

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**Date:** January 24, 2006

**To:** **BOARD OF EDUCATION**

**From:** Dr. Joe A. Hairston, Superintendent

**Subject:** **WOODLAWN MIDDLE SCHOOL ALTERNATIVE GOVERNANCE PLAN**

**Originator:** Dr. Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

**Resource Staff:** Dr. Tom Gaul, Assistant Superintendent, Teaching and Learning  
Dr. Manuel Rodriguez, Area Assistant Superintendent  
Lynn Whittington, Director, School Improvement  
Brian Scriven, Principal, Woodlawn Middle School

**Recommendation**

That the Board of Education approve the following Alternative Governance Plan for Woodlawn Middle School: Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress.

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**Information**

Under the No Child Left Behind Act of 2001, Woodlawn Middle School was placed in School Improvement—Year 2 for the 2002-2003 school year. While Woodlawn made adequate yearly progress (AYP) for the 2003-2004 school year, it did not achieve AYP for the 2004-2005 school year. As a result, in 2005-2006, Woodlawn Middle School was identified for Restructuring (Planning) – Year 1. Under Restructuring (Planning) – Year 1, the school must adopt one of four MSDE alternative governance options.

Attached are the Executive Summary and Alternative Governance application for Woodlawn Middle School.

## **Restructuring of Woodlawn Middle School: Executive Summary**

In 2005-2006, Woodlawn Middle School (WMS) was identified for Restructuring (Planning) – Year One. Under Restructuring (Planning) – Year One, the school must adopt one of four MSDE alternative governance options.

### **Alternative Governance Selection**

Baltimore County Public Schools recommends Option One: Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress.

The selection of Option One provides the Superintendent with an opportunity to implement zero-based staffing. The plan to zero-base the school permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of the students. Current staff may reapply for their positions at WMS and may qualify for further assignment at WMS. The focus of the administrative team and the teachers will be to demand high expectations from students, communicate to students, parents, and community high expectations; and increase student achievement.

Selection of Option One will allow Woodlawn Middle to move forward with a newly selected staff and a plan that addresses the needs of all students.

The newly appointed staff will commit to the internal restructuring of Woodlawn Middle School as a college preparatory academy. Every individual staff member will commit to the following:

- College-preparatory academy
- Pre-AP and Advancement Via Individual Determination (AVID) strategies infused into and aligned with the Voluntary State Curriculum (VSC)
- Collaborative teaching teams staying with the students from grade 6 through grade 8
- Required professional development designed to foster continuous self-evaluation of teaching and learning
- Active involvement and participation on the school improvement team for instructional decision making
- Extended-day and year activities for academic and enrichment support
- Provide college-based experiences through relationships with institutions of higher education
- Non-traditional community involvement such as offering community-based workshops, participating in home visits, and coordinating with service agencies

### **Rationale for Alternative Governance Selection**

All students benefiting from a high quality education in every Baltimore County Public School (BCPS) is the cornerstone of BCPS' instructional philosophy. Woodlawn Middle School (WMS) has shown improvement in academic achievement; however, the rate of improvement has not met state standards. For example, since 2003, the percentage of students scoring proficient in reading has increased 19 percentage points, and the percentage of students scoring proficient in mathematics has increased 22 percentage points. Additional improvements include a continued increase in attendance rates and a significant increase (33 percentage points from 2004 to 2005) in the number of highly

qualified teachers in the core subject areas as defined under the No Child Left Behind (NCLB) legislation.

Some of the challenges that have affected students' success follow. There has been continuous turnover of leadership, teachers, and support staff. There have been three principals since 2000-2001. Additionally, in 2004-2005, the teacher turnover rate was 16%. In 2005-2006, 48% of the teachers are non-tenured; 12% of the teachers are in their first year of teaching, and 37% of the teachers on staff have five or less years experience. Finally, the data indicate that 12.2% of the WMS student population is composed of students with special needs. As of October 31, 2005, 36% of the students with disabilities are in general education classes for 60% or more of the day. Students with disabilities must be included in general education classes and receive grade appropriate instruction to make Adequate Yearly Progress (AYP) for their identified subgroup.

