| **School Name and Number: Commodore John Rodgers Tier: II**  **Intervention Model : RESTART MODEL** |
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| 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 | Increase enrollment overall but specifically in the middle school | To meaningfully increase enrollment from year to year, the school will first need to improve student achievement, school culture and climate, and safety for all students and staff. We will need to communicate strategies and progress to the community using actual student achievement data and conduct active outreach by way of the Community Associations, and families who might consider re-enrolling in Commodore John Rodgers (CJR). Living classrooms also intends to contact “Waitlisted” families to enroll in CJR at the middle school level.  SY 2011-2012 CJR is at capacity and doubled enrollment from last year 110% ; CRJ’s goal is to maintain it’s capacity of 500 grades pre-k – 8  Less than 5% will transfer out of CJF by maintaining communication with parents and addressing feedback, including office hours with families. There will be exit conferences implemented for students who decide to leave the school. | Martin/  Henry/LCF | 2011 | Increase enrollment by 10% |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **The Need** | **Needs Assessment** | **Strategy to Address** | **Person(s) Responsible** | **Estimated Date of Completion** | **Documentation of Successful Completion** | | Student Profile  (Continued) | Improve attendance  Reduce suspensions and expulsions | As a part of the outreach to all families, Living Classrooms will articulate a commitment of an attendance goal of (95%). Any students who are below 95% will have home visits; students who do not meeting adequate attendance rates will be placed on an intervention plan to include detention time. Students who are meeting or exceeding attendance benchmarks will be recognized and rewarded.  SY 2011-2012 attendace goal remains at 95%  Living Classrooms intends to implement PBIS school-wide and set with parents and students firm expectations regarding respect and student behavior. CJR staff will implement Super Star Referral certificates for students who demonstrate excellent behavior and model this throughout the year. Early intervention will occur for students who don’t meet expectations. Interventions will include but not be limited to phone conferences with parents and weekly detention. | Martin, Sams, Henry, and LCF  Sams/Martin | 2011  Sept. 2010  Ongoing | Annual attendance data and Oncourse attendance tracking though out the school year  Suspension and expulsion rates |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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 | Hire 27 new staff  PD for new teachers | Recruit system-wide  SY 2011-2012 – has 3 Spanish speaking staff  All teachers (especially those with less than 5 years experience) will be provided with Professional Development (PD) and coaching – see all strategies and practices listed in the PD section. A fulltime Dean of Students (AP) will dedicate part of her day to mentoring these teachers with less than five years of experience. All teachers will complete a professional development survey and have access to aching and other professional development opportunities. | Martin  Barnes/  Martin | June 2010  August 2010-  Ongoing | 22 teachers have been hired to date.  PD and program implementation plans, weekly PD records, PD survey |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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 | Culture of high expectations  Student investment and engagement in achievement  Providing timely, accurate, and specific feedback | Teachers will plan collaboratively to outline their scope of work for their grade level and content area by balancing City Curriculum documents, National Standards, State Standards (Common Core and the Maryland State Curriculum)  Student portfolios will be maintained. Teachers will share specific achievement goals for each grade level at the start of the school year. Students will select work for portfolios that demonstrate learning outcomes and track progress towards mastery. The Operator will provide additional out of school time experiences to support increased student achievement.  Teachers will score student work collaboratively and provide student feedback in order to norm expectations for accuracy. | Barnes/  Martin | August  2011-  Ongoing | * Scope of work for each grade level/content area * Student portfolios * Student-led conferences * Presentations of Learning * Photo gallery on line of methods for immediate feedback * Process of analyzing teacher feedback of student work during collaborative team meetings documented through video and posted on a SharePoint site |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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  (continued) | Frequent assessment of student progress with opportunities for improvement  Additional time on task  Skill-building  One-on-One Intervention/Support  Parent involvement in school work  Low attendance | The testing program will include the following:   * Diagnostic testing * Benchmark testing * Concept Assessments * Unit Assessments * Performance Assessments   The Revision system will reflect the following:   * Students will have multiple opportunities to re-test in order to build mastery   Extended Day Schedule Sept 2011  Homework will be targeted with a focus on building mastery of skills already learned  Small group instruction  Regular parent contact such as phone calls, conferences, and letters home in “parent friendly” language and Spanish  Increase daily attendance | Barnes/  Martin | October  2011  September  2011  Start Sept.  