

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: February 26, 2008

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **CONSIDERATION OF THE ALTERNATIVE GOVERNANCE PLANS – LANSDOWNE MIDDLE SCHOOL, SOUTHWEST ACADEMY, AND WOODLAWN HIGH SCHOOL**

ORIGINATOR: Dr. Manuel Rodriguez, Area Assistant Superintendent, Southwest

RESOURCE PERSON(S):

RECOMMENDATION

These three proposals culminate the inclusive process regarding the restructuring planning of two middle schools and a high school in the Southwest Area of the Baltimore County Public Schools.

Options for consideration in the restructuring process include 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; enter a contract with an outside entity to operate the school as a public school; re-open as a public charter school; appoint/employ a distinguished principal from another school district as the school principal.

Staff and stakeholders from the three schools selected 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.

2008 Alternative Governance for School Improvement

1. MSDE Cover Page School Contact Information

School Name and Number: Woodlawn High School 0172

School Address: 1801 Woodlawn Drive Baltimore, MD 21207

2007-2008 School Principal: E. Donald Weglein

- **Principal's Phone:** 410-887-6878 **Fax Number:** 410.887.1324
- **Principal's Email:** eweglein@bcps.org
- **Principal's Signature:** _____

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Dr. Manuel Rodriguez

- **Phone Number:** (410) 887-8760 **Fax Number:** (410) 887-8763
- **Email:** mrodriguez2@bcps.org
- **Contact Person's Signature:** _____

Local Board of Education Approval

Local Board Approval Date: _____

Superintendent: Dr. Joe A. Hairston_____

Superintendent's Signature Date_____

Alternative Governance for School Improvement Guidelines

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Available Under Separate Cover (Electronic and Hard Copy)

- Teacher Capacity Needs Assessment Resources
- School Improvement Checklist

2. ALTERNATIVE GOVERNANCE SELECTION

- **Check which of the following alternative governance options was selected. Refer to Attachment A for a more detailed description of each of these options and to Attachment A1 for option specific questions that must be answered.**

| | | |
|---|---|--|
| X | 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 | Appoint/employ a distinguished principal from another school district OR a graduate from New Leaders for New Schools |

3. CORRECTIVE ACTIONS

1. Identify which of the following Corrective Action/s was/were implemented during the 2006-2007 school year.

Woodlawn High School (WHS) implemented research-based strategies as corrective actions to improve student achievement. With endorsement from the superintendent, area assistant superintendent, faculty, staff, students, parents and the community, WHS officially became a *High Schools That Work* site and began carrying out the ten Key Practices which include setting higher expectations for all students; emphasis on using high-level mathematics and science; teaching rigorous content in context related to future career roles; enrolling students in a challenging program of study with an upgraded academic core and major; providing students with a structured system of work-based and high-status school-based learning, which is collaboratively planned by educators, employers and workers; teaching high-status academic and technical content; actively engaging students in the learning process; involving each student and parents/guardians in an individualized advising system; providing a structured system of extra help for students to successfully complete high-level academic courses; and using student assessment data to continuously improve curriculum.

As a result of *High Schools That Work* and through the assistance of a consultant from the Southern Regional Education Board, Common Course Syllabi were developed to provide a unified, rigorous curriculum for all students. Professional development was provided for staff in the implementation of the Common Course Syllabi and the following research-based strategies: ACE and Area J BCR writing strategies, AVID (Advancement Via Individual Determination) strategies, differentiating instruction, classroom management principles and lesson planning with emphasis on chunking and scaffolding. In support of Key Practice 9, WHS implemented the *Language!* program. Students were enrolled in the course based on an assessment of their reading skills. Those students who scored a minimum of two levels below grade were placed in the *Language!* program. A second program of academic assistance was the implementation of a 90-minute extended day on Tuesdays, Wednesdays and Thursdays to provide HSA remediation half-credit courses. In support of Key Practice 4, WHS organized students into academies. All Grade 9 students were in a Freshmen Academy, which consisted of students identified as a team based on their core academic teachers. Grades 10, 11 and 12 students chose to be in one of four academies (Arts and Communications, Business and Finance, Engineering, and Health and Human Services) based upon their career interests.

2. Successes and failures of the actions undertaken and what lessons were learned.

The corrective actions resulted in some successes. WHS's primary action, the implementation of *High Schools That Work*, was meeting with success during its initial implementation. The Southern Regional Education Board conducted a technical site visit and reported that our successes were in the following areas: Common Planning, Common Course Syllabi, regrouping of students into Smaller Learning Communities, professional development activities, and extended-day school for acceleration courses. The research-based professional

development activities related to implementation of the Common Course Syllabi, BCR writing strategies in all content areas, training for AVID (Advancement Via Individual Determination), differentiated instruction, classroom management and lesson planning were in evidence during formal and informal teacher observations. As a result of the *Language!* program, there was no need to offer the A/B course which is the lowest level during school year 2007-2008. The extension of the school day by 90 minutes on Tuesdays, Wednesdays and Thursdays to offer acceleration courses for the HSA was successfully implemented due to funding for teacher stipends, transportation for students, and provide snacks for students who enrolled in the courses. As a result of this extended-day acceleration course program the largest subgroup (African-American males) English HSA scores increased by 6.4 percentage points. The organization of the Freshmen Academy into teams allowed the academy core content area teachers common planning time to develop rigorous instruction and provide unified student support.

Actions undertaken that lacked positive student outcomes were: the inconsistent instruction that lacked rigor, a structured mentoring program for students, fidelity of implementation and follow-through of the efforts related to the key practices in the HSTW model that were selected for implementation.

The lessons learned include a need for consistency of implementation of the corrective actions over a minimum of five years with sufficient staff and resources to deliver the actions.

4. RATIONALE FOR ALTERNATIVE GOVERNANCE SELECTION

1. See Attachment C.
2. See Attachment E.
3. **On what basis was the decision made to select this particular alternative governance option?**

Woodlawn High School (WHS) has selected alternative governance Option 1: Replace all or most of the school staff, including the principal, who are relevant to the school not making Adequate Yearly Progress. (AYP) The results of the TCNA and the Priority Needs Assessment also served as a basis for the final selection of alternative governance option one. The root causes identified and the implementation of the action steps require that there be changes made in personnel. The results of the needs assessments and stakeholder input served as a basis for the selection of alternative governance option one.

The root causes identified as a result of the TCNA indicate that teacher inexperience, a high turnover rate, need for higher expectations for students, professional development, and a need for rigorous instruction are among the key factors contributing to the school's inability to demonstrate adequate yearly progress. Alternative governance option one will allow Woodlawn High School the opportunity to replace inexperienced and non-highly qualified teachers with more experienced and qualified teachers.

