Gholson Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875
Contracted Services	G. James Gholson Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430
Contracted Services	G. James Gholson Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572
Contracted Services	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000
Contracted Services	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500
Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis Demo lessons/workshops	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	\$3,000/demonstration x 5 days	9	\$ 15,000
Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis 2-day January visits	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	2-day January visit @ \$750	9	\$ 750

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Contracted Services	Thurgood Marshall Middle School	Toolkit	Consultant/Author Anne Goudvis 13-day curriculum writing/planning in July	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13-day visit @ \$4,875	9	\$ 4,875	
Contracted Services	Thurgood Marshall Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants per 5 demo lessons	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 5 demos x \$22	9	\$ 1,430	
Contracted Services	Thurgood Marshall Middle School	Toolkit	Toolkit Demo Lessons - Continental breakfast and lunches \$22 per person x 13 participants for 2-day August Introduction Workshop	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #4)	13 Teachers x 2 days x \$22	9	\$ 572	
Contracted Services	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$5,000 (for light dinner or lunch for Saturday and/or after school activities)	2	\$ 5,000	
Contracted Services	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	3 days x \$2,500.00	2	\$ 7,500	
Consolidated Total Contracted Services								\$ 142,508
Supplies and Materials Totals	District	Staff development supplies	Supplies for the Turnaround Office professional development	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #5)	Estimated cost - 4 schools x \$1,000.00	16	\$ 4,000	
Supplies and Materials Totals	District	Office Supplies	Office supplies for the Turnaround office	Supplies for collaborative planning sessions and books on important works on middle school reform. (Turnaround Model-Requirement #5)	Estimated cost - \$5,000/year	16	\$ 5,000	
Supplies and Materials	Benjamin Stoddert Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	2	\$ 5,254	

5.C Consolidated Budget Narrative

Table 5.C

FY 2013

Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	1	\$ 47,250
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	1	\$ 4,000
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	1	\$ 4,000
Supplies and Materials	Benjamin Stoddert Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	1	\$ 10,000
Supplies and Materials	Benjamin Stoddert Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will be used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	2	\$ 40,000
Supplies and Materials	Benjamin Stoddert Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	Drew Freeman Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	2	\$ 5,254

5.C Consolidated Budget Narrative
Table 5.C

FY 2013

Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	1	\$ 47,250
Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	1	\$ 4,000
Supplies and Materials	Drew Freeman Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	1	\$ 4,000
Supplies and Materials	Drew Freeman Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	1	\$ 10,000
Supplies and Materials	Drew Freeman Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	2	\$ 40,000
Supplies and Materials	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	G. James Gholson Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	2	\$ 5,254

5.C Consolidated Budget Narrative
Table 5.C

FY 2013

Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	1	\$ 47,250
Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	1	\$ 4,000
Supplies and Materials	G. James Gholson Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	1	\$ 4,000
Supplies and Materials	G. James Gholson Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	1	\$ 10,000
Supplies and Materials	G. James Gholson Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	2	\$ 40,000
Supplies and Materials	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Supplies and Materials	Thurgood Marshall Middle School	AVID	Materials for AVID Curriculum Library	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	1 Curriculum Library x \$5,254	2	\$ 5,254

5.C Consolidated Budget Narrative

Table 5.C

FY 2013

Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Classroom Teachers : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$4,725 x 10 Teachers	1	\$ 47,250
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Specialists (Reading, Coach, ESOL, SPED) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$200 x 20 Teachers	1	\$ 4,000
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Materials of Instruction for Content Teachers (Science, Social Studies, Math) : Toolkit, Toolkit Texts, added student nonfiction related to current CFPG units and/or content areas, sticky notes, clipboards, chart paper	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	Materials of instruction @ \$1,000 x 4 Teachers	1	\$ 4,000
Supplies and Materials	Thurgood Marshall Middle School	Toolkit	Classroom Library Enhancements	Toolkit provides tools to teach students to raise their level of thinking. (Turnaround Model - Requirement Model - #6)	10 Classroom Library Enhancements x \$1,000	1	\$ 10,000
Supplies and Materials	Thurgood Marshall Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Estimated cost \$5,000 x 8 teachers	2	\$ 40,000
Supplies and Materials	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	Estimated cost \$8,500 (books, magazines, folders, journals, workbooks, and printed materials)	2	\$ 8,500
Consolidated Total Supplies and Materials							\$ 485,016

5.C Consolidated Budget Narrative

Table 5.C

FY 2013

Other Charges Totals	District	Non-local - transportation	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$363.00, Roxbury Prep Middle, Boston - 5 staff x \$327.00, and North Star Academy, New Jersey - 5 staff x \$512.00	16	\$ 6,010
Other Charges Totals	District	Non-local meals	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$36.00 x 3 days, Roxbury Prep Middle, Boston - 5 staff x \$36.00 x 3 days, and North Star Academy, New Jersey - 5 staff x \$36.00 x 3 days.	16	\$ 1,620
Other Charges Totals	District	Non-local - lodging	4 Principals 1 Director	Site visits to state and nationally recognized high performing urban schools. (Turnaround Model - Requirement #1)	Site visit to: Kipp South Bronx, NY - 5 staff x \$110.00/night x 4 nights, Roxbury Prep Middle, Boston - 5 staff x \$219.00/night x 4 nights and North Star Academy, New Jersey - 5 principal x \$159.00/night x 4 nights.	16	\$ 9,760
Other Charges Totals	District	Mileage	Turnaround Director and Administrative Analyst	Travel to schools and central office for professional development and meetings. (Turnaround Model - Requirement #5)	2 staff members x .58¢/mile x 2000 miles	16	\$ 2,320
Other Charges Totals	Benjamin Stoddert Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	2	\$ 5,360
Other Charges Totals	Benjamin Stoddert Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	2	\$ 15,640
Other Charges Totals	Benjamin Stoddert Middle Schools	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	Benjamin Stoddert Middle Schools	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800