Ongoing  Start Sept.  Ongoing  Start August  Ongoing  June 2012 | * Test score analysis * Rescored assessments * Documentation of student growth on assessments   Part of instructional day  Tracked by Oncourse  Teachers’ Schedules  Call logs completed by teachers and maintained by Marc Martin  Increased student attendance 92.5% (2009 - 90.2%) |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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  (continued) | Address multiple skill levels  Confirm learning | Differentiated instruction  Daily assessments | Barnes/  Martin | Start Sept.  Ongoing | Lesson Plans/Classroom Observations  Weekly data analysis | | Rigorous Curriculum | Development of performance learning experiences that cross disciplines and are grounded in meaningful real world applications in order to engage students  Improve reading skills and MSA scores  Meet daily learning objectives in reading  Curriculum and instruction alignment | Performance Learning Curricular Design   * Develop structured design process to assist teams of teachers in creation of performance learning experiences. * Vertical planning opportunities for grade level teams to build and expand on the learning experiences from grade levels above and below.   Living Classrooms will implement ~~Success For All Reading Edge program~~ The Baltimore City core Language Arts programs.  Success for Reading Edge Program 2011-2012  Living Classrooms will use the Open Court curriculum  All instruction will be aligned with the Maryland State Curriculum. | Barnes/  Martin  Martin/LCF  Barnes/  Martin  Barnes/  Martin | Start August Ongoing  Fall  Ongoing  Start Sept.  Ongoing  Fall 2010-2013 | * Performance learning experiences * Cross-grade level collaboration   Improved scores on formative reading assessments  Daily assessments  Lesson plans and posted daily learning objectives in classrooms | | **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) | Meet daily learning objectives in math | Living Classrooms will continue to use MathWorks curriculum | Barnes/  Martin | Start Sept.  Ongoing | Daily assessments | | Instructional Program | Alignment of instruction with curricular scope and sequence | The operator is experienced in school operation and is familiar with City Schools’ curricular maps. They will use MathWorks and partner with ~~Success for All for daily reading block using Reading Edge and.~~ Success for All for daily reading block. Open Court for language arts. The school has 24 Smart Boards, document cameras, and a student response system to support the infusion of technology into the curriculum. Teachers will receive PD on how to infuse this technology into their lesson planning to meet the needs of varied learning styles of students.   * Tracking of progress along curricular sequence for every grade level * Vertical planning opportunities for grade level teams to build and expand on the learning experiences from grade levels above and below. | Barnes/  Martin  Patricia Sullivan-TSS | Start August Ongoing | Monthly Team Assessment Meetings  Walkthrough 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** | | Instructional Program  continued | Use of timely and frequent data points to inform instruction  Integration of Technology in Instruction | Living Classrooms will use City Schools’ Data –Link to**:**   * Train all teachers on how to access the district data warehouse * Train all teachers on how to create assessments connected to data warehouse * Train on how to utilize information to revise instructional plan for both pacing and instructional strategies   Living Classrooms will train on using a SMART Board:   * Training for all teachers on how to use SMART Board, and student response clickers technology   Training for all teachers on how to create flipcharts to support instruction using the SMART technology and storage of these resources on teacher collaboration SharePoint site. | Barnes/  Martin | Start August Ongoing | * Training schedule for data warehouse * PD schedule for using data to transform instruction * SMART Boards installed * SMART Training schedule * SMART folder on SharePoint Site   Lesson Plans that exemplify SMART integration |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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  (continued) | Investing in high levels of student engagement  More rigor in math/ reading with research-based instruction curricula  Improve use of technology  Data analysis to inform/differentiate instruction  Master Schedule | The following strategy will be used via Student Led Conferences and Presentations of Learning**.**  The Living Classrooms will use the City Math Curriculum ~~and partner with Success For All for daily reading block using Reading Edge~~ and use the Baltimore City Schools core Languate Arts program Opent Cort and McDougal Littel.  Success for All Reading Edge (11-12)  Technology integration will be an integral component of implementing the curriculum: 24 SMART Boards, documentation cameras, student response system.  The Living Classroom will utilize benchmark data to monitor student progress.  