Current staff may reapply for their positions at the school and may qualify for continued assignment. The selection of this option permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of individual students, including the identified gaps in their instructional knowledge (Calkins et al, 2007). This approach will require the development and implementation of an appropriate master schedule that will allow the staff to facilitate small-group instruction and individualized tutoring (Calkins et al, 2007).

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. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction (Calkins et al, 2007). 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. Alternative governance option one will allow Woodlawn High School to staff the school with leadership team members and teachers who are committed to the following:

- All students will achieve at high levels
- High expectations for staff and student performance
- Collaboration among teachers, with parents, and community
- Participation in high quality professional development focused on student achievement outcomes
- Active involvement and participation in school improvement processes
- Extended-day and year activities for acceleration, reteaching and enrichment
- Fidelity of implementation of curricula and campus interventions

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The Turnaround Challenge*. Boston, MA: Mass Insight Education & Research, Inc.

4. The involvement of school stakeholders.

| STAKEHOLDER INVOLVEMENT | | | |
|--------------------------------|----------------------------------|--------------|--|
| Stakeholders | Number of People Involved | Dates | Forum and Type/s of Input |
| Parents and Community Members | 2,000 | 10/17/07 | Letter explaining reason for restructuring |
| | 22 | 11/12/07 | Community meeting outlining restructuring process and 4 Alternative Governance options |
| | 17 | 12/18/07 | PTSA Meeting – discussion of HSA and Alternative Governance options |
| | 9 | 1/3/08 | Parent Awareness Meeting – discuss Alternative Governance options and allow parents to give feedback |
| | 22 | 1/15/08 | Town Hall Meeting |
| School Staff | 160 | 10/17/07 | Letter – faculty given copy of parent letter |
| | 112 | 11/12/07 | Faculty Meetings – discussion of Alternative Governance options |
| | 160 | 11/13/07 | E-mail – invitation to staff to participate on Alternative Governance team |
| | 22 | 11/19/07 | Staff members who applied and were appointed to Alternative Governance Team |
| | 22 | 11/28/07 | First Alternative Governance team meeting |
| | 80 | 12/7/07 | Voluntary faculty meeting with area superintendent to outline teacher capacity needs assessment |
| | 160 | 12/11/07 | Faculty sign-up for theme teams |
| | 160 | 12/12/07 | First theme team meeting and facilitator appointment |
| | 5 | 12/14/07 | Facilitator Training |
| | 20 | 12/17/07 | Facilitator Trainers trained other theme team facilitators on TCNA |
| | 110 | 12/19/07 | Theme teams met to complete TCNA |
| | 83 | 1/2/08 | Theme teams met to finalize TCNA |
| | 94 | 1/3/08 | Faculty meeting to complete Priority Needs and research on Alternative Governance options reviewed |
| | 112 | 1/11/08 | Faculty and staff voted for Alternative Governance options |
| | 146 | 1/14/08 | Faculty meeting with TABCO representation to discuss teacher input and presentation of Top Ten Action Steps and Priority Needs |

5. What are the challenges and/or barriers to implementing the selected alternative governance option? When, how and by whom will these challenges and/or barriers be addressed and monitored?

| CHALLENGES TO IMPLEMENTATION | | |
|--|--|--|
| Challenges/barriers | When & how will it be addressed? | Position of person responsible for monitoring these challenges/barriers |
| 1. Immediate need to build capacity to address the master scheduling issues at the school. | WHEN: January, 2008 HOW: The administrative team in collaboration with an experienced consultant and the Department of Professional Development will design the master schedule. | Principal |
| 2. Provide a sufficiently large pool of qualified and effective candidates. | WHEN: February 2008 – April 2008 HOW: The administrative team in collaboration with the Department of Human Resources will develop a plan for appropriately staffing the campus. | Director of Personnel |
| 3. Develop a campus specific instrument for interviewing and selecting highly qualified, highly effective and experienced staff that are committed to the success of Woodlawn High School. | WHEN: Spring 2008 HOW: The administrative team in collaboration with the Department of Human Resources will modify an existing interview instrument for selected campuses. | Director of Personnel |
| 4. Provide adequate professional development to foster meaningful collaboration to promote rigorous and engaging instruction. | WHEN: Spring 2008 HOW: The administration in collaboration with the Department of Professional Development and Division of Curriculum and Instruction will develop a comprehensive professional development plan. | Principal |
| 5. Consider staffing implications as multiple schools within Baltimore County Public Schools have chosen the same Alternative Governance option. | WHEN: Spring, 2008 HOW: A personnel officer will be dedicated to each school to assist with transfer and hiring. | Assistant Superintendent of Human Resources |

5. LEA's TWO-YEAR COMMITMENT TO ALTERNATIVE GOVERNANCE

1. The LEA Restructuring Governance Team

| LEA/BCPS Restructuring Planning/Alternative Governance Committee | | | |
|---|--|------------------------------|---|
| Name | Title | No. of Hrs. per Month | Responsibilities (advising, working, and/or monitoring the AG) related to the implementation of AGs across the LEA¹ |
| Manuel Rodriguez*(S) | Area Asst. Supt., Co-chair | Ongoing | Provide management of committee and direction for schools |
| Mandi Dietrich* | Director, Special Projects, Co-chair | 40/ongoing | Logistics/compliance/editing |
| Don Peccia | Asst. Supt. Human Resources | 4 | Provide technical assistance related to HR to the committee and schools |
| Sonia Diaz | Chief Academic Officer | 2 | Provide technical assistance related to curriculum and Instruction |
| Barbara Burnopp | Chief Fiscal Officer | 2 | Provide technical assistance related to finance to the committee and schools |
| Pat Baltzley | Director, Mathematics | 38.5 | Provide technical assistance related to content areas to the committee and schools |
| George Newberry | Director, Science | 45 | |
| Heather Miller | Coordinator, English | 12 | |
| Rex Shepard | Coordinator, Soc. Studies | 15 | |
| Wesley Boykin | Executive Director, Research, Accountability, and Assessment | 8 | Provide technical assistance related to research, accountability and assessment to the committee and schools |

| LEA/BCPS Restructuring Planning/Alternative Governance Committee | | | |
|--|---|-----------------------|---|
| Name | Title | No. of Hrs. per Month | Responsibilities (advising, working, and/or monitoring the AG) related to the implementation of AGs across the LEA ¹ |
| Verletta White | Executive Director, Professional Development | 2 | Provide technical assistance related to professional development to the committee and schools |
| Margaret Ann Howie Anjanette Dixon | Legal Counsel Legal Counsel | 2 | Provide technical assistance related to legal issues to the committee and schools |
| Lisa Williams | Coordinator, Title I | 0 | Provide technical assistance related to Title I to the committee and schools |
| Patricia Lawton | Director, Special Education | 5.5 | Provide technical assistance related to Special Education to the committee and schools |
| Yvonne Barhight | Acting Asst. Supt. Humanities, English language learners (ELL) | 15 | Provide technical assistance related to ELL to the committee and schools |
| Dale Rauenzahn | Acting, Asst. Supt. STEM, Student Support Services | 1.5 | Provide technical assistance related to STEM and SSS to the committee and schools |
| Ken Dickson | Coordinator, Gifted and Talented | 4 | Provide technical assistance related to GT to the committee and schools |
| (On school-based teams) | Parents/Community Stakeholders | 1 | Provide input to the committee and schools. |
| Bob Anzenc | Executive Director, TABCO | 6 | Provide input related to teacher contract issues to the committee. |

