| **Name of School: Booker T. Washington MS** | **Tier: I** |
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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)** |
| 1Replace 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 | Needs Assessment #2 – A new principal and new teaching staff will lead Booker T. Washington into a new era. A rigorous principal selection process has been designed and implemented to ensure we attract and retain “qualified and effective school leaders with a 3 year proven track record in turning around low performing schools yielding double digit results.” A thorough screening process to secure a body of evidence to support the turnaround leader track record. In part, the turnaround leader must exemplify characteristics of a distinguished principal that will ensure our students’ academic success. The Office of Human Capital (OHC) and the Office of the Chief Academic Officer will assist the newly selected principal with development of staffing model and the budgeting process as needed and in accordance with established guidelines.SY 2010-2011The Office of Teaching and Learning has a New Teacher Support Coordinator whose primary responsibility is to provide support for new teachers.~~The first layer of support is a mentor for each teacher who does not have tenure. This mentor will be an experienced teacher at the school who will meet at least once a week to provide school-based support for teachers. The mentor will meet with the New Teacher Support Coordinator at least quarterly in order to increase coaching skills.~~ For SY 2011-2012The Office of Teaching and Learning will provide academic support through academic liaisons as requested, as need whose primary responsibility is to provide support for new teachers.For SY 2012-2013 the Network 16 Team will provide academic support for teachers as requested. | April, 2010SY 2011-2012 | Office of Human Capital, Office of the Chief Academic Officer  |
| 2 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students(A) Screen all existing staff and rehire no more than 50 percent; and(B) Select new staff | Needs Assessment #12 - School leaders will ~~utilize the integrated BCPS instructional rubric and~~ PBES process to monitor teacher effectiveness and process~~. be required to do daily classroom visits to all classrooms to monitor daily instruction and will log the class visits and teacher feedback about the instruction. Harvard’s Richard Elmore model of Instructional Rounds will be used to support teachers.~~~~For SY 2011-2012 Teach for America will provided part-time instructional leaders to support the 16 core members including the 12 new first year teachers and 4 second year teachers. This person will also provide targeted support for the instructional program and learning community. Our school-level teacher mentor will an experienced teacher at the school who will meet at least once a week with non-TFA cohort teachers. This individual will also coordinator UTC, TFA, and BCTR supports to ensure cohesion and fidelity.\~~For SY2012-2013, support will be provided by Teach For America to support resident teachers. Additionally, instructional leaders will conduct formal and informal observations to monitor instruction and provide feedback to teachers.The ~~leadership team~~principal from Booker T with central office leaders will spend the week of July 5 at Harvard’s Leadership Institute to develop strategies to monitor and provide feedback to teachers to improve daily instruction to increases student achievement(2010 and 2011 only). ~~At the end of the institute, a written plan will be developed.~~ ~~This plan~~The School Performance Plan (SPP) will be monitored by the Executive Director of Secondary Schools for implementation and accountability. The CAO who will support the school leadership team by providing additional professional development and support throughout the year to increase their effectiveness in ~~doing the “Instructional Rounds.”~~providing instructional feedback to teachers.~~The CAO’s leadership team will participate in an“Instructional Round” at least once a month.~~OHC will provide school leadership with early opportunity to review and contact all veteran teachers who have indicated an interest in seeking a new school assignment through the voluntary transfer process or are specifically being considered for a turnaround school.OHC will assist school leadership in accessing new teacher candidates in shortage subject areas who are certified and highly qualified. | April, 2010, ongoing 2011-2012 | Office of Human Capital, Executive Director of Secondary Schools, Office of the Chief Academic Officer  |