Living Classrooms will increase class time in core subjects. | Barnes/  Martin  Martin  Martin  Barnes/  Martin  Barnes/  Martin | Start August Ongoing  TBD  September  2011  Sept. 2011Ongoing  Sept. 2011  Ongoing | Presentations of Learning by all students  Student-led conferences by all students  Daily instruction schedule  Observation and lesson plans  Data Records  Daily instruction 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 of Successful Completion** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Assessments | Informative Data | Living Classroom will use multiple data sources to guide instructional decisions. These data will include benchmarks, high stakes testing (Stanford, MSA, Wireless Generartion, and teacher created assessments. SRI).  . Teachers will be trained to access benchmark data and how to analyze that data. They will give daily assessments (quizzes, exit tickets) and tests in order to have timely data to assess the effectiveness of their instruction and what they need to re-teach. If 70% of the students fail the quiz or exit ticket then the skill will be re-taught to the whole class. If not, then specific students will be provided more strategic intensive intervention (small groups, pull-out when necessary) to be re-taught the skill. Teachers will collaboratively plan twice a month – one time will be a vertical planning meeting and the other will be a grade level meeting. Student assessment data will be analyzed and teachers will strategize how to adjust their instruction to better meet the needs of their students. | Mr. Kennel | Sept. 2011 | Quarterly Data results  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 of Successful Completion** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | School Climate & Culture | Improve Culture and Climate | The operator will continue to use the PBIS discipline plan and add a demerit program- both to be used school wide and with fidelity. The demerit program is web based and families will have access to the program. The Dean of Students(AP) will be the primary communicator with families regarding student behavior. The Dean will work with families and students to ensure that students get back on track. Students can earn points in 5 areas – attendance, behavior, homework completion, academic performance, and community service. These points are used at the school store and to purchase a monthly school trip.  Five Promises – much of the school climate will be derived from this structure that is so successful at Crossroads, another City School. The Five Promises include: *Commitment to Quality, Perseverance, Honor and Integrity, Contribution, and No Excuses.* These Five Promises are a pledge that the students, parents, and staff strive to live up to throughout the year. | Sams, Dean of Students  LCF | Sept/Oct  Ongoing | Climate Surveys, suspension rates, and Oncourse tracking system   * Observation of classrooms and community meetings. * There should be visible and explicit usage and reinforcement of the Five Promises in all classrooms and structures at CJR |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | School Climate & Culture  (continued) | Improve Culture and Climate | The School Leadership Program is a program that establishes the culture of achievement and behavior..  Students at every grade level will be identified as college scholars on a monthly basis based on evidence of fulfilling the school’s Five Promises. | Kennel | Ongoing 2010 | Oncourse Data results and tracking which should begin in the Fall of 2010 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | School Climate & Culture  (Continued) | Increase Parental and Community Involvement | Home Visits and Frequent Communication with parents are required. CJR staff will dramatically increase parental involvement by conducting home visits with all parents/guardians to begin to develop relationships and expectations. Those expectations will include parental commitment to their student’s progress and Student Led Conferences/ Presentations of Learning that occur throughout the year. For SY 21011-2012 CJR will maintain 80% or above for parent participation and engagement. Additional support and communication will occur by phone calls home and written reports on student progress. Additionally, a community development team will be meeting with community associations such as Butchers Hill in helping to inform them on the progress of the CJR turnaround. During the summer of 2010, there will be several meet and greet opportunities for parents and the community at the school.  SY 2011-2012 there will be several meet and greet opportunities for parents and the community at the school. | Henry | July 2010  Ongoing | Parental Home Visit documentation/Family and Community Data Collection |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | School Climate & Culture  (continued) | Improve appearance of building and control classroom temperatures/climate  Reduce suspensions  Improve school image with community  Improve school image with community | Currently, LCF is working with Larry Flynn on the implementation of over $1 million in renovations via a non-SIG source to the interior and exterior of CJR. Improvements include: painting of the entire interior, retiling of floors, bathroom repairs, and a total overhaul of the HVAC heating and cooling system.  