¹As appropriate, committee members will:

- Provide resources in the form of assigned staff from each area represented above to provide technical assistance, guidance and support to schools during the completion of the sections identified in the *2008 Guidelines for Alternative Governance for School Improvement*.
- Provide input, and guidance related to all aspects of the restructuring planning process.
- Access services/resources to implement the LEA's restructuring planning process and support school-based alternative governance teams, as needed.
- Monitor the restructuring planning process (timeline and deliverables) through communication with assigned resource staff and reports from alternative governance liaisons (assistants to the area asst. superintendent) and alternative governance team leaders (principals).
- Communicate the progress of the restructuring planning process to stakeholder groups and system staff.

2. Confirm the LEA's commitment to the following school improvement standards:

A. Fully staffing the schools with the following high quality personnel by the first day of teacher pre-service orientation:

| | | |
|---------------------------|------------------|------------------|
| Core teachers | <u> X </u> yes | <u> </u> no |
| Administrators | <u> X </u> yes | <u> </u> no |
| Student service personnel | <u> X </u> yes | <u> </u> no |
| Support staff | <u> X </u> yes | <u> </u> no |

B. Giving principals (of those schools selecting Options 1 and 4) full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:

| | | |
|-------------------------------------|------------------|------------------|
| Staffing patterns | <u> X </u> yes | <u> </u> no |
| Class schedules | <u> X </u> yes | <u> </u> no |
| Selecting consultants | <u> X </u> yes | <u> </u> no |
| School-based budget decisions | <u> X </u> yes | <u> </u> no |
| Professional development attendance | <u> X </u> yes | <u> </u> no |

3. Describe how the LEA will benchmark student achievement and monitor the effectiveness of curriculum and instruction over the next two years.

Baltimore County Public Schools (BCPS) is refining the system's Comprehensive Assessment Plan that incorporates a performance assessment process to ensure schools and central office staff can effectively monitor student achievement and progress in all core content areas. The Comprehensive Assessment Plan includes short-cycle and quarterly benchmark assessments. Short-cycle assessments are ongoing, diagnostic formative assessments that provide information to guide, inform, and differentiate instruction. Benchmark assessments are summative indicators of success

used to determine how students are performing in relationship to the Voluntary State Curriculum and Core Learning Goals. The short-cycle and benchmark assessments provide performance results in the core academic areas at the individual student level, class, grade and other levels. In addition, the data may be disaggregated by subgroups. These assessments, in concert with the state and other assessments, provide a comprehensive profile of all students and student groups, enabling the school and LEA to identify content standards that have or have not been achieved.

The LEA will monitor the effectiveness of the curriculum and instructional program using a two-step process. Step one will consist of school level administrators including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussions concerning benchmark, short-cycle, and classroom level achievement data to guide instruction. The second step includes monitoring of student achievement data and formal and informal campus visits by the area assistant superintendent and content office staff. Technical support will be provided by staff in the offices of research, accountability, assessment, and student support services. Specific assistance will be provided in data analysis and interpretation and utilization of assessment results for purposes of information to adjust instruction. Additionally, student support services offices have assisted with aligning the BCPS *Blueprint for Progress*/Master Plan to school plans to provide resources to students and staff such as counseling, health services, and home-school connections to support instructional efforts.

4. Once the selected option is approved and adopted, describe the structure the LEA will put in place to help build cohesive school teams ensuring shared values, vision, and enthusiasm for the school.

The school will hold a two-day school leadership retreat during August 2008 (funded by the school's regular operating budget). Participants will include the administration, department chairs, team leaders, mentors, parents, and community members. The purpose will be to reaffirm and commit to the beliefs, vision and mission of the school, as aligned with those of Baltimore County Public Schools. Further, this retreat will allow the leadership team to establish campus-wide expectations for teacher and student outcomes. The draft beliefs, vision, and mission statements will be shared with stakeholders to elicit feedback and develop commitment. The staff will formally adopt the beliefs, vision and mission statements during the initial week of the 2008-2009 school year. Additionally, the mission and vision will be shared at Back-to-School-Night with parents and community members for the purpose of the community-wide adoption of the beliefs, vision, and mission of Woodlawn High School.

The administrative and leadership team will continuously monitor progress for all students in the core content areas. Goal conferences will be conducted with each staff member in September 2008. Mid-year feedback conferences (in December 2008 and January 2009) will be held with each teacher to review progress toward meeting established teacher and student outcomes.

The administrative team will provide professional development related to the following: all students achieving at high levels, staff and students having high expectations for student achievement, and team building to create a culture of teacher collaboration focused on a "can do" attitude where continuous improvement in student achievement is the norm. Faculty meetings and other professional development opportunities will begin with a team building activity. The administration will provide three days of professional development during the summer. Topics will include teacher collaboration, understanding and teaching the Voluntary State Curriculum, differentiating instruction, and strategies for increasing achievement among special education students. Hosting professional development sessions during the summer will allow teachers to start the school year prepared to implement best practices for improving all students' achievement.

SCHOOL SPECIFIC QUESTIONS

1. For each category listed below, describe the anticipated LEA resources being committed to this school for the next two years:

LEA TWO-YEAR RESOURCE COMMITMENT TO THIS SCHOOL

| Category | Description | FY09 Source of Funds | FY10 Source of Funds |
|--------------------------------------|---|--|---|
| Personnel (salaries & fixed charges) | Saturday School Afternoon Academy | School Improvement Grant | School Improvement Grant |
| Professional development | Professional Development Summer Workshops Day 1: Strategies for addressing the areas of weakness on county and state assessments in reading, math, social studies and science; understanding, planning, and implementing the Voluntary State Curriculum and Core Learning Goals Day 2: Differentiating instruction; classroom management Day 3: Effective co-teaching model in special education; effective 90-minute lesson planning Professional Development Saturday Workshops Day 4: Learning styles; teaching styles Day 5: Using data to plan effective instruction; multicultural training | 152 teachers x \$177.45 = \$26,572.40 (FICA x .0765) + (WC x .0043) = \$2,127.50 \$26,572.40 + \$2,127.50 = \$28,699.90 \$28,699.90 \$28,699.90 \$28,699.90 \$28,699.90 | 152 teachers x \$177.45 = \$26,572.40 (FICA x .0765) + (WC x .0043) = \$2,127.50 \$26,572.40 + \$2,127.50 = \$28,699.90 \$28,699.90 \$28,699.90 \$28,699.90 |
| Material and equipment | Professional Learning Community Book Club (Four books per staff member) \$10 per book Supplemental Supplies & Materials | \$6,000 \$500.50 | \$6,000 \$500.50 |

6. STATE BOARD OF EDUCATION

Attachment G – State Board of Education Summary is attached.

