| **School Name and Number: Chinquapin MS Tier: I**  **Intervention Model : RESTART MODEL** |
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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Student Profile Information | Enrollment declined by 301 students in the past two years; 31 fewer 6th graders enrolled in 2009 and 38 7th graders did not return for 8th grade in 2009. Mobility has stayed consistent and attendance has increased over the past two years. Expulsions decreased from 2007 to 2008 and remained consistent from 2008 to 2009 while suspensions spiked in 2008 and dropped to 128 in 2009. Attendance is trending in the right direction and must increase in order to ensure that students are present for classroom instruction. The time is ripe for new approaches to engage students in their learning and maximize their potential. | ~~Baltimore IT Academy will be a Career Preparation school with certification tracks in information technologies for middle and high school students. With the addition of the ninth grade, Baltimore IT Academy will offer a rigorous hands-on education in mathematics and information technologies targeting popular IT certifications for the high school program, 3 tracks will be offered: IT specialist, program developer, network and security; for middle school 8~~~~th~~ ~~students will be tested for ICDL – International Computer Driver’s License (office products, programming, excel, etc. which will attract students leading to an increase in the enrollment.~~ Baltimore IT will conduct informative sessions in ~~Spring 2011 and 2012~~ summer 2012 for the community regarding the school’s mission and vision.  In order to increase student enrollment, in the summer of 2012, Baltimore IT Academy will send out a newsletter to all current families and prospective students. In the newsletter, the school describes that IT track students learn through instruments such as Smart Boards, IPads and document readers and will actively interact with such top of the line hi-tech instruments on a daily basis. The school will also advertise their specialized topics of interest such as cyber security, software engineering and computer science as a way of increasing student enrollment. The school has already increased enrollment from the project number of 228 to 312 students. | Principal  Teachers and Assistant Principal | September 2012 | Enrollment Data |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Staff Profile | As this school makes plans for new hires, leadership must consider hiring teachers with varied years of experience in order to have a well rounded teaching staff. Teachers with less than 5 years experience should be provided assistance such as teacher mentoring and peer coaching. As efforts are made to improve school culture, City Schools expects staff attendance to increase. | | Baltimore IT Academy will provide students a unique opportunity to attend a career-oriented program that will prepare them for high paying jobs in the IT industry as well as for advanced degree programs in local colleges and universities, especially in the sciences and engineering. ~~For SY 2011-2012~~ For SY2012-2013, the school will develop a formal partnership with ~~Johns Hopkins University and Morgan State University~~ Towson University~~.~~ Thus, Baltimore IT Academy will hire the staff members accordingly with the mission and vision, considering the possibility of hiring the current staff members without any obligation within the limit of budget determined by the Per Pupil Amount provided by the city public schools. Baltimore IT Academy will hire a Principal, Assistant Principal, ~~a Staff Associate Educational Associate~~, and a ~~part time~~ full-time Business Manager, all with strong background in mathematics and information technology fields in accordance with the mission and vision of the school. ~~However, Baltimore seeks additional outside funding to hire another administrator who will be able to focus on Language Arts and Social Studies as well as to work on the integration of these courses with the IT theme.~~ Baltimore IT is working on hiring enthusiastic staff members with either a strong background in technology or who are willing to own and be part of building a technology oriented school culture.  Necessary training and professional development for the staff members will be provided mainly by the Principal as well as the other administrators. It is Baltimore IT’s plan to provide individualized professional development to the teachers via utilization of the administrators with a personalized plan and shared work load.  Baltimore IT Academy utilizes the DIGITS program and intends to contract the company for professional development in SY2012-2013. Additionally, the school will contract Pearson to provide professional development in the area of interactive science.  