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| **School Name and Number: Calverton Elementary/Middle Tier: I**  **Intervention Model : RESTART MODEL** |
| The following represents the Operator’s implementation of the Restart 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** | | --- | --- | --- | --- | --- | --- | | Student Profile | Enrollment: 2009 – 720; 2008 – 811; 2007 – 677. | ~~All students in Calverton will be returning to the school. Any students~~ Students who have significant attendance concerns and who do not meet adequate attendance rates will be placed on an intervention plan, such as: regularly scheduled home visits, phone calls to parents, and/or coordination with social service agencies. ~~Over the summer, the operator will work with City School Student Support Division to get the names of students that are at risk (chronic absenteeism, course failure, behavior concerns) and plan interventions for these students when the school year begins.~~ | Teachers, Principal, City Schools Network DSS Lead | Ongoing  2011-2012  2012-2013 | Communication logs; ~~Teacher~~two-way communication documents; ~~Progress reports~~  Attendance Exception Report | | Staff Profile | More than 50% of the teaching staff has less than 5 years experience, and instructional leadership is new in the last two years. This requires a significant investment in professional development, especially in the first year of the grant. | The Operator intends to “Zero-base staff” and also conduct classroom visits and personal interviews with all members of instructional staff in the building. The Operator will engage in partnership with the Urban Teacher Center to create a pipeline of student teachers who will be prepared to fill vacancies in the Fall of 2011. At least 33% of the instructional staff in the school will not be renewed. Support for teachers with less than 5 years teaching experience will be as follows: demonstration lessons, coaching provided by ISTs and subject area supervisors, and learning walk feedback forms and conversations.  SY 2011-2012 the Operator utilized dually-certified teachers from Urban Teacher Center to recruit and replace non-returning teachers. Teachers from the UTC supported Calverton in the previous year as resident teachers. All teachers receive training in Performance –based Evaluation System (PBES) under district guidance. | Michael Cordell, CAO; Christopher Maher, Deputy CAO; Katherine Reed, Operations Specialist; Daniel Byerly, Subject Area Supervisor;~~Ayanna Kelley, Subject Area Supervisor~~; James Waller, Academic Operations; ~~Tovah Koplow, Lead Coach, Monique Adams, Elemen-tary Specialist~~  Friendship Academic Team; Principal; School based academic team | 7/1/2010; 9/1/2010  2011-2012 | Contract with the Urban Teacher Center , Staffing Roster, Teacher Observation, Lesson Plans | | **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 | The school is far from AYP in most tested subject areas, although some improvement was demonstrated in the last available year of data. Middle school grades are significantly farther from AYP than elementary school grades. | All of the strategies listed on this spreadsheet are targeted towards improving student achievement. The Operator will utilize curriculum aligned with state standards and City Schools curricula maps. The operator is using curricula that they have used successfully in other schools that they manage. Specific state testing targets will be established in the MOU with Baltimore City Schools. | All Friendship and Calverton teams listed in the areas of instruction.  Friendship Academic Team; Principal; School based academic team | 8/1/2010  6/2012  2012-2013 | Lesson Plans, Benchmark Assessments, Maryland School Assessment | | Rigorous Curriculum | The curricula are in compliance with state standards, however the school data indicates that there may be ineffective implementation of the curriculum. | The Understanding By Design framework will be used with quality materials to include working with NSF ~~approved~~ STEM ~~curriculum~~. Essential questions and themes frame unit plans and push students to solve tough problems.  Staff report that the teachers base their classroom instruction on curriculum mapping that is largely aligned with state standards and the implementation of Common Core Standards across grade levels.   * Core English/Reading program - Open Court (elem.); Language of Literature (McDougal Littell). * Core Mathematic and algebra programs - Scotts Foresman (elem.); * City Schools curriculum (Math Works) & Glencoe McGraw. * Compass Learning (Reading & Math Intervention Program) | ~~Dan Byerly, Director of Curriculum Ayanna Kelley, Cherice Greene, Subject Area Supervisors. Marc Siciliano, STEM consultant.