Attachment A - 2008 Alternative Governance Options

Attachment A1

School Name and Number: Woodlawn High School 0172 **LEA:** Baltimore County

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.

1. Describe the process used to replace all or most of the school staff.

The process to replace all or most of the staff will begin with all personnel that are relevant to the school not making adequate yearly progress including the principal being considered for replacement. Positions will be filled by individuals who are highly qualified. Baltimore County Public Schools’ Department of Human Resources has made staffing WHS a priority.

All stakeholders will be included in the re-staffing process, as representatives from each stakeholder group will have input into the selection of the school personnel. Due to the sensitive nature of personnel transfers, discussions with the teachers’ union are ongoing. The students, staff, administration, parents and community have been kept addressed of the alternative governance process from the beginning of the process. Faculty/staff meetings and parent/community meetings have been held and information communicated.

The timeline for replacing the staff prior to the start of the 2008-2009 school year requires the school administration to submit recommendations to the school system by February 13, 2008. On February 15, 2008, teacher Declaration of Intent forms will be reviewed. During the weeks from February 14, 2008, through February 29, 2008, the administrative team will identify the teachers deemed relevant to the school’s inability to making adequate progress. During the weeks between March 3, 2008, and March 31, 2008, the Department of Human Resources will post the teacher leadership, department chairperson, and teaching vacancies. On April 7, 2008, the administrative team will begin selection of teaching staff.

2. How will the chain of command among teachers, the principal and central office look different from schools that are not in restructuring?

The campus administration will create action teams to function as part of the School Improvement Team and to address the following areas: professional development, curriculum and instruction, a safe and orderly environment with the support mechanism of Positive Behavior Interventions and Support (PBIS), parent/community involvement, and special education. Each action team will be chaired by an administrator who reports to the principal. The process is inclusive and interactive, with teachers and students having input into the decision-making. The action teams will be an integral part of the school improvement process. Additionally, randomly selected student groups made up of one student from each class will constitute a Principal’s Cabinet. The principal will meet with the cabinet on a regular basis as a means of giving students input into the decision-making on the campus. Further the Principal’s Cabinet members will serve as good will ambassadors for the campus and community. The authority for the implementation of the plan rests with the principal. The principal will consult with the area assistant superintendent before instituting any significant changes to this alternative governance plan.

Attachment B - School Academic Profile

School Name and Number: Woodlawn High School 0172 **LEA:** Baltimore County

| | Topic | 2007-2008 Identify Current Practices by Grade Level | Identify Proposed Two-Year Changes to Current Practices by Grade Level |
|----|---|--|--|
| 1. | Name of core reading program | Grade 9C <i>Language!</i> Grade 10C <i>Language!</i> Grade 11C <i>Language!</i> | <i>Language!</i> Books A, B, C, D, E, and F to offer reading strategies for identified students in grades 9-12. By offering additional levels of the <i>Language!</i> program WHS will be able to better address the needs of the students by placing them in their appropriate reading level. Students’ progress will be monitored through program-included assessments. |
| 2. | Name of supplemental reading interventions provided to students not making AYP | None | Accelerated English (HSA Review Course) for students in Grades 11 and 12 who have taken English 10 and failed the English HSA. This course will be offered during the school day and student progress will be monitored through course assessments. |
| 3. | Name of core mathematics program | Grade 9 Algebra I Grade 10 Algebra II Grade 11 Geometry | WHS will extend Algebra I to a 90-minute period for students who tested at a basic level on the MSA. |
| 4. | Name of supplemental math interventions provided to students not making AYP | None | Mathematics Models (HSA Review Course) for students in Grade 12 who have taken Algebra I and failed the Algebra/Data Analysis HSA. This course will be offered during the school day and student progress will be monitored through course assessments. During the school day 90- minute Algebra I block for Grade 9 students achieving at the basic level to allow for scaffolding of Algebra I content and re-teaching as determined through regular assessments. |
| 5. | Content focus of the extended day program, targeted population, and the number of students served | None | Identify students in grades 10-12 who score within 5 percentage points of the HAS passing score and provide HSA review courses in an afternoon academy. The effectiveness of the courses and student progress will be monitored through course assessments and HSA results. |
| 6. | Content focus of summer program, target populations, and the number of students served | Enrollment in Baltimore County Public Schools’ Summer School program by students who fail English, mathematics, science or social studies courses. | Transition Camp for identified incoming Grade 9 students to provide mentoring and strengthen reading and math skills. This course will be offered during the summer and student progress will be monitored through course assessments. Summer HSA review courses for rising Grade 12 students who will be unable to take the regular HSA review courses because |

| | | | |
|----|--|---|---|
| | | | they have to meet graduation requirements. Student progress will be monitored through course assessments. Department chairpersons will teach these courses. |
| 7. | Description of instructional day highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs. | WHS has a 7-period day with a 90-minute block for the <i>Language!</i> program. Common planning time is provided during monthly department meetings. Professional development is provided to the faculty on “Meaningful Mondays” and on county-identified professional development days. The current extended-day program includes only coach class which is offered by individual teachers. WHS currently offers no supplemental education services. The Saturday School HSA remediation program which runs from October 3, 2007, through January 5, 2008, is structured in four one-hour blocks with one hour of instruction in each of the four tested areas. In addition, all core subjects have common course syllabi. | Ninety-minute Algebra I period for identified students who have not reached proficiency in Algebra I content. This course will be offered during the school day and student progress will be monitored through course assessments. Common planning time for vertical and horizontal teams to allow for collaboration, common lesson planning and data analysis focusing on the following core content areas courses: <ul style="list-style-type: none"> o Grade 9 American Government o Grade 9 Algebra I o Grade 10 Biology o Grade 10 English Saturday School to offer continued support for HSA courses for ELL and special education students in Grades 10 through 12. |
| 8. | Describe the school’s academic enrichment programs. | AVID (Advancement Via Individual Determination), Project the Lead the Way, AP (Advanced Placement) and GT (Gifted and Talented) level courses are curricular enrichment programs. Coach classes, National Honor Society Tutoring Program, and STEM are enrichment programs. | WHS will offer site-based, versus the current online, AP American Government and AP Psychology for students who have earned a grade of B or higher in American Government, World History, and United States History courses in order to increase rigorous instruction in social studies. WHS will offer site-based AP courses during the school day for students in grades 11 and 12 who have successfully completed the prerequisites in science, English, art, and mathematics. WHS will provide students with enrichment by extending the current AP Calculus course to 90 minutes to ensure that students have adequate time to effectively learn and apply course concepts. Student progress will be monitored through course assessments. |