### **Monitoring**

Baltimore County Public Schools utilizes its data warehouse to collect data including state (Maryland School Assessment and High School Assessment) and local (unit tests and final exams) assessments, attendance, behavior, parent participation, and other data to provide schools with individual school reports. In addition, WMS will use formative and summative assessments and a learning inventory to determine student progress and needs to adjust instruction accordingly. The school improvement plan, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance and ongoing needs analysis to determine the individual needs of students and subgroups. Other data that will be collected for monitoring purposes will include the following: staff attendance, staff participation in professional development and other school improvement initiatives, teacher and administrator observations, mid-year review conferences, end-of-year evaluations, and parent/community compacts and contacts.

The school improvement plan will be developed to include strategies with identified measures and timeline-specific processes for the collection and analysis of data at the activity level. This information will be used by the school improvement team to analyze progress, determine changes, as needed, and communicate to all stakeholders.

### **Fiduciary Implications**

Option One includes incentives for staff. Additional fiduciary implications include costs for extension of the school day; transportation; professional development; consultant fees; intervention programs; PSAT; diagnostic, formative, and summative assessments; implementation of College Board, AVID, and PSAT.

**2006-2007 Two-Year Plan for Restructuring-Implementation Schools  
Alternative Governance Woodlawn Middle School  
Baltimore County Public Schools**

**A. LEA and School Contact Information**  
*(To be completed by Central Office)*

**Local Educational Agency (LEA):** Baltimore County Public Schools

**LEA Contact Person Name and Title:** Lynn Whittington, Director, Office of School Improvement

- **Phone Number:** 410-887-4058
- **Email:** lwhittington@bcps.org
- **FAX:** 410-887-2645

**School Name and Number:** Woodlawn Middle School

**School Address:** 3033 St. Lukes Lane, Baltimore, MD 21207

**School Principal:** Mr. Brian Scriven

- **Phone Number:** 410-887-1304
- **Email:** bscriven@bcps.org
- **FAX:** 410-887-4352

**B. Local Board of Education Approval**  
*(To be completed by Central Office)*

**Board Approval Date:** \_\_\_\_\_

**Superintendent:** Dr. Joe A. Hairston \_\_\_\_\_  
(Please print)

\_\_\_\_\_  
(Signature)

**C. Alternative Governance Selection**  
*(To be completed by Central Office and School)*

<ul style="list-style-type: none"> <li>• <b>Check which of the following alternative governance options was selected. Refer to Attachment 1 for a more detailed description of each of these options.</b></li> </ul>		
☐	1	Replace all or most of the school staff
	2	Contract with a private management company
	3	Re-open the school as a public charter school
	4 a	Temporarily suspend the office of the school principalship
	4 b	Appoint/employ independent “turn-around specialist” for the school
	4 c	Close the school and reopen as a complete school of choice
	4 d	Use of external-based reform model
	4 e	Replicate the governance model of a charter school
	4 f	Appoint/employ a distinguished principal from another school district

**D. Rationale for Alternative Governance Selection**  
*(To be completed by Central Office and School)*

**1. Describe how the selected Alternative Governance will improve the entire school in terms of teaching and learning.**

Woodlawn Middle School (WMS) selected alternative governance **Option One – to replace all or most of the school staff**. The plan to zero-base the staff will be in accordance with Maryland law and the applicable negotiated labor agreements. The plan to zero-base the school permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of the students. Zero-basing will also facilitate the development and implementation of an appropriate budget. For example, the principal may find it necessary to hire six reading specialists instead of the current budgeted school system allocation of one reading teacher. Current staff may reapply for their positions at WMS and may qualify for further assignment at WMS.

The focus of the administrative team and the teachers will be to demand high expectations from students; to communicate to students, parents, and the community high expectations; and, increase student achievement. Currently, 30% of the staff is not highly qualified, as defined by state standards. Selecting Option One will enable the school to hire teachers who are highly qualified and highly effective in order to meet the needs of students. Hiring highly qualified teachers and asking them for a commitment to the school will improve teacher quality and retention. By deliberately hiring experienced and effective teachers, we will create support for less experienced teachers, and create a positive culture of collaboration focused on teaching and learning.

The newly appointed staff will commit to the internal restructuring of Woodlawn Middle School as a college preparatory academy. Every individual staff member will commit to the following:

- College-preparatory academy
- Pre-AP and Advancement Via Individual Determination (AVID) strategies infused into and aligned with the Voluntary State Curriculum (VSC)
- Collaborative teaching teams staying with the students from grade 6 through grade 8
- Required professional development designed to foster continuous self-evaluation of teaching and learning
- Active involvement and participation on the school improvement team for instructional decision making
- Extended-day and year activities for academic and enrichment support
- Provide college-based experiences through relationships with institutions of higher education
- Non-traditional community involvement such as offering community-based workshops, participating in home visits, and coordinating with service agencies

The newly appointed staff will be structured into teacher teams. These teams will be carefully selected to ensure a balance of new and experienced teachers. An experienced and expert teacher will lead a team of teachers who will continue with the students from grade six through grade eight.