All strategies listed above - also see student profile  The Living Classrooms will reduce suspensions and improve achievement - also see student profile | LCF/  Flynn/ Martin | Sept. 2010  Ongoing | Visual observation/ documentation  Reduce suspensions by 10% in the first year of contract  Community feedback  Service learning records and Community feedback |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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, Family, Community Support | Compile accurate family contact info. Between 35-50% of students’ contact information is incorrect/incomplete  .  Communicate student academic strategies and progress to families | Living Classrooms will work with City Schools, the City of Baltimore records and local families and communities to identify where our students are living and if they have current phone numbers that we can use to contact them.  SY 2011-2012 will update student contact information through a variety of sources.  CJR staff will work with families to develop learning objectives for each student. Regular progress reports will be sent home as well as using phone calls and school visits to inform families regarding progress. Families will be expected to participate in Student Led Conferences and Presentations of Learning throughout the year. | Henry/ /LCF | Sept. 2010  Ongoing | Accurate student records  Parent communication 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** | | Student, Family, Community Support  (continued) | Increase parent involvement  Increase Community involvement | CJR will increase parent involvement by hosting regular family-friendly events throughout the year to engage families and students in entertaining and informative sessions about the life of the school. CJR will contact families to request their involvement in the Parent Advisory Council. Currently, the PTO is a weak organization with very few members. We will be working with City Schools to create structures that will bring CJR into compliance with the Family and Community Engagement Policy.  SY 2011-2012 CJR will utilize School Family Council to participate in committees and support school wide goals.  CJR will increase community involvement by offering adult education classes onsite through Baltimore City Community College and Living Classroom Foundation . The school will create a newsletter, which will be distributed to local communities. The school will also actively recruit for volunteer opportunities connected with CJR. | Henry/LCF  LCF, Legg Mason | Aug.  2011 Ongoing  May2012 Ongoing | Sign-in sheets at events and parent/community meetings.  Meeting agendas, newsletters, and increased volunteerism |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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 | Development of a clear purpose for PD linked to research, student data, and teacher data  Development of differentiated PD experiences for each staff member | Living Classrooms will focus on Goal setting informed by the triangulation of three data points: teacher data, student data, and current research to develop clear goals for professional development experiences that are on-going, connected, and job-embedded.  Living Classrooms will focus on a monthly cycle of of professional development experiences that focused around family outreach, planning, coaching sessions, and data analysis. In electronic format, each staff member will identify their own goals in addition to adopting school wide or team wide goals. Sub-goals for each large goal will be outlined and sequenced. PD experiences will be measured by staff evaluation with a rating, reflection, and brief action plan for implementation. Follow up includes space to upload into the electronic portfolio artifacts that evidence the connection between the goals, PD experiences and classroom. | Barnes/  Martin | Aug 2012 ongoing | Professional development goals with supporting relationship to data  Long-term scope and sequence of professional development experiences for the entire year.  Professional Development Electronic Portfolios |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Professional Development  continued | Accountability for professional development implementation | Living Classrooms will utilize a variety of accountability measures such as **1)** *Action research* generated by teachers linked to each professional development experience outlining information learned, next steps for application of the strategy in the classroom, and analysis of implementation. Includes sample of student work to exemplify the implementation  **2.** *Instructional Rounds*by all staff focused on implementation of strategies from PD and analysis of effectiveness of implementation, recommendations for next steps for developing skill sets for follow up PD  **3.** *Student Data* a variety of student data points, including benchmark data, standardized test data, student work samples, qualitative teacher and student data will be collected and analyzed to determine effectiveness of specific PD. | Barnes/  Martin | Aug 2012  ongoing | * Teacher action research documents * Instructional Rounds Summaries of trends and recommendations of next steps * Impact on student achievement through data collection |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Professional Development  continued | Development of common shared language for professional development  Shared decision making around Professional Development with teacher input | Living Classrooms will engage in a *Book study groups* focusing on Teach Like a Champion–*Student Work Sample Analysis* –by looking at student work, teachers define a commonly shared language and set the parameters for common definitions for what the language introduced in their professional development experiences.  *Stake-holder Committee* of teachers responsible for outlining PD experiences throughout the school year. | Barnes/  Martin | Aug 2011  ongoing | * Book study group presentations and subsequent staff recommendations for next steps * Collaborative meetings around student work * Teacher self assessment survey results * PD Committee 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** | | Professional Development  continued | Professional Development Experiences tailored to adult-learning styles  Integration of opportunities for follow-up and application | Living Classrooms will develop a Professional Development planning template that willframe all professional development activities to ensure they are relevant to school-wide goals, practical in the implementation of strategies immediately, and hands-on in delivery. All PD experiences will mirror expectations for teaching students -taking into account learning styles of participants, attached meaning to real-world experiences, checks for understanding, support, etc.  Living Classrooms will focus on On-going PD experiences linked together – experiences will be both sequential as they are prioritized and build from one another, and cyclical in that they will be revisited to build deeper understandings and allow feedback from implementation to guide and shape next steps of the work and define new needs.  *Action research* generated by teachers will be linked to each professional development experience outlining information learned, next steps for application of the strategy in the classroom, and analysis of implementation. Includes sample of student work to exemplify the implementation | Barnes/  Martin | Aug 2011  ongoing | * PD planning template * Collection of PD plans for entire year * PD long-term plan * Teacher Action Research |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Professional Development  continued | Increase professional learning opportunities | Living Classrooms will engage in Differentiated Professional DevelopmentOpportunities–   * Mix of whole group, small group, targeted professional development through workshops, lesson study, book studies, action research, cross-visitation | Barnes/  Martin | Aug. 2010  Ongoing | Sign-in sheets and PD plans | | Improve modeling | Living Classrooms will use videos of class instruction and Staff Observations | Barnes/  Martin | Sept. 2010  Ongoing | Videos and notes from observations | | Improve Data Collection | Living Classrooms will provide PD on use the benchmarks. | Barnes/  Martin | Aug. 2010  Ongoing | Regular data collection | | Improve instructional strategies derived from data | Living Classrooms will focus on monthly data analysis informing and improving classroom instruction and differentiation. | Barnes/  Martin | Sept. 2010  Ongoing | Data collection records |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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 | Increase teacher collaboration and access to resources | To increase teacher Collaboration, Living Classrooms will utilize a Teacher Collaboration Center that will provide:   * Professional collaboration space that promotes collegiality and access to both resources of all kinds including human resources * Teachers’ personal desks are housed in this center along with their own professional resources * Curricular guides, professional books, educational magazines/articles * Copiers, poster makers, laminators and a variety of teacher tools * Strategy boards: platform to highlight successful strategies linked to goals * Cross visitation scheduling platform to organize weekly cross visitation between teachers   **Google Docs –** electronic platform designed for   * Grade level/content area teachers to post unit plans and daily lesson plans for access and collaboration by others * Templates and action plans for collaborative meetings * Individual portfolio links * Data collection documents for all students. | Barnes | August 2011  On-going | Existence of Teacher Collaboration Center in School  SharePoint Site |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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 | Increase Effectiveness of Collaborative Planning time with CFIP: Classroom Focused Improvement Process  Extend time on task  Develop more public private partnerships | * Develop common planning time with grade-level teams or vertical teams who share common assessments one hour/ week * Develop questions to answer in data dialogue * Notice trends and patterns in students strengths and needs * Determine instructional practices that could have contributed to weaknesses and create action plan to address * Identified students who excelled and need assistance and develop intervention strategies * Identify 1-2 areas of improvement in instruction to implement   The Living Classroom will extend the learning day schedule by 10%  Partnership with the East Baltimore Mental Health (11-12) Change Health SystemsPartnership through Johns Hopkins to provide fulltime mental health counseling to students that include wrap around services | Barnes/  Martin  Martin/LCF  