Attachment C – Teacher Capacity Needs Assessment

School Name and Number: Woodlawn High School 0172

LEA: Baltimore County

TOP TEN ACTION STEPS

1. *Redesign the master schedule to maximize instructional time facilitated by teachers who are highly qualified in the content areas.* **WHAT:** An examination of the current schedule has revealed a major flaw of the schedule and school day format that is negatively impacting instruction. The schedule and school day format established for the next school year needs to increase opportunities for common planning time between ELL, special education and content teachers. The instructional time teachers have for required curricular lessons and re-teaching will also increase. WHS will develop a hybrid schedule including 90-minute block and 45-minute classes. **WHY:** The schedule currently being used does not allow enough time for the full development of lessons based upon the Voluntary State Curriculum and Core Learning Goals standards, indicators and objectives. In addition, the newly developed schedule will reduce change of classes and increase instructional time. **WHO:** The master scheduler (an assistant principal) will convene a committee of teachers to work collaboratively to develop a new schedule and school day format. The principal, the curricular offices, and representatives from the office of student data will assist. The scheduling committee will meet throughout the summer. **WHEN:** The scheduling process will begin in February 2008 with the formation of the scheduling committee. The process will continue throughout the summer as teachers and students are provided with individual schedules. Throughout the 2008-2009 school year, students will be placed in courses that address their needs based on student achievement data. **WHERE:** WHS

2. *Design, implement and monitor differentiated, targeted, and ongoing professional development in the use and analysis of data to support informed decision making and instructional effectiveness.* **WHAT:** Professional development will include the following topics: strategies for addressing the areas of weakness on BCPS and state assessments in reading, math, social studies and science; differentiation of instruction; classroom management; effective co-teaching model in special education; effective 90-minute lessons; understanding, planning, and implementing the Voluntary State Curriculum and Core Learning Goals; using data to plan effective instruction; learning preferences; and teaching styles. Student and teacher performance data will be reviewed continuously to determine adjustments to the professional development plan. Three days of professional development sessions will be held prior to the 2008-2009 school year. **WHY:** Having specific knowledge of strategies in the identified areas will allow teachers to increase their effectiveness in instructing students in the areas of reading and math. **WHO:** Mentors, who serve as chairs on the professional development action team, will take the lead in planning and organizing the professional development. **WHEN:** Planning for the professional development sessions will occur during the summer. The professional development sessions will occur at times when schools are closed for students including three days before the 2008-2009 school year, planned school closings, designated professional development days and faculty meetings. **WHERE:** The majority of the professional development sessions will occur at WHS.

3. *Create the following action teams to function as a part of the School Improvement Team: Professional Development, Curriculum and Instruction, Safe and Orderly Environment, Parent Involvement, and Special Education.* **WHAT:** Teachers will be part of the governance process through their engagement in action teams. Teachers' input will provide the foundation for a positive school culture, cohesive organization, and effective leadership. **WHY:** Teacher input enables them to engage in decision making to increase meaningful involvement in the implementation of the school improvement plan. **WHO:** All staff will work collaboratively to outline and detail the roles and responsibilities of teachers in the organization of the action teams. **WHEN:** A summer 2008 committee will be formed to finalize the structure and to create the documentation method to be used over the course of the school year. **WHERE:** WHS

4. *Establish a Principal's Cabinet comprised of randomly selected students to serve in an advisory capacity and as good will ambassadors.* **WHAT:** Students will work with the principal on student issues and concerns relative to attendance, behavior, and academic performance. **WHY:** To provide student input into decision-making and reinforce that students' contributions play a critical role in maintaining and sustaining a successful learning environment. **WHO:** Randomly selected students, one from each room, will meet with the principal at a regularly scheduled time. Members of the Principal's Cabinet will be inducted, officers will be selected, and minutes kept of discussion items and tasks undertaken related to student responsibility in the school and community. **WHEN:** Students will be selected during the first week of school. **WHERE:** WHS

5. *Develop and implement a monitoring tool for each content area that continually assesses cohort growth.* **WHAT:** Teachers will record and monitor students' progress achieving Voluntary State Curriculum and Core Learning Goal daily objectives through the appropriate analysis of students' work, ongoing assessments (short-cycles and benchmarks), and HSA/MSA assessment data. During common planning time, content teachers will conduct a group analysis of BCR responses and student data. The content teachers will utilize instructional interventions that address the needs of students at the basic level by grade level and content area based upon data analysis and monitoring on an ongoing basis. **WHY:** An analysis of student performance data will provide teachers with the information needed to adjust their instruction. **WHO:** The administration, department chairs, and mentors will collaborate to determine an appropriate format for the monitoring tool. Once the monitoring tool is developed, department chairs and mentors will provide training on the proper use of the tool. **WHEN:** The monitoring tool and expectations will be introduced in August and the monitoring of students' progress will occur throughout the school year. On a quarterly basis, departments will analyze departmental data to determine how the students are progressing across grade levels. Students who have excelled will be provided incentives to continue their progress. **WHERE:** WHS

6. *Create a multi-disciplinary action team charged with ensuring the fidelity of the implementation of accommodations to special education, English language learner (ELL) students, and students with 504 Plans.* Appropriate special education accommodations are provided to students and the administrative leadership team will develop measures to determine their effectiveness. **WHY:** The appropriate implementation and monitoring of these accommodations will ensure that special education students are participating in rigorous instruction. **WHO:** All instructional leaders, general educators, special educators, instructional assistants, related service providers, and additional adult support will use appropriate instructional strategies and data from IEPs. The special education case manager will monitor the implementation of special education accommodations. The ELL Department Chairperson will monitor the implementation of ELL accommodations. **WHEN:** Student data will be reviewed and analyzed on a bi-weekly basis by the action team to determine the effectiveness of the measures and to ensure that the outcomes of the accommodations are successful. **WHERE:** Special Education accommodations will be provided at WHS in the general education and special education environments.