Pre-AP and AVID strategies will be infused into and aligned with the VSC to ensure that critical thinking and questioning strategies are utilized in every classroom. Additionally, AVID classes will be offered in grade six and will progress with students to grade seven and grade eight. Required professional development focusing on core content areas and Pre-AP and AVID strategies will be provided by College Board. Teachers will be required to attend five professional development days in August 2006 and five days in June 2007, with compensation, to ensure alignment among curriculum, instruction, and assessment. Throughout the year, required professional development will be provided one day per month for two hours after school.

During team planning sessions, teachers will be expected to analyze student data from formative and summative assessments to inform instruction, and to collaborate on lesson planning, pacing of instruction, and analysis of student performance. Professional development will be provided to enable teachers to analyze data and appropriately adapt instruction in order to

address the needs of both high and low achieving students in all subgroups and all content areas, especially those measured by AYP.

In addition, the school day will be structured to enhance student achievement through flexible scheduling. The administrative team will work with teachers to analyze student data to develop student schedules and assign teachers based on the instructional needs of students; for example, to provide appropriate intervention and acceleration classes in reading and mathematics. All identified students will receive 90-120 continuous minutes of reading and/or mathematics. Professional development will be required for teachers to ensure that the 90-120 minute class periods in reading and/or mathematics provide for rigorous instruction and student engagement. Currently, 36% of students with disabilities at WMS are in general education classes for 60% or more of the day. This flexible scheduling will allow diploma-bound students identified for special education to have access to the core curriculum in the least restrictive environment.

WMS will be the first middle school in Baltimore County to provide all eighth grade students with the opportunity to take the PSAT. The results of the PSAT will be analyzed to inform instruction that will equip students with the necessary prerequisite skill sets to succeed on the HSA, SAT, and AP. Extended-day and year activities for academic and enrichment support will be provided for students who need additional time for learning and/or accelerated learning. Additionally, students who are advanced will be provided enrichment opportunities.

Parents, students, and teachers will sign an academic compact to support the individual needs of the students. Parents will be involved actively in the school improvement process including data analysis and instructional planning.

**2. Are there any other areas, outside of academics, that need improvement and how might the selected Alternative Governance Option address, relate to, and improve these issues?**

The principal will develop staffing priorities based on an analysis of student data including attendance (92.7% in 2005), suspensions (623 out of a total student population of 882 in 2005) and expulsions (19 in 2005), number of students with IEPs (114), and the number of students receiving services from community-based agencies. These priorities may include, but are not limited to, the following: pupil personnel workers, a parent/community liaison, nurses, social workers, case managers, behavior specialists, instructional support teachers, school counselors, or a business manager.

These targeted staff priorities will improve the school environment by providing support to students, parents/caregivers, and teachers. Effectively addressing these social factors will support an environment conducive to teaching and learning.

**3. How will the selected Alternative Governance address the needs of school stakeholders? Provide bulleted responses in the chart below, expanding the space as needed.**

School Stakeholders	Response
Students	<ul style="list-style-type: none"> <li>⌚ Students will be challenged and engaged in rigorous instruction provided by the College Preparatory Model.</li> <li>⌚ Students will be exposed to accelerated instruction through the offering of Pre-Advanced Placement courses.</li> <li>⌚ Provide college-based experiences.</li> <li>⌚ Students will be required to attend extended day and year activities in reading and mathematics.</li> <li>⌚ Students will take responsibility for their own learning through participation in self-governing activities such as a Principal’s Cabinet, which will advise the principal on school-related issues; a student court, which will adjudicate behavior infractions; and student-led conferences.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>⌚ Teachers will be required to attend all professional development with topics to include core content, AP, AVID strategies, and data analysis to support their professional growth.</li> <li>⌚ Professional development will be site-based, grade-specific, content-driven, and focused on needs of teacher/grade level teams.</li> <li>⌚ Teacher incentives will be developed.</li> <li>⌚ School team structure that supports effective teaching.</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>⌚ Zero-based staffing will enable the administration to work with a staff that is fully committed to the Woodlawn College Preparatory Model.</li> <li>⌚ Zero-based staffing permits the principal to assign staff and structure the instructional program to address the specific academic, social, and emotional needs of the students and to build and align the budget appropriately.</li> <li>⌚ This design will provide the principal with the opportunity to build effective teaching teams who are committed to students for three years.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>⌚ College Preparatory model will raise expectations for every student’s achievement.</li> <li>⌚ Parents will know that all teaching staff is highly-qualified and effective.</li> <li>⌚ Parents will have the opportunity to participate in an academic compact.</li> <li>⌚ Parents will be actively involved in the school improvement process.</li> <li>⌚ Increase parent/teacher/student communication regarding student performance.</li> </ul>