Martin, EBMHP | Sept 2011  Ongoing  Sept. 2011  Sept. 2010, ongoing | CFIP templates used to progress and document the movement of the strategy  Master schedule  Memorandum of Understanding, 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 of Successful Completion** | | Organizational Structure and Resources  continued | Improve teacher development through deep reflection processes  Teacher Leader Initiative High-Concentration Cluster | **Recognized National Board Certified Teacher Development Site –**   * Under MSDE’s guidance a Baltimore NBCT (Dean of Instruction) will coach and mentor 30% of total teaching staff through the NBC process on site * Support process will pull from successes of PG County model and other national models that have increased the number of NBCT   **Baltimore City Teacher Leader Program–**   * 10% of the City’s Teacher Leader force will work as classroom teachers .5 of the school day, providing “Master Teacher” developmental support to other teaching staff. These teachers are successful as evidenced by standardized test data and exemplary model classroom video submissions approved by the Office of Teaching and Learning. * Teacher Leaders are tasked with supporting the district during the other .5 of their day with the exception of one half day per week which will be solely focused on supporting teachers and interventions with students on site. * This was elimanted by the district (11-12) | Ms. Ward | Sept. 2010 | MSDE recognized  National Board Certified Teachers – increasing total city’s NBCT population by 25%  Data Collection from Teacher Leader impact conducted by Office of Teaching and Learning |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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 | Assess students  Planned interventions  Improve attendance  Increase safety  Increase Overall Parent/Community Satisfaction with CJR  Improve reading achievement  Improve math achievement | All CJR students will have comprehensive, diagnostic testing that occurs in the Fall. This testing will help to identify skill deficiencies that need to be improved upon before students are able to perform grade level work  Comprehensive, diagnostic testing will result in education plans for each child. These will be helpful when small group interventions are taking place and will assist with differentiated instruction.  Parent/Community support and regular parent communication – see attendance strategies under student profile section  School-wide discipline program PBIS  Improve achievement, safety, parent involvement and communication – see previous sections  Improved instruction and time on task- see student achievement section  Improved instruction and time on task - see student achievement section | Barnes/  Martin  Barnes  Henry/LCF  Sams/LCF  Martin/LCF  Barnes/  Martin  Barnes/  Martin | Oct. 2011  Sept. 2011  Ongoing  Sept. 2011  Ongoing  Sept.  2011  Ongoing  Sept.  2011  Ongoing  Aug. 2011  Ongoing  Aug. 2010  Ongoing | Data results  Data results  Increased attendance to 92.5% for 2010-11  Increase in Climate Survey results for 2010-11  Increase in Climate Survey results for 2010-11  Growth of 1.5 years in reading assessments  Growth of 1.5 years in math assessments |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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  (Continued) | Increase special ed. students’ hours in regular classroom settings | Accelerate learning and improve behavior so students can spend more time in regular classrooms - see student achievement section | Barnes/  Martin/Spec. Ed. Team | Aug. 2011  Ongoing | Spec. Ed. Data records | | Effective Leadership | Increase accountability  Extended time on task to lengthen instruction | The administrators will monitor collaborative planning sessions in order to learn about student performance and how teachers are adjusting their lesson planning/instruction accordingly. Also, there will be a Collaborative Center in the school where data will be posted and updated every two weeks. Leadership will analyze the data and use the information to inform their learning walks. All formative assessment info will be shared with teachers, leadership, and the Living Classrooms (LCF). This will allow LCF to work with the Principal and Dean of Instruction to hold the school accountable for student achievement, attendance, homework completion, and other important measures that will lead to improved outcomes.  LCF will work with City Schools and other funding partners to make available extended learning hours throughout the year. LCF will also explore Saturday learning opportunities as well as summer school options. | Barnes/  Martin/LCF | Sept. 2011  Ongoing | Assessment data analysis: daily quizzes and formative assessments  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 of Successful Completion** | | Effective Leadership  (continued) | Improve oversight of school budget | Monthly meetings with Principal and Operator will be held to review financial records and assess financial needs/concerns. | Martin/LCF | Sept. 2010  Ongoing | Budget records | | Assessment of school leadership | Principal observation and assessment between LCF and City Schools | LCF/City Schools | Sept. 2010  Ongoing | Principal Evaluation documents | | Creation of the Dean of Instruction position | Living Classrooms will hire and develop this individual. | Martin | Aug. 2010  Ongoing | Data results | |