7. *Develop a site-based teacher peer coaching program that provides for bi-weekly monitoring to ensure teacher retention and instructional effectiveness.* **WHAT:** Develop a site-based teacher support program. **WHY:** WHS will receive a substantial number of new teachers, whether new hires or current BCPS employees, who will need support during restructuring. **WHO:** Mentors, department chairpersons, and identified teacher leaders will work in consultation with content area office and department of professional development personnel. The administration will match new teachers with veteran teachers based upon content. **WHEN:** Following notification of staffing for the 2008-2009 school year, the identified teacher leaders will be trained as peer mentors. During summer 2008, the administrative team will assign new hires to the trained peer mentors. The administrative team will provide collaboration time during the opening week of the school year. **WHERE:** WHS

8. *Develop a Peer-Tutorial Program to address the needs of students performing below proficiency in one or more HSA tested areas.* **WHAT:** The peer-tutorial program will address the needs of students performing below proficiency in the four HSA content areas. **WHY:** WHS has a large number of students who are performing at the basic level according to MSA data received from middle schools. **WHO:** The after-school tutorial program will work with the National Honor Society advisor to schedule peer-tutoring sessions according to teacher referrals and student achievement data. **WHEN:** At the commencement of the school year. **WHERE:** WHS

9. *Administer the Learning Preferences Inventory for all students and use the data to adjust instructional delivery.* **WHAT:** Identification of individual student learning styles using the Learning Preferences Inventory. **WHY:** Specific awareness and knowledge of learner characteristics allows teachers to increase the effectiveness of instruction. **WHO:** The leadership team will be responsible for planning, organizing, and administering the Learning Preferences Inventory for teachers and for aligning professional development activities. **WHEN:** Professional development sessions will occur at times when schools are closed for students. **WHERE:** The majority of the professional development sessions will occur at Woodlawn High School; however, some professional development sessions may take place off campus.

10. *Increase parental involvement in the decision-making process to support and improve student achievement.* Teachers at Woodlawn High School will work with a feeder school eighth grade teacher at Southwest Academy Middle School to conduct student-led parent conferences using the Articulated Instructional Module (AIM). AIM provides an individual student learning inventory that identifies objectives and skills in the core content areas addressed in the Voluntary State Curriculum (VSC). A parent-teacher-student conference will take place at the beginning of the 2008-2009 school year to introduce the AIM learning inventory, the scope and sequence of objective and sub-objectives in the core content areas. The Parent Involvement action team will assist teachers in developing and maintaining positive school-home relationships by providing assistance to parents in understanding the VSC standards and content requirements, and scheduling events to increase parent participation in academic areas. **WHY:** There is a need to increase parent participation in activities that help them understand and support their students' academic achievement. AIM furnishes detailed information to parents regarding student mastery or need in identified core content objectives and sub-objectives. AIM supplements routine grades and test reporting by specifying students' progress toward key objectives and sub-objectives included in the Voluntary State Curriculum. **WHO:** All teachers will use the approach to involve parents in the student led parent conferences. Teachers from the transition grades at SWA will also participate. The parent involvement action team and the administration will take the lead in coordinating the activities. **WHEN:** The student led parent teacher conferences will occur at the time when the administration plans their school/parent activities at the beginning of the year and at the end of the year. The activities and events will occur over the course of each school year. The initial plan of activities and events will be established in July 2008. **WHERE:** WHS

Attachment E - Priority Areas of Need

School Name and Number: Woodlawn High School 0172 **LEA:** Baltimore County

| <i>General Statements of the Top Five Priority Needs</i> | <i>For each of the priority needs, provide the top major activity/initiative that will address the need during the 2008-2009 school year. Provide only one activity per need.</i> |
|---|---|
| 1. A safe and orderly learning environment | Create a master schedule designed to reduce the amount of student time outside the classroom. (See Action Step 1.) |
| 2. Improve student attendance – WHS’s daily average attendance rate for students has been 86% from 2003 to 2007, which is unsatisfactory. | Develop a written attendance plan that establishes student expectations and faculty and staff responsibility for monitoring student daily attendance. |
| 3. Improve staff attendance – WHS’s daily average attendance rate for staff has been 88% from 2006 to 2007, which is unsatisfactory. | Establish responsibilities for consistent implementation of the Employees Attendance Monitoring Plan (EAMP). |
| 4. WHS’s zoned residency area includes 80% of the state’s group homes. The number of homeless students attending WHS has doubled from 2006-2007 to 2007-2008. The student mobility rate is 21.5%. | Develop and establish a community outreach plan designed to build partnerships with group home administrators, which will include Baltimore County Department of Social Services and other relevant agencies. |
| 5. A need for transition planning to prepare students for the subsequent grade. | Construct a transition plan for students moving from Grades 5 to 6, Grades 8 to 9, Grades 9 to10, and Grades 12 and beyond. |

Attachment F – School Improvement Team Attestation

School Name and Number: Woodlawn High School 0172 **LEA:** Baltimore County

By signing this sheet, the School Improvement Team (SIT) is confirming the following:

1. All faculty and staff have been engaged in the selection of the school’s alternative governance (AG).
2. Faculty and staff understand the purpose and expectations for the upcoming changes.
3. Existing faculty and staff agree to support the implementation of the selected AG.
4. Newly hired staff will commit to the implementation of the school’s AG.
5. Parents and community stakeholders have had meaningful input.

Name and Title of SIT Team Members:
(Please print or type.)

Signature and Date:

| | |
|---|-------|
| E. Don Weglein (Principal) | _____ |
| James Sargent (Assistant Principal) | _____ |
| Starr Dimpfel (Assistant Principal) | _____ |
| Kenneth Miller (Assistant Principal) | _____ |
| Dwayne Williams (Assistant Principal) | _____ |
| Latasha Brantley (Assistant Principal) | _____ |
| Lanise Stevenson (Teacher) | _____ |
| Gary Willow (Teacher) | _____ |
| Linda Williams (English Department Chair) | _____ |
| Mark Baikauskas (Science Department Chair) | _____ |
| Luchana Sumpter (Social Studies Dept. Chair) | _____ |
| Regina Breitmeyer (Math Dept. Chair) | _____ |
| Meg Muse (Art Department Chair) | _____ |
| Diana Randall (STC Chairperson) | _____ |
| Hilary Scala (CTE Chairperson) | _____ |
| Leonard Hart (PE Department Chair) | _____ |
| Stephanie Shokal (World Lang. Dept. Chair) | _____ |
| Nettie Grigsby (Special Ed. Dept. Chairperson) | _____ |
| Bianca Pilewski (School Counseling Dept. Chair) | _____ |
| Gwen Gasdick (Technology Dept. Chair) | _____ |
| Dorreen Garrett (PTSA Chairperson) | _____ |
| Rebecca Frager (Media Chairperson) | _____ |
| Nick Bufano (Teacher) | _____ |
| Tom Lawler (Magnet Coordinator) | _____ |

Dorese Jones (Teacher)

Leslie Seff (Mentor)

Odetta Thomspen (Mentor)

Beatrice Salazar (Mentor)

Mike Sye (Athletic Director)

Joy Bufano (ESOL Teacher)

Klara Kim (Student Government President)

**Attachment G - State Board of Education Summary
2008 Alternative Governance for School Improvement**

School Name and Number: Woodlawn High School 0172 **LEA:** Baltimore County

Alternative Governance Selected: Option 1: Replace all or most of the staff, which may include the principal, who are relevant to the school's inability to make adequate yearly progress.