**4. What are the challenges and/or barriers to the implementation of this selected Alternative Governance Option? How and by whom will these challenges and/or barriers be addressed? Provide bulleted responses in the chart below. Add more rows as needed.**

<b>Challenges/Barriers</b>	<b>How will it be addressed?</b>	<b>Name and position of person responsible?</b>
Legal and compliance issues such as negotiated agreements, grant requirements, and restrictions on grant funds such as Title I and Passthrough (special education grant).	<p>Meet with collective bargaining groups concerning extended day, teacher incentives, team leaders, and school commitment.</p> <p>Meet with the Area Assistant Superintendent, Curriculum and Instruction staff, Budget Office, and Principal to address grant requirements and restrictions.</p>	<p><b>Lead Person:</b> Dr. Don Peccia, Assistant Superintendent of Human Resources</p> <p><b>Support Staff:</b> Title I and Grant Compliance, Special Education, and Budget Offices</p>
COMAR requirements for instruction in specific content areas.	Evaluate the need for waiver requests. Submit waiver requests, as appropriate to MSDE.	<p><b>Lead Person:</b> Dr. Thomas Gaul, Assistant Superintendent</p> <p><b>Support Staff:</b> Area Assistant Superintendent, Principal, and C&amp;I Staff</p>
Potential conflict of multiple year assignment with certification requirements.	Evaluate the certification of each candidate to determine any impact on the teacher's ability to remain with the students for three years.	<p><b>Lead Staff:</b> Dr. Peccia, Assistant Superintendent of Human Resources</p> <p><b>Support Staff:</b> Office of Certification and Teacher Personnel</p>
Provide a sufficiently large pool of qualified and effective candidates.	Office of Teacher Personnel will aggressively recruit highly qualified and effective teachers who are willing to make the commitment to WMS. Develop necessary incentives to attract highly-qualified teachers for WMS.	<p><b>Lead Staff:</b> Dr. Alpheus Arrington, Director of Teacher Personnel</p> <p><b>Support Staff:</b> Principal, Area Assistant Superintendent, Assistant Superintendent of HR</p>
Identify administrative team in a timely manner.	Establish deadlines for selecting the administrative team.	<p><b>Lead Staff:</b> Dr. Peccia, Assistant Superintendent of Human Resources</p> <p><b>Support Staff:</b> Area Assistant Superintendent</p>
Development of appropriate instruments for the interview and selection of highly qualified, highly effective, and committed staff for WMS.	The newly selected administrative team will work with Teacher Personnel to construct appropriate instruments.	<p><b>Lead Staff:</b> Dr. Manuel Rodriguez, Area Assistant Superintendent</p> <p><b>Support Staff:</b> Principal TBA, and HR Staff</p>

**5. When and what types of input did school staff, parents, and community provide to central office representatives in the selection of the Alternative Governance Option? Provide bulleted responses in the chart below. Expand the chart as needed.**

Stakeholders	Number of people involved	Dates	Type/s of Input
<b><u>Parents and Community</u></b>	389	9/15/2005	⌚ Back-to-School Night parents were introduced to Alternative Governance options and offered opportunities to give feedback through discussion.
	17	11/9/2005	⌚ Area Assistant Superintendent hosted meetings with parents and community to review the options for Alternative Governance and solicited verbal feedback from parents and community.
	2	11/15/2005	⌚ Principal held meeting with community partners informing them of Alternative Governance models; community partners shared that they would be in support of the recommendations of BCPS.
	403	11/17/2005	⌚ Family Fun Night participants were informed of the options and gave verbal recommendations for the Alternative Governance Plan.
	8	1/3/2006	⌚ Parent forum in which the Woodlawn Middle PTA Executive Board, Area Assistant Superintendent, Assistant Superintendent of Teaching and Learning, Principal, and administration met to gather input and review Alternative Governance Options.
	40	1/4/2006	⌚ Community forum in which the Area Assistant Superintendent, the Assistant Superintendent of Teaching and Learning, and the Principal addressed the community, reviewed Alternative Governance options, and facilitated small group discussions to gather input.