~~  Friendship Academic Team; Principal; School based academic team | 8/27/2010  6/2012  2012-2013 | Lesson Plans, Benchmark Assessments, Maryland School Assessment |  | **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  (continued) |  | * Curriculum Intervention Programs - books used have intervention and enrichment incorporated in the program; reading-Wilson Reading, Bridges to Literature, math- CMP, Connected Math and Math Connect. * Enrichment Programs - books used have intervention and enrichment incorporated in the program. |  |  |  | | Instructional Program | Some teachers differentiate instruction based on class data. However, it is evident that this is not a practice used by all teachers. Assessments are used at the beginning of instructional units and at the end. The link between assessment data and adjustment of classroom instruction is not a pervasive school wide practice. | The following strategies will be utilized to support the instructional program: Inquiry based approach for sciences; Gradual release model I Do, We Do, You Do) used for humanities courses; Focus on balanced literacy and numeracy approach that includes readers and writers workshop across the curriculum. In particular, the elementary grades (Pre-Kindergarten – Second Grade) will focus on using centers to meet needs of diverse learners.  These approaches were chosen for this population as the Operator has proven results-based success with these methods in their other schools. | Chris Maher, Deputy CAO; Michael Cordell, CAO; Domari Dickinson, Instructional Performance Coach; ~~Katherine Harris, Instructional Performance Coach~~  Friendship Academic Team; Principal; School based academic team | 8/27/2010  6/2012  2012-2013 | The Friendship Instructional Model (DICE), with accompanying documents (teacher checklist, teacher feedback form, ~~performance design review~~ school-wide data tracker) will be completed. These will be used throughout the year to provide and informal feedback to teachers. |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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** | | Assessments | Teachers must be capable of accessing the district systems to pull their benchmark data and use software to analyze the data. It is not apparent that a coordinated school wide effort ensures all teachers are using formative, interim and summative assessments to inform their teaching. Increased professional development must be provided to teachers to facilitate this. | The Operator will employ a balanced assessment system that looks at formative interim assessments on a ~~4 week~~ cycle aligned to district created benchmark assessments back mapped from the state assessment. Teachers will meet biweekly to analyze data in collaborative planning meetings. Teachers will discuss student mastery of skills and redirect teaching accordingly.  Daily exit slips will provide teachers with timely data information on student learning in order to immediately direct lesson planning. Teachers will also give mid unit tests and weekly quizzes to provide them with information on student learning and the effectiveness of their teaching. Parents will receive ~~student performance data every 2 weeks~~ progress reports through a paper report sent home with the student.  The school will also host Data Nights so they can discuss with teachers their student’s performance and understand what the data means in terms of their student’s learning. The operator will host these meetings in all their schools and will train the school leadership on how to conduct these meetings.  ~~Universal~~ Understanding by Design will utilize technology in the classrooms with Promethean Boards and the SMART Lab. Teachers will receive training this summer on how to use the technology in the classroom. The operator encourages their teachers to use the technology to accommodate the various learning styles of the students. Calverton is aligning as a STEM school and will use the technology to introduce students to STEM careers such as engineering and robotics.  Individualized Learning Plans will be created for all students to identify standards for each student to address academic gaps to determine the needs for re-teaching and reassessing these plans will be updated quarterly. | Chris Maher, Deputy CAO; Shayla Cornick, Assessment Specialist; Dan Byerly, Subject Area Supervisor, Ayanna Kelley, Subject Area Supervisor  Susan Wheeler, Coordinator of Data Assessments  Friendship Academic Team; Principal; School based academic team | 8/27/2010 6/2012  quarterly and mid-unit assessments on an ongoing basis  2012-2013 | A Data Cycle will be established. Common mid-unit assessments will be developed. Benchmark assessments across subject areas will be utilized. Other evidence will include lesson plans, teacher made assessments, SANE. |   **School Name and Number: Calverton Elementary/Middle Tier: I**  **Intervention Model : RESTART MODEL**   | **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 | A coordinated effort involving the community would be beneficial to students. Classroom management strategies across grade levels are inconsistent. PBIS is not fully integrated. There is no common language in place to encourage high expectations and limited positive teacher student interaction. Students at-risk (over age, low achievement, truancy, behavior) must be identified over the summer and plans should be put in place to address these students’ needs. A school wide safety plan must be implemented to improve school climate. | School-wide culture plans created with Lee Canter focused on PBIS when possible and directly connected to the school SST. ~~Friendship will engage with community partners specializing in conflict resolution and gang prevention.