1. STAKEHOLDER INVOLVEMENT

On November 12, 2007, a faculty meeting was held with 112 staff members in attendance. The four options were explained and staff identified pros and cons for each option. The same evening 22 stakeholders attended a community restructuring meeting where the meaning of AYP and the 4 alternative governance options were explained. Pros and cons of each option were identified and discussed. Community members, parents, and staff members raised questions and concerns regarding the four options. On November 13, an email was sent to staff asking them to apply to serve on an Alternative Governance Team. Staff members were requested to apply by November 19, 2007. Twenty-two staff members applied and all were appointed to the Alternative Governance Team. On November 28, 2007, the first meeting of the Alternative Governance Team was held. On December 7, 2007, a voluntary faculty meeting with 80 staff members in attendance was led by the area assistant superintendent. The purpose of the meeting was to address the Teacher Capacity Needs Assessment (TCNA). An email was sent out on December 7, 2007, outlining for staff the process for signing up for a TCNA "Theme Team," and the requirements for team facilitators, with a deadline of December 11, 2007, for sign up. Two additional emails were sent to staff from the principal and the alternative governance lead administrators reminding staff members to sign up for the TCNA theme teams.

TCNA Theme Teams met in their groups to select team facilitators on December 12, 2007. A facilitator's training meeting for the facilitation of the TCNA theme teams was held on December 17, 2007. On December 18, 2007, a PTSA meeting was held with nine members in attendance to discuss alternative governance options for the school. The PTSA President constructed a letter inviting community members to a Parent Awareness Meeting on January 3, 2008, and a Town Meeting on January 15, 2008. On December 27, 2007, an e-mail was sent to staff members for the facilitator training for the Priority Needs Assessment, which was held on January 2, 2008. On January 3, 2008, with 83 faculty members in attendance, the following three objectives were discussed: presentation of the four alternative governance options, discussion of the TCNA root causes and action steps, and the Priority Needs Assessment. In the evening, 22 Community members attended a meeting to discuss the four alternative governance options and provide feedback.

2. RATIONALE FOR THE DECISION

Woodlawn High School (WHS) has selected alternative governance Option 1: Replace all or most of the school staff, including the principal, who are relevant to the school not making Adequate Yearly Progress. (AYP) The results of the TCNA and the Priority Needs Assessment also served as a basis for the final selection of alternative governance option one. The root causes identified and the implementation of the action steps require that there be changes made in personnel. The results of the needs assessments and stakeholder input served as a basis for the selection of alternative governance option one.

The root causes identified as a result of the TCNA indicate that teacher inexperience, a high turnover rate, need for higher expectations for students, professional development, and a need for rigorous instruction are among the key factors contributing to the school's inability to demonstrate adequate yearly progress. Alternative governance option one will allow Woodlawn High School the opportunity to replace inexperienced and non-highly qualified teachers with more experienced and qualified teachers.

Current staff may reapply for their positions at the school and may qualify for continued assignment. The selection of this option permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of individual

students, including the identified gaps in their instructional knowledge (Calkins et al, 2007). This approach will require the development and implementation of an appropriate master schedule that will allow the staff to facilitate small-group instruction and individualized tutoring (Calkins et al, 2007).

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. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction (Calkins et al, 2007). 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.

Alternative governance option one will allow Woodlawn High School to staff the school with leadership team members and teachers who are committed to the following:

- All students will achieve at high levels
- High expectations for staff and student performance
- Collaboration among teachers, with parents, and community
- Participation in high quality professional development focused on student achievement outcomes
- Active involvement and participation in school improvement processes
- Extended-day and year activities for acceleration, reteaching and enrichment
- Fidelity of implementation of curricula and campus interventions

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The Turnaround Challenge*. Boston, MA: Mass Insight Education & Research, Inc.

3. MONITORING AND EVALUATION

Baltimore County Public Schools utilizes its data warehouse to collect data including state (Maryland School Assessments and High School Assessments) and local assessments (short-cycle and benchmark assessments, unit tests and final exams), attendance, behavior, parent participation, and other data to provide schools with individual school reports that are used to inform school-improvement plans. In addition, the school will use other curriculum-based formative and summative assessments and a learning preferences inventory to determine student progress and needs. The school improvement plan (SIP), developed to support the implementation of the alternative governance option and aligned with the system's *Blueprint for Progress* and Master Plan, will provide a framework for the school and the system to monitor the school's progress toward improving the achievement of all students. The SIP, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data used to measure progress will include 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 area assistant superintendent will monitor the implementation of the SIP through regular, frequent principal conferences, announced and unannounced monitoring school visits, review of and written feedback on the SIP, teacher and student focus groups, mid-year principal evaluation, and classroom observations. BCPS system-level leadership teams and the board of education will be provided with regular reports of the school's progress. (The 2007-2008 BCPS Master Plan provides additional information on the monitoring of schools' progress.)

4. LEA COMMITMENT

The LEA has made this school a priority and is providing numerous resources to support the restructuring efforts. Human resources staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices including research, assessment, curriculum and instruction, and student support services will continue to be available to provide the principal with

support for improvement of the instructional program and to assist with monitoring progress. Executive level administrators will also be available to provide guidance and monitor progress. The LEA has committed to professional development and extended learning opportunities as a focus of \$150,000 in additional funding being provided by the system for the implementation of the school's restructuring plan. These funds will also be used to obtain the additional staffing and resources needed to carry out the other action steps outlined in the alternative governance plan.

5. PRINCIPAL AUTHORITY

The principal has worked with the area assistant superintendent throughout the development of this alternative governance plan. The area assistant superintendent has provided guidance and advice. The principal is the ultimate authority on the campus when it comes to decision making. The area assistant superintendent, however, has the responsibility of advising the principal. The LEA has given the principal the authority to make changes regarding staffing patterns, class schedules, selecting consultants, budget decisions, and professional development at the school level; however, the principal will consult with the area assistant superintendent before instituting any significant changes to this alternative governance plan.