<b>School Staff</b>	100	08/22/2005	⌚ Faculty meeting in which the Principal informed staff members of possibility of Alternative Governance and facilitated a question and answer session for staff.
	89	9/12/2005	⌚ Faculty meeting in the which principal shared with staff the various options of Alternative Governance and facilitated an input forum for staff.
	73	11/7/2005	⌚ Faculty Meeting in which the Principal informed staff of upcoming Alternative Governance meeting with the Area Assistant Superintendent; teachers gave recommendations of which models would best suit the school community.
	59	11/9/2005	⌚ Area Assistant Superintendent hosted meeting with staff to review the options for Alternative Governance and solicited feedback from staff.
	11	12/17/2005	⌚ Additional input shared with key staff members regarding Alternative Governance Options.
	51	12/19/2005	⌚ Faculty Meeting in which Principal shared Draft of Alternative Governance Plan and solicited feedback from staff.

## **E. MONITORING THE SELECTED ALTERNATIVE GOVERNANCE OPTION**

*(To be completed by Central Office and School)*

### **1. What specific instrument/s will be used throughout the year to monitor the academic and non-academic effectiveness of the selected Alternative Governance Option?**

Baltimore County Public Schools utilizes its data warehouse to collect data including state (Maryland School Assessment and High School Assessment) and local assessments (unit tests and final exams), attendance, behavior, parent participation, and other data to provide schools with individual school reports. In addition, WMS will use formative and summative assessments and a learning inventory to determine student progress and needs to adjust instruction accordingly. An ongoing needs analysis will be used to determine the individual needs of students and subgroups. The school improvement plan, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data to be collected to measure progress will include the following: staff attendance, staff participation in professional development and other school improvement initiatives, teacher and

administrator observations, mid-year review conferences, end-of-year evaluations, and parent/community compacts and contacts.

The school improvement plan will be developed to include strategies with identified measures and timeline-specific processes for the collection and analysis of data at the activity level. This information will be used by the school improvement team to analyze progress, determine changes, as needed, and communicate to all stakeholders.

**2. What processes are in place to facilitate change based on the data gleaned from the above identified monitoring instrument?**

The Superintendent has established that Woodlawn Middle School is the highest priority. The Superintendent has directed that the appropriate central office staff provide services and support to the school under the direction of the Area Assistant Superintendent for the Southwest.

The Principal's Cabinet, a student advisory group, will establish goals and action plans to advise the principal on student issues and concerns related to student attendance, behavior, and academic performance. Teachers will develop individual *Professional Plans for Progress* and participate in goal setting conferences with the principal. An instructional observation feedback form will be used during campus visits (instructional walk-through) to monitor the implementation of the VSC. Feedback will be provided to the teachers. Formal observations will take place during the school year to check student and teacher performance and make necessary adjustments as needed. The administrative team will meet to share vital school improvement information. Four Action Teams consisting of curriculum and instruction, discipline, parent involvement, and professional development will be established. These Action Teams will meet monthly and follow-up on action plans. School-based data such as attendance, discipline referrals, grades, benchmarks assessments data, grades, etc. will be provided to the School Improvement Team in order to monitor overall program progress and facilitate necessary changes.

Woodlawn Middle School will receive direct support from the Area Assistant Superintendent. The Area Assistant Superintendent will receive support from the Divisions of Curriculum and Instruction and Business Services. School site visits, both informal and formal, will be conducted by the Area Assistant Superintendent and Curriculum and Instruction staff to evaluate the implementation of the VSC, the school improvement plan, and the results of quarterly school data reports. Both student outcomes and program implementation results will be investigated in order to make on-going improvements. Goal conferences will be held with the principal at the beginning, middle, and end of the school year to evaluate progress. The Division of Curriculum and Instruction staff will also conduct site visits to observe, plan with teachers, and model instruction in the classroom. On-site visits by Curriculum and Instruction staff will be followed up with a feedback report to the Area Assistant Superintendent and Principal.