~~ The operator has successfully implemented ~~these~~  an integrated approach to both internal and external behavior management and conflict resolution strategies and gang prevention actions. ~~systems in their other schools~~. Students who are at risk and students with IEPs will be identified during the summer and the Director of Guidance and the Director for Special Education will monitor the delivery of services to these students.  ~~Friendship will engage with community partners specializing in conflict resolution and gang prevention~~  Culture and climate support specifically focused on male students, fathers and families. Concentrating primarily on mentoring, community outreach activities and workshops for parents and fathers. Position requires that initial contact and on-going communication with students and fathers is established, regular activities are organized and maintained, to include conflict resolution and provide on-going support and resources to the male students and fathers. | Chris Maher, Deputy CAO;  Calverton Administrators;  Friendship Academic Team; Principal; School based academic team | 8/27/10  6/2012  2012-2013 | School Behavior Management Plan will be written.  Positive Behavior Incentive System (PBIS) and Hierarchy of Consequences will be posted and utilized in every classroom. |  | **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** | | --- | --- | --- | --- | --- | --- | | Student, Family, Community Support | The school has a base level of parent participation but this needs to be further expanded in order to ensure parental support of the school’s code of conduct and all efforts to increase student achievement. | A part-time ~~Community Engagement Director~~ Parent Liaison will conduct monthly parent and community meetings. ~~A part-time Community Engagement Director will conduct monthly parent and community meetings.~~ There will be monthly parent nights. The goal is to have at least 200 students/parents/guardians attend parent engagement activities throughout the year. The Student Support Team will monitor individual behavior plans for quality and fidelity of implementation.  The Operator’s Director for Guidance and the Director of Special Education will review these plans over the summer to set a baseline and prepare for the new school year. For SY 2011-2012 the school-based leadership team will continue to utilize the SST model with support for district Special Education and Guidance Department. | ~~Jerry Haley, Community Engagement Director; Ray Cook, Community-based consultant~~  Parent Liaison; Principal, SST | 6/30/2010  6/2012  2012-2013 | SANE, ~~Community Engagement Director Position Description~~ Climate Survey, | | Professional Development | Professional development must provide teachers with instructional methods, technology utilization in the classroom and for data analysis, and behavior management. | The Operator will provide three weeks (1 week supported by Fair Student Funding) of PD in summer 2010 to all teachers on the use of data, high-impact instructional practices, creating a college-going culture, and a classroom environment conducive to learning. For SY 2011-2012 the Operator offered an additional 4 days of summer PD prior to the 1 week district sponsored summer PD. Weekly PD will continue for SY 2012-2013.  This professional development will lay the foundation for classroom expectations. Administrators will be trained on how to look for these practices throughout the year, and informal teacher feedback forms will be designed for use throughout the year. The forms will be returned to the teacher ~~within one week of~~ after the formal observation and during a sit down discussion. | Michael Cordell, CAO; ~~Christopher Maher, Deputy CAO;~~ Domari Dickinson, Instructional Performance Coach; ~~Tovah Koplow, Lead Coach;~~ Katherine Reed, Operations Specialist; ~~Katherine Harris, Instructional Performance Coach;~~  Friendship Academic Team; Principal; School based academic team | 8/27/2010  6/2012; ongoing  2012-2013 | SANE, Teacher Survey  Evidence of the implementation of the content of these professional development sessions will be available on practices in teacher classrooms throughout the year. |   **School Name and Number: Calverton Elementary/Middle Tier: I**  **Intervention Model : RESTART MODEL**   | **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** | | --- | --- | --- | --- | --- | --- | | Organizational Structure and Resources | The school budget is not aligned to the instructional needs of students and the programmatic goals of the school which are to increase student achievement, attendance, and school safety. The school leadership team must address professional development. The school budget must be aligned to programs that will facilitate the accomplishment of the school’s goals. | ~~The school budget will reflect~~ collaborative planning time and data talks for teachers, staff and structures for the new behavior management model, and incentives and programs to increase student attendance and engagement. Collaborative planning meetings will be held by grade level and vertically by content area. Teachers will be trained in the operator’s scripted model for collaborative planning meetings. Teachers will use data (benchmark, tests, quizzes, and exit