SY 2011-2012 BIT will contract with Washington Education Foundation for additional professional. | Principal, Assistant Principal, ~~Staff~~ ED Associate, Experienced Teachers, Consultants | Professional development and mentoring will begin in the summer 2010 and will continue throughout this year and following years (2011 & 2012) by administrators, experienced teachers, and out-of-school experts in the education field | Administrators and Mentors Logs  Professional Development Meeting Minutes  Individual Professional Development and Goal Reports | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Staff Profile (continued) |  | The ~~Staff~~ ~~ED Associate~~ principal will provide general support such as classroom management, academic support to classroom teachers ~~handling discipline cases~~, reaching out to the parents and the community, etc. to staff ~~One of the~~ The Assistant Principal~~s(or Educational Associate~~) will provide support to the Mathematics, Science, and Information Technology teachers for their professional growth, curriculum alignment, lesson planning, etc., ~~and one of the~~ ~~Assistant Principals (or~~ ~~Educational Associate~~ and will provide support to the Language Arts, Social Studies, and Fine Arts teachers.  The Principal will oversee all of the staff’s development as well as providing support to the administrative and special education team. ~~All of the experienced teachers will mentor the less experienced teachers which will lead them to be a successful administrator candidate for the future.~~ For SY 2011-2012 trained the IEP Team Associate (ITA) in Mentoring for New Teachers through a systemic mentoring training program, additional training is provided throughout the year to effectively mentor teachers. Teach for America Teachers will receive support from TFA and Johns Hopkins University.  All of the staff members will be asked to be a part of the development of the IT school culture which will help them build ownership for the school and perform high attendance rate. Baltimore IT is also planning to add additional days in the summer and hours throughout the school year for the professional development in addition to the days determined by the city public schools utilizing the funds from\ the school improvement grant. It will be crucial to have these additional days to form a new school culture with the new mission and vision for the best interest of the students. ~~For SY 2011 – 2012 BIT offered 7 weeks of PD for all teachers in class management, differentiated instruction, project-based learning, PBIS, Pearson Products, Common Core Curriculum, Rigor, Engagement and Intervention, and Technology, Literacy Skills, Assessment and Grading Policy, Involving Parents in Education, What is IEP Implementing Accommodations, etc.~~  Baltimore IT is working to build partners with the community to search for possible opportunities including professional development for the staff. Baltimore IT already had several meetings with Towson University e.g. to find out the possibility of staff taking courses at the school site to save their valuable time, of discount for the courses they would like to enroll, etc. | | Principal, Assistant Principal, ~~Staff Associate~~ Guidance Counselor  Johns Hopkins University  Teach For America  ~~Ms. White~~ (ITA Chair) | Beginning August 2010 | Individual Professional Development and Goal Reports  Administrators and Guidance Counselor of Baltimore IT will meet in early August to prepare a strategic plan for professional development of the entire faculty. |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Student Achievement | Overall student achievement has slowly increased over the past two years but Special Education students have decreased achievement in mathematics and reading over the past two years. The leadership must put in place a challenging, engaging curriculum that will improve student achievement, particularly for its subgroups. Efforts must be made to be sure that instruction is differentiated for special education students to ensure their progress. | Baltimore IT Academy has just received the list of the students eligible to enroll. Further data is needed to determine the students with special needs. As soon as Baltimore IT Academy has the necessary data, there will be a detailed analysis of the individual needs of the students, of the services provided in the past, of the test data for the students. Based on these analyses, necessary strategies will be developed to address the needs of the individual students. These strategies may be an immediate meeting for modification of the services, different after school activities, tutoring sessions, etc. based on the availability of the resources. Baltimore IT Academy is planning to use the funds from the grant to provide the opportunity to the students accessing the resources beyond the traditional school hours and days. The impact of the strategies will be measured at certain intervals e.g. each quarter to ensure the needs of the students are met for learning to occur. ED Program Coordinator and IEP Team Chair will complete their analysis of the folders. Administrators will follow the progress and a continuous two-way communication will be established for meeting the goal.  