| 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 | Needs Assessment # 2 - Turnaround school teachers will have ~~access to~~opportunity forinnovative compensation options that could result in up to $7000 of additional compensation above their salaries depending on the school’s reform package and student achievement outcomes. These financial incentives may come in the form of a salary increase for extended instructional hours, compensation for professional development during the summer, or performance bonuses earned by improving student achievement school-wide. Targets for student growth and achievement will be set for the school each school year. Teachers and school staff will be eligible to share in performance bonuses made available to each school when the school’s targets are met. The school will potentially get $500 per student plus 10% for performance bonuses and will work in collaboration with Office of Human Capital to distribute funds to employees. (All incentives are contingent upon availability of funding)~~To support increased staff retention, in particular teacher retention and satisfaction, turnaround school teachers will have access to innovative compensation options that could result in up to $7,000 of additional compensation above their salaries depending on the school’s reform package and student achievement outcomes. These financial incentives may come in the form of a salary increase for extended instructional hours, compensation for professional development during the summer, or performance bonuses earned by improving student achievement school-wide.~~(This is duplicate paragraph)Teachers will be afforded two weeks of planning time during the summer in the first year. In subsequent years, schools may choose to continue summer planning activities. Teachersand staff will be compensated for participation in planning time during the summer.  | April, 2010June 2012 | Office of Human Capital |
| 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. | Needs Assessment #9 – The school will increase ~~after-school~~job-embedded professional development and/or collaborative planning.To prepare for the opening of school, ongoing professional development on the Common Core Standards, the instructional Academic Priorities(Rigor, Intervention, and Engagement) as well as providing scale to the instructional quality will commence.~~School leaders will be required to do daily classroom visits to all classrooms to monitor daily instruction and will log the class visits and teacher feedback about the instruction. Harvard’s Richard Elmore model of Instructional Rounds will be used to support teachers. The part of the leadership team from Booker T. Washington along with central office leaders will spend the week of July 5 at Harvard’s Leadership Institute on Closing the Achievement Gap to develop strategies to monitor and provide feedback to teachers to improve daily instruction to increases student achievement. At the end of the institute, a written plan will be developed to map out the year long professional development opportunities.~~For SY 2011-2012 & 2012-2013 school leaders will utilize ~~the integrated Baltimore City instructional rubric with~~ the PBES process to monitor and assess teacher effectiveness. ~~This plan~~The SPP will be monitored by the Executive Director of Secondary Schools and the Director of Turnaround Initiatives for implementation and accountability. The CAO who will support the school leadership team by providing additional professional development through the monthly CAO’s Leadership Academy and support throughout the year to increase their effectiveness in~~doing the “Instructional Rounds.”~~providing instructional feedback to teachers. ~~The CAO’s leadership team will participate in an “Instructional Round” at least once a month.~~  The Central Support Team will participate in monthly SIG walks. During the summer of 2010 the school received an overview of the~~will begin to frame their work with the~~ Skillful Teacher practices outlined by Jon Saphier in his Research for Better Teaching (RBT) work.  ~~Leadership paid for professional development for 7 leaders to receive in-depth training and certification. Books and materials have been purchased. Training should be schedule for summer 2012~~.~~The staff will work with a consultant from RBT who will introduce the framework during the August training and continue the work throughout the school year.  The RBT consultant will provide insight around implementation as the year progresses.~~  Also, during the course of the2010-2011 school year New Leaders for New Schools will work to support the specific development of the leadership team. Their work with the team will begin with a diagnostic of school team operations and then move into the work of supporting the team to move student achievement. | July 2010, Ongoing | Office of Human Capital and Office of the Chief Academic Officer, Executive Director of Secondary Schools, Director of Turnaround Schools |
| 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. | Needs Assessment #12 - The school will report all activities to the Director of Turnarounds. This individual will work closely with the school-based leadership team to support and evaluate the implementation of the turnaround model. The Director will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. | July 2010-2013 | Sonja BrookinsSantelises, ~~Laura Weeldreyer,~~ Director ~~of School Turnaround TBD~~of Turnaround Schools – ~~Beth Nolan~~Kim Ferguson |