5.C Consolidated Budget Narrative
Table 5.C

FY 2013

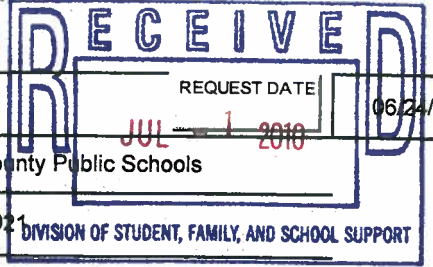
Other Charges Totals	Drew Freeman Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	2	\$ 5,360
Other Charges Totals	Drew Freeman Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	2	\$ 15,640
Other Charges Totals	Drew Freeman Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 5 buses x 10 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	Drew Freeman Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Other Charges Totals	G. James Gholson Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	2	\$ 5,360
Other Charges Totals	G. James Gholson Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	2	\$ 15,640
Other Charges Totals	G. James Gholson Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	G. James Gholson Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Other Charges Totals	Thurgood Marshall Middle School	AVID	Registration fees for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$670	2	\$ 5,360

5.C Consolidated Budget Narrative
Table 5.C

FY 2013

Other Charges Totals	Thurgood Marshall Middle School	AVID	Travel Expenses for AVID Summer Institute - School Team of 8	AVID to prepare middle schools students to be college ready. (Turnaround Model - Requirement #6)	8 Team Members x \$1,955	2	\$ 15,640
Other Charges Totals	Thurgood Marshall Middle School	August Academy	One week August Academy induction for 6th/7th graders.	The academy will used to jumpstart the middle school experience and ease the transition. (Turnaround Model - Requirement #8)	Transportation 4 buses x 5 days x 4 hours x \$75.00/hour	209	\$ 6,000
Other Charges Totals	Thurgood Marshall Middle School	Parent Involvement	Parent/student learning activities, Parent action committee and parent workshops.	Increase parent engagement in all activities and support parental understanding of and involvement in all curriculum areas. (Turnaround Model - Requirement #9)	8 meetings x 3 buses x \$700/bus. Transportation for students and parents to family nights and parent workshops.	209	\$ 16,800
Consolidated Total Other Charges							\$ 194,910
Total LEA Transfer/Indirect Costs							\$ 282,098
Title I 1003(g) Total Requested							\$ 6,923,075

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



ORIGINAL GRANT BUDGET	\$19,701,577	AMENDED BUDGET #	
GRANT NAME	1003g Title I School Improvement Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools
MSDE GRANT #		RECIPIENT GRANT #	1921
REVENUE SOURCE		RECIPIENT AGENCY NAME	
FUND SOURCE CODE	Federal	GRANT PERIOD	7/1/2009 9/30/2013 FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						846,294.00	846,294.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	1,792,776.00						1,792,776.00
Prog. 16 Inst. Admin. & Supv.	656,487.00	6,000.00	27,000.00	59,130.00	6,892.00		755,509.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	947,652.00		783,000.00				1,730,652.00
Prog. 02 Special Prog.	8,319,963.00	150,000.00	645,048.00	252,000.00			9,367,011.00
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.	1,389,300.00	271,524.00					1,660,824.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.	815,160.00						815,160.00
208 Student Health Services							0.00
209 Student Transportation				273,600.00			273,600.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				2,459,751.00			2,459,751.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	13,921,338.00	427,524.00	1,455,048.00	3,044,481.00	6,892.00	846,294.00	19,701,577.00

Finance Official Approval	Matthew E. Stanski, Chief Financial Officer	<i>[Signature]</i>	6/24/10	301-952-6099
Supt./Agency Head Approval	William R. Hlte, Jr., Superintendent of Schools	<i>[Signature]</i>	6/24/10	301-952-6009
MSDE Grant Manager Approval	Maria E. Lamb	<i>[Signature]</i>	7-1-10	410-767-0310

The General Education Provisions Act (GEPA), Section 427

As required on page 8, describe the steps proposed to ensure equitable access to, and equitable participation in the project by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

Response to Section 427 of the General Education Provisions Act (GEPA)

The Prince George's County Public School System will assure equitable access to and participation in all system and school level activities related to the Title I School Improvement – 1003(g) grant program. Attention will be given to barriers that can impede equitable access or participation on the basis of gender, race, national origin, disability or ethnicity.

The Board of Education, Prince George's County, and Maryland has policies of non-discrimination and equity. The policies comply with all Federal, State and civil rights laws, inclusive of those referencing the Individuals with Disabilities Act, the Rehabilitation Act, Title IX of the Education Amendment and the Civil Rights Act of 1964.

Strategies to ensure equal access and participation in Title I School Improvement – 1003(g) grant program will include:

- Using the school system's websites, newsletters, advisory groups and existing networks to disseminate information
- Translating materials and providing forms in other than a written format, if necessary
- Providing necessary accommodations for special needs individuals
- Reaching out to members of the school/business community and encouraging participation on advisory committees

There are no barriers that are delineated in Section 427 of GEPA, which will prevent equitable access to eligible teachers and administrators from participating in Title I School Improvement – 1003(g) grant program initiatives. The planning and development of all future efforts are based on this commitment to equal access and non-tolerance of discrimination for all staff and community members.

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

2009-2010 Title I Committee of Practitioners and Even Start Advisory Committee

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.

	6-24-10
Superintendent of Schools/Head of Grantee Agency	Date