SY 2011-2012 BIT is working on introducing PRIDE students into the regular program – collecting data, suitable fit, educational needs, transitioning with support. | Principal, Assistant Principal, ~~Guidance Counselor~~, ED Pride Program Coordinator,  IEP Team Chair  ~~ED Associate,~~  Psychologist,  Universal Counseling Services | Analyses of data will be completed by Mid – September 2010 and each year by the same time  Modification of the services as needed, after school activities and tutoring session will continue throughout the school year. Please note that this is a long term continuing project and will not be just for 2010-2011 school year. | -IEP Goal Achievements  -MSA 2011, MSA 2012, MSA 2013 Scores |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Rigorous Curriculum  Rigorous Curriculum  (continued)  Rigorous Curriculum  (continued)  Rigorous Curriculum  (continued) | The curricula listed are researched based, however, the student achievement data indicate that the delivery of instruction is not providing students with the skills/knowledge necessary to increase the number of students earning proficient or advanced on the state assessment. Teachers require professional development to assist in improving the quality of instruction. Enrichment programs are necessary to make school interesting and engaging for students so that students want to come to school. | Baltimore IT Academy will focus on learning *with* technology as much as it focuses on learning *about* technology. Instructional techniques will utilize multimedia and multi sensorial education tools, relevant software, and other technologies to improve learning in all subject areas. ~~It is Baltimore IT Academy’s intent eventually to ensure all classrooms will have~~ all BIT classrooms have PCs, smart boards, and data projectors, document cameras in some classes and will utilize online resources related to the coursework to provide a rich scientific and technological environment with ongoing training for staff. ~~Initial plan is to provide each and~~ Every teacher and ~~instructional para~~ has a laptop computer that will provide them access to the online resources anywhere with internet access as well as to provide each and every classroom a projector that is compatible with the teacher’s laptops for the opportunity of various presentations to the students, and having Smart Boards at Mathematics and Science classrooms. Baltimore IT is also planning to have ~~two~~ three computer lab classrooms and one portable computer lab. With all the resources cited above, students will be exposed to a basic IT program based on the National Educational Technology Standards (NETS). Students will gain essential computer skills such as keyboarding and using Microsoft Office tools. During this stage, IT tools will be utilized not only to bring the students to their expected current grade level in reading and math, but also establish the foundation for more advanced IT topics. The National Educational Technology Standards (NETS), along with the ~~Maryland Voluntary State Curriculum~~ ~~(MVSC)~~ Maryland Common Core, will constitute the core of the academic program at the middle school level at Baltimore IT Academy. NETS are aligned with ~~MVSC~~ Common Core Standards. Essentially, ~~MVSC~~  Maryland Technology Literacy Standards for Students, teachers and administrators are the same as the following six standards defined by NETS:  **Creativity and Innovation**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:   1. Apply existing knowledge to generate new ideas, products, or processes; 2. Create original works as a means of personal or group expression; 3. Use models and simulations to explore complex systems and issues; and 4. Identify trends and forecast possibilities.   **Communication and Collaboration**: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:   1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media; 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats; 3. Develop cultural understanding and global awareness by engaging with learners of other cultures; and 4. Contribute to project teams to produce original works or solve problems.   Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. Students:   1. Plan strategies to guide inquiry; 2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media; 3. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks; and 4. Process data and report results.   **Critical Thinking, Problem Solving, and Decision Making**: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:   1. Identify and define authentic problems and significant questions for investigation, 2. Plan and manage activities to develop a solution or complete a project, 3. Collect and analyze data to identify solutions and/or make informed decisions, 4. Use multiple processes and diverse perspectives to explore alternative solutions.   **Digital Citizenship**: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:   1. Advocate and practice safe, legal, and responsible use of information and technology, 2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3. Demonstrate personal responsibility for lifelong learning, and 4. Exhibit leadership for digital citizenship.   **Technology Operations and Concepts**: Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:   1. Understand and use technology systems, 2. Select and use applications effectively and productively, 3. Troubleshoot systems and applications, and 4. Transfer current knowledge to learning of new technologies.   As mentioned earlier, additional Professional Development opportunities in the summer and throughout the school year as well as regular scheduled professional development days will be utilized by the Administrators to ensure each teacher has an individualized annual plan of their own which is aligned by the state standards. Subject teachers will first be trained to develop an aligned annual plan, introduced to different resources, and will be trained to develop daily lesson plans utilizing prior learning.  