An external evaluator will be hired to provide feedback to Woodlawn Middle School. This independent evaluation will aid in the continuous improvement process.

**F. FIDUCIARY IMPLICATIONS OF THE SELECTED  
ALTERNATIVE GOVERNANCE**  
*(To be completed by Central Office only)*

**Note: It is the LEA's responsibility to hire and place new personnel in restructuring-implementation schools prior to the beginning of the school year.**

- 1. What are the proposed total costs, including FICA, workman's compensation, unemployment and benefits (if applicable) of the selected Alternative Governance Option? Be specific.**

**Proposed FY2006-2007 Budgeted Costs**

Category	FY 07 Cost	FY 08 Cost	FY 07 Increase over Proposed Budget
Mid Level Administration	640,786	677,672	22,600
Instructional Salaries and Wages	3,635,306	3,862,581	392,724
Instructional Textbooks and Supplies	194,293	200,122	
Other Instructional Cost	127,808	131,642	
Special Education	873,774	926,114	99,502
Student Personnel Services	73,153	77,542	
Health Services	68,227	72,278	
Student Transportation Services	25,919	26,730	25,919
Operation of Plant	235,433	249,560	
Fixed Charges	1,424,482	1,530,609	
<b>Total General Fund Budget</b>	<b>7,299,179</b>	<b>7,744,850</b>	
<b>Total Grants</b>	<b>745,795</b>	<b>816,359</b>	
<b>Total Budget (All Funds)</b>	<b>\$ 8,044,974</b>	<b>\$ 8,561,209</b>	<b>\$ 540,645</b>
Instructional Salaries and Wages include additional EYE days and salary incentives for teachers, administrators and support staff. Additional reading specialist and intervention positions will be allocated to the school in FY07.			
Instructional Textbooks and Supplies include implementation of the AVID curriculum, College Board, and PSAT cost per student.			
Additional cost budgeted in central office accounts will provide new Algebra I textbooks, implement Algebra thinking project, reading material for Grades 7 and 8, access to library resources, and additional Science Kits for Woodlawn Middle School.			
Student Transportation Services include cost to transport students three days/week due to extended school day.			
Woodlawn Middle School does not receive Magnet funds.			
Baseline and Special Ed Add-on are included in the above totals.			

**2. Identify the source(s) of funds by fiscal year that will support this two-year Alternative Governance Option selection. Be specific.**

Source of Funds	FY 07	FY 08	
Operating Budget	7,299,179	7,744,850	
Title I Grant*	464,084	492,600	298,884
State School Improvement Grant	53,594	53,594	
Federal School Improvement Grant	80,000	80,000	
Passthrough Grant	121,694	156,986	
Third Party Billing	26,423	33,179	
<b>Total Cost</b>	<b>8,044,974</b>	<b>8,561,209</b>	
* Additional funds are needed under Title I to fund AVID, College Board, PSAT, and Transportation Services.			

**G. OPTION 1**

**Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress.  
(To be completed by the Central Office only)**

**Value: 24 Points**

**1. Describe the process to replace all or most of the school staff, including;**

- ③ Identification of the percentage or portion of staff that will be replaced
- ③ Identification of the qualifications needed in new staff members
- ③ Recruitment of new staff
- ③ Involvement of parents and community
- ③ Resolution of contractual issues
- ③ Public relations surrounding students, staff, administration, parents, and community, and
- ③ Timelines that will ensure all school staff will be in place prior to the opening of the 2006-2007 school year.

The plan to zero-base the staff will be in accordance with Maryland law and the applicable negotiated labor agreements. The plan to zero-base the school permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of the students and to rebuild the budget. Current staff may reapply for their positions at WMS and may qualify for further assignment at WMS. In order to ensure compliance with Maryland law and negotiated requirements, the actual percentage or portion of staff to be replaced can not be specified at this time. As deemed appropriate by the Superintendent, the collective bargaining groups will be consulted. Baltimore County Public Schools will make every effort to work with stakeholders as related to timelines, incentives, extended day, and teacher commitment to the school. However, the needs of the students must be kept at the forefront.

In February 2006, the Superintendent will select and recommend for appointment to the Board of Education the principal by March 2006. The Department of Human Resources will work collaboratively with the Area Assistant Superintendent and the Principal to recommend to the Superintendent an administrative team. The final recommendations for the administrative team will be made by the Superintendent and forwarded to the Board of Education for appointment.