| 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 | Needs Assessment # 3, 6 City Schools has created a city curriculum that is aligned vertically and matches the State academic standards. ~~Individual content and unit tests have been aligned with the curriculum. Data from these assessments are scanned into a database management system to identify individual student needs. This phase of this system will be available to all teachers on August 23, 2010. This system replaces our current OARS system which houses the benchmark results~~. School Net(Data Link), a data warehouse and testing system, has been purchased for all City Schools. The first phase of this system will be available to all teachers on August 23, 2010. This system replaces our current OARS system which houses the benchmark results. School Net(Data Link) will also connect all the silos in City Schools that hold data (from attendance, to enrollment, to MSA and HSA data) ~~This system is not merely a system to collect benchmark data but teachers will be able to create tests using an ETS item bank that is aligned to the Maryland State Standards and this data will be collected and compared with other data. But the amazing part of this system, when a teacher analyses the data and determines that a student needs a particular skill or concept, School Net(Data Link) will also be connected to resources for the student and teacher that will help the teacher remediate the skills. (This is during phase 2).~~ For SY 2011-2012 BTW will hire a Technology Teacher to provide exposure and instruction to our students that aligns to Common Core Standards.  | June 2010-2013 | Sonja BrookinsSantelises, Director of ~~School~~ Turnaround Schools ~~Beth Nolan~~Kim Ferguson~~Matt Van Itallie,~~Achievement and Accountability |
| 7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students | Needs Assessment # 3,6 - School based staff will use City Schools ~~quarterly~~ benchmark assessments~~and RISE~~ that are aligned to the Maryland State Curriculum, to inform their work. The benchmarks will serve as formative assessments for how to move forward within ~~HSA~~MSAtested areas. ~~Under the director of the Chief Academic Officer, the executive directors for Teaching and Learning and Student Support Networks~~The Network 16 team will meet with school based leadership staff to monitor progress of students in reading and math. Based on this need analysis, the corresponding offices will provide support to school leadership and to the teachers to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills. (This is during phase 2.) In SY2011-2012, BTW will partner with UTC who will provide 5 teacher interns that will be able to help support the work both with interventions as well as support in the special education classrooms as they will be dually certified.  | July 2010-2013 | School –Based Administrators~~TBDDr. EunaMcGruder~~Debbie Thomas, Director of TurnaroundSchools~~Beth Nolan~~,Kim FergusonLinda Eberhart, Executive Director of Teaching and LearningSonja Brookins-Santelises, Chief Academic Officer |
| 8 Establish schedules and implement strategies that provide increased learning time  | Needs Assessments #5- The school day will be extended for an additional ~~90~~ 60 minutes on Mondays, Tuesdays, Wednesdays, and Thursdays ~~day for alltargeted~~ for all students. The school day will start at ~~8 a.m~~2:~~457:45 am~~ 8:15am and end ~~at23:35p.m~~. 4:05pm Monday through Thursday and start at 8:15am and end at 3:05pm on Fridays. ~~which is the normal day by the union contractwith a hour extension for targeted students on the extended days.~~ Teachers will ~~beremunerated~~receive a ~~stipend~~ salary enhancement commensurate with their current scale~~to support their time inextended day.During the extended school day block students will have the opportunity to engage in additional art classes as well as remediation if necessary~~. The extended school day will be used to increase instructional time to offer an arts course for each student every day without sacrificing other programmatic components. Teachers will utilize designated days for job-embedded professional development and collaborative planning. ~~FourThree~~Art Teachers will be funded through ~~general fair student funding~~school improvement grant dollars ~~and four~~and a foreign language teacher will be funded through School improvement grant dollars to ensure the implementation of a rich art curriculum ~~during the block and~~ throughout the school day.~~An intervention or enrichment period is planned for all students each day. The KIPP model will be used that begins the day with an intervention/enrichment period where all teachers will be assigned a small group of students to support additional reading and math instruction. Students’ needs are assessed on a weekly basis during a focused discussion at the grade level team collaborative planning time. A data matrix that is completed during the planning time will be used to track the skills that students need to master during the intervention period.