Professional development for the teachers on the best utilization of the technology tools cited will be provided ~~in August 2010 before the school starts.~~throughout the year~~.~~    A vast array of online resources will be introduced to the teachers to find the best ones to become a member and have access to. Teachers will be asked to share their prior experience and knowledge to increase their ownership and comfort level when using the proposed resources. | Principal, Assistant Principal, IT Teacher(s), IT Field Experts, Consultants | Although the staff will be introduced to the technology tools and resources in August 2010, a continuous support and training will be offered by internal and external experts in the IT field to enrich the curriculum via technology until:  -A strong high school IT Curriculum with the proposed tracks in the school’s application is established by 2012. | -Professional Development logs  Baltimore IT High School IT  Curriculum with optional tracks |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Instructional Program | Teachers require more intensive professional development to ensure quality delivery of instruction. Professional development to teach faculty how to use technology in the classroom as a vehicle to engage students in their learning. All teachers must use assessments frequently and analyze that data to inform their classroom instruction. Analyzing data will indicate what skills student have accomplished and what skills need to be re-taught/ reviewed. | At Baltimore IT Academy, teachers will be provided support by their administrative team continuously to ensure technology is utilized by all means throughout the instruction.  Baltimore IT Academy believes that the students should be offered a variety of courses along with after school and weekend activities. Thus, every student will have the opportunity to sit down in the Art, Physical Education, World Language, and Computer Class as well as core subjects Mathematics, Language Arts, Science, and Social Studies all year long. Besides, after school clubs such as Robotics, Web Page Design, Science Fair Projects, Macromedia Flash, BIT Times, BIT Year Book, Math Clubs, Coach Class, Mathletics, Puzzle Club, 3D Programming and Animation Club, Graphic Design, Engineering Club, Science, Club, Project Monsters, Fractal Geometry Math with Arts Puzzle, Green Projects, Handicraft, and Debate.  Applications and tutoring sessions after school and on the weekends will incorporate the use of technology at all times.  Professional development for the teachers and administrators on the best utilization of the instructional program will be provided ~~in August 2010 before the school starts.~~ Throughout the school year.  For ~~SY 2011-2012~~ SY2012-2013 BIT will offer afterschool and Saturday extended learning opportunities to provide additional intervention and enrichment for students. | Principal, Assistant Principal, IT Teacher(s), IT Field Experts, Consultants | All of the faculty members and administrators will be introduced to the instructional tools and resources in August 2010.  A continuous development will be followed up via the individualized professional development plans. | Professional Development logs |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Assessments | Teachers must be required to use formative, interim and summative assessments consistently so that they can set targets for student progress and know what skills need to be reviewed. Leadership must be sure that teachers know how to access benchmark data from the City Schools data systems and utilize it to set targets for student performance system is current. | The professional development for the teachers will include how to assess for learning with formative, interim and summative assessments consistently as well as how to use the data produced by the assessment results. ~~One of~~ The Assistant Principal~~s~~ ~~(or Educational Associates)~~ will be asked to act as the liaison to manage the City Schools data system and provide support to the entire teachers. ~~An Assessment Liaison~~ The Assistant Principal will attend the City School data system training.  ~~Students will be assessed even before the school year starts at Core Subject Areas by a test produced by the teachers as well as the district-produced formative benchmark tests at the beginning of the year.~~ At the beginning of the school year BIT will use data from previous MSA scores, informal assessments, and teacher observations to determine to performance level and appropriate placement. District timelines and guidelines will be followed by the support of the ~~assessment liaison~~ AP for the rest of the formative benchmarks assessments. State tests will be the final school wide assessment while students will be given curriculum-based comprehension tests at the end of each unit until the end of the school year and the data they yield will be used to inform effective and successful instruction. The principal, as the leader of curriculum and instruction, will provide the evaluative and supervisory authority necessary to support and enforce the effective use of data and the practices deemed appropriate by the school leadership team and the school’s operator. | Principal, Assistant Principal ~~Assessment Liaison~~  Core Subject Teachers | Initial training will be completed in August.  