The Department of Human Resources will take the lead in the recruitment, interviewing, and hiring of teachers and other staff members. In March 2006, the Principal, the Area Assistant Superintendent and the Assistant Superintendent of Human Resources will develop an interview schedule, establish interview teams, and develop interview questions. Additionally, the Principal will work with the parents to identify teacher characteristics for Woodlawn Middle School. The Department of Human Resources will prescreen the applicants to establish a pool. The list of highly qualified candidates will be sent to the Principal. The school interview committee will consist of the Principal, Area Assistant Superintendent, and Curriculum and Instruction staff.

The posting of staff vacancies will begin on February 20, 2006 and continue for two weeks. From March 6-April 6, 2006, screening interviews will be organized and conducted through the Department of Human Resources. By April 7, 2006, a list of qualified candidates will be sent to the Principal to begin interviewing. Letters for involuntary transfers will be sent to teachers by May 16, 2006. Woodlawn Middle School will be fully staffed by July 2006.

The newly appointed staff will commit to the internal restructuring of Woodlawn Middle School as a college preparatory academy. Every individual staff member will commit to the following:

- College-preparatory academy
- Pre-AP and Advancement Via Individual Determination (AVID) strategies infused into and aligned with the Voluntary State Curriculum (VSC)
- Collaborative teaching teams staying with the students from grade 6 through grade 8
- Required professional development designed to foster continuous self-evaluation of teaching and learning
- Active involvement and participation on the school improvement team for instructional decision making.
- Extended-day and year activities for academic and enrichment support
- Providing college-based experiences through relationships with institutions of higher education
- Non-traditional community involvement such as offering community-based workshops, participating in home visits, and coordinating with service agencies

Additionally, the administrative team and teachers will meet “highly qualified” status, required by No Child Left Behind and state certification requirements.

Upon the approval of the Alternative Governance by MSDE, the Area Assistant Superintendent will meet with the staff, parents, and community to explain zero-based staffing and the implementation timeline.

**2. As a result of choosing this Alternative Governance requirement, how will the chain of command among teachers, the principal, and central office look different from schools that are not in Restructuring (Planning)?**

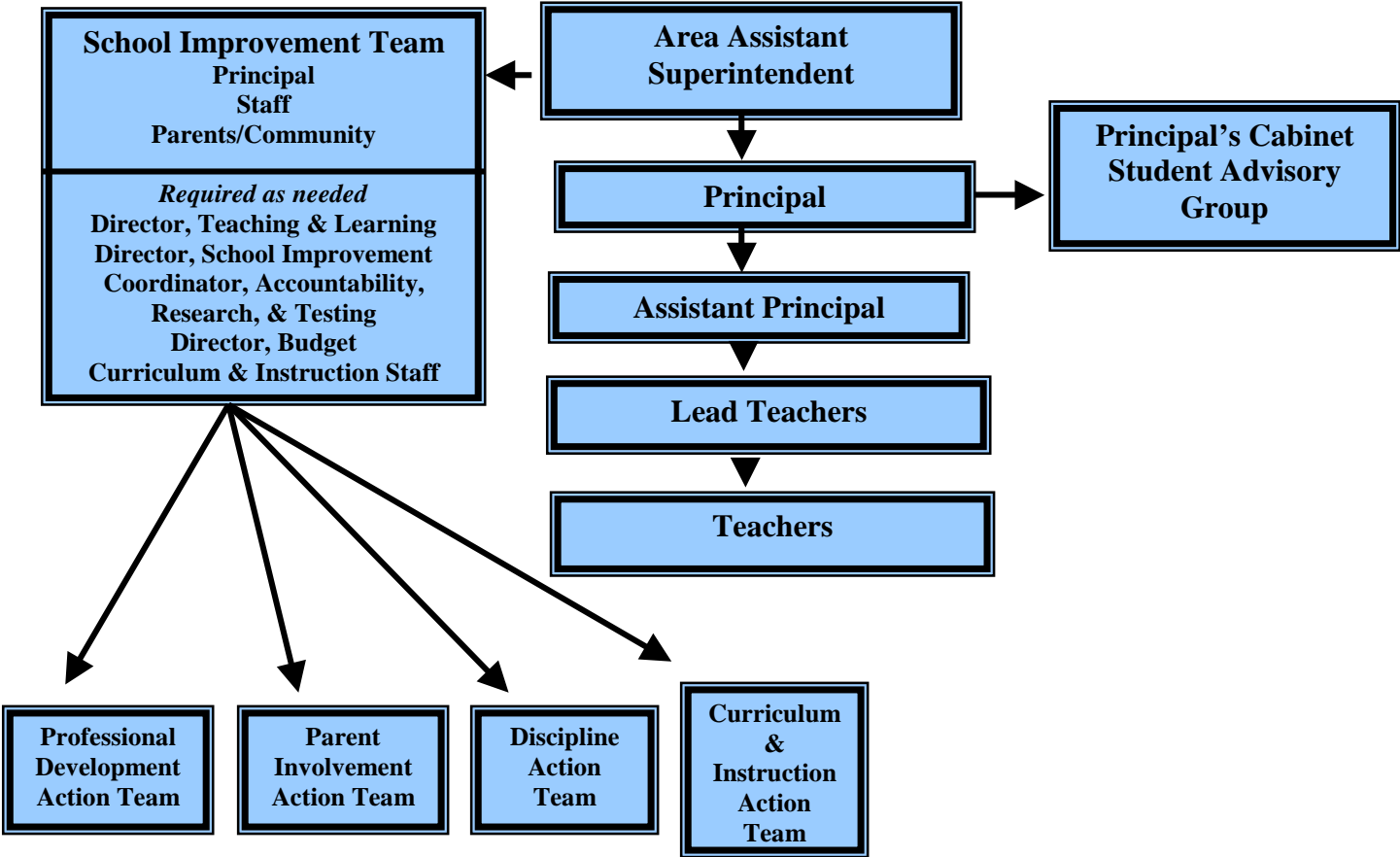
The Area Assistant Superintendent will take the lead in the restructuring (planning) of WMS by directing and overseeing the School Improvement Team. This is different from other Baltimore County Public Schools because the principal is usually the chair of the school improvement team. Under the direction of the Area Assistant Superintendent, the School Improvement Team will establish four Action Teams. The Action Teams will address the following areas: curriculum and instruction, professional development, parent involvement, and discipline. Each Action Team will be assigned central office staff who will assist and report back to the Area Assistant Superintendent. The permanent assignment of central office staff will be unique to WMS.