tickets) to discuss student skill development and what classroom strategies are needed to re-teach skills that students are not learning. Students will have increased learning time for literacy as during social studies, teachers will be using Writers Workshop to improve students’ literacy. ~~Plans are in process for an extended learning day and~~  Enrichment after school ~~and/or Saturday School); the operators are waiting for approval of funding for these programs~~ programs will be provided by interested school staff and additional staff will be brought in if needed. Extended learning occurs in the after school enrichment program for students. | ~~Chris Maher, Deputy CAO;~~  Friendship Academic Team; Principal; School based academic team | 8/30/10  6/2012, ongoing  2012-2013 | School Budget, SANE, Master Schedule |  | **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** | | --- | --- | --- | --- | --- | --- | | Comprehensive and Effective Planning | There is no evidence that school performance is managed in a strategic way. For example, although the schools utilize data, it is not clear that such data analysis influences continuous improvement towards increasing student achievement, attendance, and school safety. Moreover, each component of the school plan is implemented in an isolated manner and better coordination of school improvement implementation and monitoring should take place. The restart school must establish a strategic plan that includes evaluation of the strategies, and re-strategizing to ensure attainment of the goals - increasing student achievement, attendance, and school safety. | A ~~Year 1~~ strategic plan that is aligned with district needs assessments and resources will be created with input from the operator, Baltimore City Schools, and Calverton leadership; this will support the ~~School Improvement Plan~~ School Performance Plan. The Family School Council will be a part of the development of the plan and provide input for approval. | ~~Chris Maher, Deputy CAO;~~  Calverton Administrators and Teachers  Friendship Academic Team; Principal; School based academic team | 8/15/2010  9/30/2012  2012-2013 | ~~Year 1~~ Yearly Strategic Plan/SPP, SANE |  | **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** | | --- | --- | --- | --- | --- | --- | | Effective Leadership | Although, staff find that current leadership has improved instructional practices (as listed above), student achievement, attendance and safety data have not improved. Whatever steps have been taken must be reviewed by the EMO, and the EMO must determine if it is appropriate to maintain these strategies or institute new strategies to facilitate student learning. | The operator is sending the leadership team to the Harvard Graduate School of Education’s National Institute for Urban School Leaders (2010-2011). They will use the knowledge and skills they gain to inform the revisions of their School Improvement Plan so that the plan reflects the new school model being implemented in the school year. The operator has its own leadership training on best practices for school management as well as how to coach/mentor teachers in the classroom. The training specifically focuses on how to observe teachers in the classroom and to work with them to improve their effectiveness. Leadership will monitor teachers’ implementation of strategies learned in PD through learning walks, coaching, ISTs informal and formal observations, teacher surveys about PD effectiveness and benchmark assessments.  Selected leadership will attend summer professional development at the Harvard Graduate School of Education’s National Institute for Data Wise and Models School Conference  The operator has experience in tying benchmark assessment with PD sessions that they provide their teachers. Coaches and ISTs will be working with teachers to ensure that they understand the curricula and will be available to consult on lesson planning, etc. Summer PD will focus on curricula mapping, unit planning development, developing common assessments, school wide behavior management plan implementation, creating a college going culture beginning in Pre-K, and differentiation of instruction. The full time leadership staff will be the principal, the Elementary Administrator for Prek-5, a grade administrator for each of the middle grades, and a Special Education Chair to chair team meetings, monitor implementation of IEPs, co-teaching, and inclusion. There will be technology training over the summer on use of Promethean Boards, using Performance Series for testing, assessment and data analysis.  The school will continue to develop their leadership model by continuing professional development including a retreat off-site for Baltimore and larger Friendship community.  Through monthly leadership development meetings with other Friendship principals, the Operator will continue to focus on professional leadership growth development for the entire leadership team. | Chris Maher, Deputy CAO; Michael Cordell, CAO; Domari Dickinson, Instructional Performance Coach;Calverton Administrators and Teachers  Friendship Academic Team; Principal; School based academic team | 8/15/2010  8/15/2011  2012-2013 | Harvard Urban Leadership Certificates, SANE, Professional Development Plan | |