Continuous analysis of the data will occur throughout the school year with the lead of Assessment liaison. | -Professional Development logs  -Meeting minutes  -Assessment Liaison reports |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | School Culture and Climate | Chinquapin needs to implement programs that can enhance school climate and engage their school community. Students and Parents feel disengaged and this can be resolved with implementation of strategies designed to encourage student and community support. Ensuring that the PBIS and the Student Support Team (SST) are in place and utilized to support the school code of conduct. Enforcing the implementation of the code of conduct will improve the school culture. | Baltimore IT Academy school culture can be summarized as “a small and safe learning environment with high expectations and a passion for mathematics and information technologies”. Building a strong school culture at Baltimore IT Academy will be critical to the achievement of the school’s goals and objectives. While recruiting students, Baltimore IT Academy will communicate to potential students and their families *one by one* that a strong education is vital for a better and brighter future and that the school will be very rigorous yet fun at the same time. For ~~SY 2011-2012~~ SY2012-2013 BIT staff will implement home visits for ALL new 6th grade students. During the year BIT staff will conduct ongoing home visits for 7th and 8th.  Furthermore, Baltimore IT Academy will organize and coordinate quarterly parent-teacher meetings and individual home visits where parents and teachers get to know one another and discuss the students’ needs, concerns, and academic performance as well as to articulate its mission. These meetings will facilitate effective communication between the parents and the teachers and enhance the parent-school partnership significantly. Baltimore IT Academy will conduct comprehensive annual school climate surveys, both for parents and students, to gauge their satisfaction level and identify potential areas for improvement. Survey results will be assessed and evaluated by the Board and a plan of action will be developed to address any parent or student concerns. Survey results will also be posted on the school’s website.  School Reach will be implemented to receive rapid feedback and responses from parents for the purpose of gathering data to drive school programs and initiatives, planning parent meetings, and using resources wisely. | Baltimore IT Board, Administrators, Faculty |  | Professional Development Logs  Meeting Minutes  School Climate Surveys  Student Information System (SIS)  Home Visit Logs  Parent Conference Logs |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | | | **Documentation that can be used as evidence of Successful Completion** | | School Culture and Climate (continued) | |  | Baltimore IT Academy’s preventive discipline code ~~(PBIS)~~ can be summarized in the following three principles:   1. Promotion of good behavior: Students will be expected to:  * Respect their peers, parents, and teachers; * Attend school regularly and always be on time; * Do their schoolwork and homework neatly and completely; and * Practice positive behavior.  1. Demotion of negative behavior: If a student continues to make poor behavioral choices over an extended period of time, the student, teacher, parent, and principal will have a conference, resulting in the loss of privileges such as loosing monthly dress down rights. | Baltimore IT Board, Administrators, Faculty | | A school culture supporting the Baltimore IT’s mission and vision set forth by the Baltimore IT board will be formed via:   * The strategic plan from the administrators’ meeting in early August * The professional development with the extensive input of faculty members in late August | Student Information System (SIS)  Home Visit Logs  Parent Conference Logs | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | | | **Documentation that can be used as evidence of Successful Completion** | | School Culture and Climate (continued) | |  | 1. Strive for excellence: Each student is expected to be committed to excellence and aim for higher academic goals. In addition to neatly completing assignments and projects on time, they should be willing to undertake extra hands-on work in order to excel their skills in each subject area. Students completing the tasks for their current phase of study will be encouraged to pursue more advanced IT topics. Baltimore IT Academy will adhere to City Schools’ discipline policies and procedures and, to all laws and regulations governing student discipline and students with disabilities. All discipline rules and policies will be communicated in the form of a Student/Parent Handbook at the beginning of each school year. Besides, teachers will be able to form a set of school wide and classroom rules ~~PBIS Expectations Matrix~~ that are owned and expected at each and every classroom for consistency, at the professional development meetings when forming the school culture. 2. Baltimore IT Academy will provide an online ~~Student Information System (SIS)~~ Student Management System (SMS) to track student progress that provides real-time updates on students’ academics, attendance, and discipline status. With the help of ~~SIS~~SMS, Baltimore IT Academy faculty as well as parents will be able to track, analyze student progress, and address the individual needs of each student. 