~~SY 2011-2012 literacy intervention framework is provided for all students in Social Studies classes. Targeted math intervention will be provided for all grade levels. Each student will receive a regular literacy and math class for ~~60~~70 minutes each day that addresses grade level needs in these areas.~~In addition to the regular literacy class sixth grade students will also receive an interdisciplinary class of Reading through Theatre daily. This class will apply literacy skills through an art integration approach by interpreting the text through theatre.~~ City Schools general funds$250,000) will be used to install a black box theatre so that students will have the most up-to-date facilities.~~fortheir theater this class. During the summer of 2010, Booker T. Washington teachers will work cooperatively to develop the curriculum and assessment for this course. This curriculum and the $5,000 stipends will be paid by The Office of Teaching and Learning, and it will be reviewed to ensure that it is aligned to Maryland State Standards.~~~~Additional time will be provided to students who are basic in math during Saturday School classes for 3 hours twice a month from September through May. This funding for year one will be supported by the Title 1 ARRA Comprehensive Extended Learning Grant. This will provide an additional 60 hours of instruction throughout the year. In additional to the highly qualified math teachers from Booker T Washington additional tutors will be provided by Morgan State.~~ | July 2010-2013 | School –Based Administrators~~TBDDr. EunaMcGruder~~Debbie Thomas, Director of TurnaroundSchools~~Beth Nolan~~Kim FergusonLinda Eberhart, Executive Director of Teaching and LearningSonja Brookins-Santelises, Chief Academic Officer |
| 9 Provide appropriate social-emotional and community-oriented services and supports for students | Needs Assessment #7, 8 - Additional personnel will be hired to provide a safe environment for all students. ~~A community outreach liaison will be funded through the SIG grant. This person will be support centrally by the Office of Communications and Family Partnerships. The role of the outreach liaison will be to work with and support families to create a safe climate at Booker T. Washington.~~~~A behavioral specialist~~ An Ed Associate will also be hired through ~~general~~SIG funding to support culture and climate. This person will work with students who need to find alternative methods to resolve conflict. ~~The behavioral specialist will provide students training to become Peer Conflict mediators.~~ The City Schools Network ~~11~~16Student Support member will work with the staff ~~each week~~ to implement strategies to continue to improve the climate of the school and lower the suspension rate. The suspension rate will be tracked on at least a monthly basis by the Network 16 Team ~~the Executive Director of the Office of Student Support~~. Monthly feedback will be given to the school leadership team about their progress in this area as well as suggestions to continue to decrease the rate.~~There will be three hall monitors who will be strategically assigned in the building to support the movement of students during class period changes and when students are in classes.~~~~The University of Maryland at Baltimore will set up a clinic at the school that will include mental health services, dental services, and entire wrap around services that will be needed for a Community School. These services will be available to students during the day but also to the families and community during the evening and on the weekend.~~ ~~The dean of the School of Social Work at UMAB is coordinating this project through the Office of Families and Partnerships in City Schools. It will be modeled after the successful Harlem Children Zone in NYC. These services will be provided free. City Schools just has to provide the space at the school as well access for these services in the evening and on the weekends.~~All staff will be trained in PBIS ~~during the two week August school-based summer professional development session.~~ During this time teachers will also develop common standards and procedures that will be implemented for the 2010-2011, 2011-2012 school year. The Office of Student Support will provide this training and support.Staff will train on the PBIS, and leadership will ensure the effective implementation by supporting teachers and making available rewards for the students – a store, field trips, etc. ~~The Family School Council’s subcommittee on parent involvement will establish and implement a strategic plan to ensure communication to families which will include Back to School nights, a regular communication system, bulletin boards in the school, etc.~~ Leadership will be reaching out to the community, particularly the arts community, to create youth leadership opportunities for students. | July 2010-2013, ongoing | School-Based Administrator~~Dr. EunaMcGruder~~Debbie Thomas~~Jonathan Brice~~, ~~Executive Director of Student Support Services~~Network 16 TeamMichael Sarbanes, Executive Director – Partnerships,Communications, & CommunityEngagement |