Furthermore, the Principal will establish a Principal's Cabinet, which is a student advisory group. The purpose of the student advisory group is to work with the Principal on student issues and concerns relative to attendance, behavior, and academic performance. This reflects the Superintendent's philosophy of student governance playing a critical role in maintaining and sustaining a successful learning environment.

**Following is the organizational chart delineating the reporting structure of WMS**



**New Organizational and Decision-Making Structure**



**3. Provide a description of the process that will be used to identify initial in-service training that will meet the needs of teachers and school leadership.**

Initial professional development needs for administration and teachers will be based on the restructuring of WMS to a college preparatory model. In March 2006, an initial meeting will be held with a representative from College Board to plan for the training for Pre-AP and AVID. College Board training for administrators and teachers will begin during the summer of 2006.

The Area Assistant Superintendent and the Principal will meet with staff from the Budget Office and selected Curriculum and Instruction staff to provide support and guidance in zero base budgeting.

**4. Once new staff has been hired, describe how the new school leadership will build a cohesive team ensuring shared values, vision and enthusiasm for the school.**

In August 2006, Woodlawn Middle School will host a school leadership retreat to include administration, department chairs, lead teachers, staff, parents, and community members for the purpose of developing a school mission, vision statement, and values. The draft of the mission and vision statement will be shared with all stakeholders to elicit feedback, support, and refinement. During the first week of the 2006-2007 school year, the staff will formally adopt the mission and vision statement and create professional goals that support the vision. During PTA Back-to-School-Night, the mission and vision will be shared and adopted by parents and community members.

The administrative team at the WMS will work with the Office of Professional Development in May and June 2006 to develop a plan for team-building activities. Team building training and opportunities will be implemented throughout the year for staff, parents, and students.

In September 2006, goal conferences will be conducted with each staff member. In December 2006 and January 2007, mid-year feedback conferences will also be held with each teacher to review progress towards established goals. Throughout the year there will be continuous monitoring and support by the Area Assistant Superintendent, Administrative Team, and permanently assigned central office staff.

In October 2006, a summit meeting will be held with various community members, local business, and both elementary and high school feeder school representatives in order to share the new school mission, vision, and values of the Woodlawn Middle College Preparatory Academy.