3. ~~BIT Team will establish a PBIS store and develop/implement a Reward System for good attendance to incentivize student students to manage their own behavior, support targeted attendance goals, and to reduce number of chronically absent and truant students.~~ |  | | End of year student, parent, and staff school climate surveys  Strategic Planning and Professional Development will be held in August. | Student Information System (SIS) will be established with Student Data. | | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | | | **Strategy to address:** | **Person(s) responsible:** | | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | | | Students, Family and Community Support | School leadership must follow through with improvement plans for students. The school must have meaningful Youth Development opportunities for leadership, service learning, and character development. They must develop partnerships with community agencies and organizations, to assist in offering programming to engage students in their learning. A plan to engage parents in the school community will assist in accomplishing the school achievement goals. | | An indispensable element of a school’s success is parental involvement. Baltimore IT Academy believes that when parents, communities, and the school work together, children succeed; and that when families take part in their children's education, children do better at school. For this reason, Baltimore IT Academy will organize an establishment of a ~~Parent Teacher Organization (PTO),~~ Parent Task Force (PTF) which will be a hub for information sharing, communication, and cooperation between the school and the parents. The ~~PTO~~PTF will facilitate strengthening the partnership between the school, parents, and the community, and expand the school’s connections with the communities it serves. School staff and other volunteers will also be involved in ~~PTO~~ PTF activities. The ~~PTO~~ PTF will encourage continuous participation from parents, affirming Baltimore IT Academy’s commitment to the significance of parental involvement in the school’s success. The ~~PTO~~ PTF will be a place where parents meet not only to share information with each other but also to organize efforts to make their children's school better. With the help of ~~PTO~~PTF, Baltimore IT Academy will coordinate parent volunteering efforts, including chaperoning fieldtrips, organizing book fairs, assisting with lunch, helping with afterschool programs and Saturday tutoring, and organizing  fundraising events.  Baltimore IT will conduct verbal and written surveys to initiate a ~~PTO~~ PTF. | | Principal, ~~Staff~~  ED Associate, Faculty,  PTF Chair | Activity Logs analysis at the end of each school year | | ~~Parent Teacher Organization~~ Parent Task Force Activity Log | | | **Data point (from Needs Analysis)** | | **School Needs Assessment** | | **Strategy to address:** | **Person(s) responsible:** | | **Estimated Date of Completion:** | | **Documentation that can be used as evidence of Successful Completion** | | | Professional Development | | Professional development must be provided weekly through grade level or team meetings and during collaborative planning. School-wide PD must be offered at least monthly. All professional development must be based on student learning needs and linked to school goals and aligned with state professional development standards. Teachers must be provided feedback on their instruction through frequent walk by’s and formal and informal observations. | | Baltimore IT Academy will focus on the following two topics for professional development during the summer and first year for teachers in the new school:   * Using data to build a culture of continuous learning; and * Rules, regulations, and discipline code.   Baltimore IT is committed to the professional growth of staff. Each staff member will develop a professional growth plan that will be facilitated by the Principal. Most staff development activities will be carried out by teams and will reflect the needs of teachers. Staff development activities that have been effective in fostering growth and benefiting students will be encouraged. In accordance to the School Calendar, Baltimore IT Academy faculty will have a minimum of 10 PD days throughout the year. Prior to the beginning of the school year, Baltimore IT Academy will make available an additional five-day professional development program where teachers will be able to identify strategies to improve classroom management skills, prepare and align annual and daily lesson plans for the school year, discuss the culture for the new initiative, etc.  ~~For SY 2011 – 2012 BIT offered 7 weeks of PD for all teachers in class management, differentiated instruction, project-based learning, PBIS, Pearson Products, Common Core Curriculum, Rigor, Engagement and Intervention, and Technology, Literacy Skills, Assessment and Grading Policy, Involving Parents in Education, What is IEP Implementing Accommodations, etc.~~  Teachers will also be given the opportunity to attend seminars and workshops given by educational experts to improve their teaching methodologies based on the need and as the budget permits. ~~Baltimore IT Academy initiated a partnership in many fields with Towson University art integration and brain-based research/brain-targeted teaching and planning to offer its staff members’ professional development opportunities through this partnership as well.~~ | Principal, Assistant Principal, ~~Staff~~ ED Associate, IT Field Experts, Consultants | | An initial Professional Development in August 2010  June 2011  Continuous development throughout the school year, reviewed quarterly by the administrators. | | Professional Development Logs  Meeting minutes | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Organizational Structure and Resources | Collaborative planning time is not being used effectively to improve instruction for students. Faculty requires PD to maximize this collaborative planning time; this training must include learning how to analyze assessment data and adjust instruction accordingly. Increasing learning time for students through after school programming and one on one tutoring will increase student achievement. Leadership must utilize funding in alignment with academic goals for students and improving school climate. | Baltimore IT Academy has a ~~five~~ nine-member Board of Directors who have a variety of backgrounds related to education. The new Board Bylaws enables us to have no less than 5 and no more than 15 board members. Board members will meet every first Thursday of the month.  Once in operation, Baltimore IT Academy will recruit ~~two~~ additional Board members such as ~~the Principal of the school and one Baltimore IT parent.~~  Parents, community members, business professionals. This will give an opportunity for ~~school staff and~~ parents, community members and business professionals ~~to~~ actively participate in the school’s governance as well as have their voices heard at the Board level. Selection of new Board members will be made in a fair, consistent, and nondiscriminatory manner consistent with the standards of excellence defined by the Maryland Association of Nonprofit Organizations. The Board of Directors ~~is in the process of forming~~ has formed a new staffing model with the individuals who has strong background in their fields as well as in mathematics and technology. The qualifications, roles, and responsibilities of the individuals are set with clear expectations and accountability.  The Principal and the Assistant Principal~~s~~ (~~or Educational Associates)~~ will provide leadership by ensuring that staff members are aware of expectations, making effective team teaching a part of the evaluation process, providing support, and conducting casual and formal classroom observations.  In addition to extending the board with more members, Baltimore IT will revise the five-year financial plans after the initial fiscal data is made public. | Baltimore IT Board, Principal, Administrators | By September 2011 | -Board Meeting Logs  Financial Reports |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Comprehensive and Effective Planning | The school improvement plan must reflect the goals of student achievement and align resources with these priorities. It is important that the school include parents and community members in formulating the plan so that they have maximum support as they begin SY 2010. | A ~~school improvement plan~~ School Performance Plan will be formed with all the stakeholders after the completion of the first school year.  Determine the necessary stakeholders and provide leadership and training. | Principal | September 2011 | School Improvement Plan |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | | Effective Leadership | Leadership must ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must receive feedback on their instructional practices, and mentoring on how to improve it. Professional development must be provided for faculty to ensure effective instruction – topics such as collaborative planning, assessment data analysis, technology in the classroom, etc. Resources must be aligned with school goals, and parent and community engagement is instrumental in implementing an effective school improvement plan. Recruiting faculty with proven teaching effectiveness and providing professional development will facilitate retaining competent staff. | The Principal will provide instructional and operational leadership, with the assistance of the Assistant Principal~~s~~ ~~(or Educational Associates)~~ and the ~~Staff Associate~~ and will chair a leadership team that will consist of the cited members. Other members of the school community will be called upon to participate in leadership discussions, as needed. The Leadership Team will meet ~~not less than once each month~~ weekly, part of every meeting will involve the review of assessment data and the use of the data to inform instruction, and will direct the school program.  The Leadership Team will be responsible for the collection, analysis, and dissemination of data in a form that will be useful to the other faculty members. This team will provide leadership by ensuring that staff members are aware of expectations, making effective use of assessment data a part of the evaluation process, providing support, and conducting casual and formal classroom  observations. | Principal, AP, ED | September 2011  Leadership will conduct its first meeting in early August to plan for professional development for the faculty. | | Monthly Leadership Team Meeting logs and meeting minutes | | |

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