2008 Alternative Governance for School Improvement

1. MSDE Cover Page School Contact Information

School Name and Number: Southwest Academy 0155

School Address: 6200 Johnnycake Road, Baltimore, Maryland 21207

2007-2008 School Principal: Kevin D. Roberts

- **Principal's Phone:** (410) 887-1023 **Fax Number:** (410) 887-0829
- **Principal's E-mail:** kroberts2@bcps.org
- **Principal's Signature:** _____

LEA Contact Information

Local Educational Agency (LEA): Baltimore County

LEA Contact Person Name and Title: Dr. Manuel Rodriguez

- **Phone Number:** (410) 887-8760 **Fax Number:** (410) 887-8763
- **E-mail:** mrodriguez2@bcps.org
- **Contact Person's Signature:** _____

Local Board of Education Approval

Local Board Approval Date: _____

Superintendent: Dr. Joe A. Hairston _____

Superintendent's Signature Date _____

2008
Alternative Governance for School Improvement
Guidelines

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Available Under Separate Cover (Electronic and Hard Copy)

- Teacher Capacity Needs Assessment Resources
- School Improvement Checklist

2. ALTERNATIVE GOVERNANCE SELECTION

| | | |
|--|---|--|
| <ul style="list-style-type: none"> Check which of the following alternative governance options was selected. Refer to <u>Attachment A</u> for a more detailed description of each of these options and to <u>Attachment A1</u> for option specific questions that must be answered. | | |
| X | 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 | Appoint/employ a distinguished principal from another school district OR a graduate from New Leaders for New Schools |

3. CORRECTIVE ACTIONS

1. Identify which of the following Corrective Action/s was/were implemented during the 2006-2007 school year.

Professional Development

Southwest Academy conducted professional development throughout the 2006-2007 school year that was aligned with Maryland Teacher Professional Development Standards I: content knowledge and quality teaching, III: collaboration, IV: diverse learning needs, and VII: data driven. Several ongoing professional development topics specifically addressed the new curricula and programs: *Language!* and *Algebraic Foundations/Thinking*. Content included the research base of the program, an overview of six critical elements of literacy, differentiation within the program, and effective instructional techniques. *Algebraic Foundations/Thinking (AT)* professional development sessions were provided to mathematics teachers through in-person site consultations and online coaching. A five-day system-wide training was provided during the summer prior to the implementation of the program for all teachers teaching an *Algebraic Foundations/Thinking* course. .

Southwest Academy implemented the *Language!* alternative curriculum in addition to the *Algebraic Foundations/Thinking* curriculum during the 2006-2007 school year. Both the reading and mathematics programs are designed to improve student performance at an accelerated pace. The *Algebraic Foundations/Thinking* curriculum teaches students identified as performing at the basic level on MSA the concepts of algebra using a hands-on approach. The *Language!* program uses a multifaceted approach to teaching reading comprehension. The professional development provided to reading and mathematics teachers was successful in preparing the teachers to implement the new curricula. Both the *Language!* and *Algebraic Foundations/Thinking* programs allowed students to start at their respective mathematics and reading levels and build skills and confidence, while improving their achievement. The professional development provided to all teachers was successful in increasing teachers' awareness of and in providing teachers with strategies for appropriately addressing issues such as differentiated instruction, teaching the Voluntary State Curriculum, and integrating technology into instruction.

2. Describe the successes and failures of the actions undertaken and what lessons were learned.

Unfortunately, the level of progress demonstrated by the students achieving at the basic level was not enough to move them from basic to proficient on MSA; however the implementation of *Algebraic Foundations/Thinking* and *Language!* has already resulted in increased student performance in reading and mathematics, as determined by a comparison of two different year's MSA scores. Students showed a gain in reading and mathematics from the 2006 administration of the MSA to the 2007 administration.

The administration learned that there must be monitoring of the impact of professional development initiatives to ensure that the knowledge and strategies taught are being implemented and

used by teachers to increase student achievement. Without regular monitoring and evaluation, there was no gauge by which to measure the need for additional, related professional development activities.

4. RATIONALE FOR ALTERNATIVE GOVERNANCE SELECTION

1. See Attachment C

2. See Attachment E.

3. **On what basis was the decision made to select this particular alternative governance option?**

Southwest Academy has selected alternative governance Option 1: Replace all or most of the school staff, including the principal, who are relevant to the school not making Adequate Yearly Progress (AYP). The results of the TCNA and the Priority Needs Assessment also served as a basis for the final selection of alternative governance option one. The root causes identified and the implementation of the action steps require that there be changes made in personnel. The results of the needs assessments and stakeholder input served as a basis for the selection of alternative governance option one.

The root causes identified as a result of the TCNA indicate that teacher inexperience, a high turnover rate, need for higher expectations for students, professional development, and a need for rigorous instruction are among the key factors contributing to the school's inability to demonstrate adequate yearly progress. At Southwest Academy, 24 teachers have fewer than five years teaching experience, while another 16 teachers have only 6 to 10 years of experience. Overall, 70% of the entire instructional and support staff of Southwest Academy has fewer than 15 years of experience. In addition, 13% of the instructional staff (9 teachers) is not highly qualified. Alternative governance option one will allow Southwest Academy the opportunity to replace inexperienced and non-highly qualified teachers with more experienced and qualified teachers.

Current staff may reapply for their positions at the school and may qualify for continued assignment. The selection of this option permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of individual students, including the identified gaps in their instructional knowledge (Calkins et al, 2007). This approach will require the development and implementation of an appropriate schedule that will allow the staff to facilitate small-group instruction and individualized tutoring (Calkins et al, 2007).

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. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction (Calkins et al, 2007). 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.

Alternative governance option one will allow Southwest Academy to staff the school with leadership team members and teachers who are committed to the following:

- All students will achieve at high levels
- High expectations for staff and student performance
- Collaborate among teachers and with parents and community members
- Participation in high quality professional development focused on student achievement outcomes
- Active involvement and participation in school improvement processes
- Extended-day and year activities for student acceleration, re-teaching and enrichment
- Fidelity of implementation of curricula and academic interventions

4. The involvement of school stakeholders.

| STAKEHOLDER INVOLVEMENT | | | |
|-------------------------|---------------------------|------------|---|
| Stakeholders | Number of People Involved | Dates | Forum and Type/s of Input |
| Parents | 6 | 10/22/2007 | Parent meeting to explain the restructuring planning process, and to share and discuss alternative governance options. |
| Community Partners | 17 | 10/22/2007 | A community meeting was conducted to explain restructuring planning and the alternative governance options. Community members provided feedback on the options. |
| School Staff | 61 | 10/22/2007 | Faculty and staff meeting during which the principal informed school personnel of restructuring planning. The alternative governance options were shared and discussed; staff provided feedback on the options. |
| Parents | 26 | 12/11/2007 | PTA meeting to discuss the alternative governance options and TCNA; feedback was elicited. A question/answer session followed. |
| School Staff | 11 | 12/17/2007 | Meeting attended by administration, department chairs, and mentors to plan for TCNA. |
| School Staff | 60 | 12/20/2007 | Following the established schedule, faculty and staff members worked to complete the <i>TCNA</i> . |
| School Staff | 29 | 12/21/2007 | Faculty and staff worked to complete the <i>TCNA</i> . |
| Parents | 14 | 1/11/2008 | E-mail to parents about the results of the TCNA, provided an overview of identified priority needs. Parents provided feedback on the options. |
| School Staff | 8 | 1/2/2008 | Meeting attended by administration, department chairs, and mentors to review progress of completion of <i>TCNA</i> sections of alternative governance proposal. |
| School Staff | 28 | 1/2/2008 | Faculty and staff worked to complete <i>TCNA</i> . |
| School Staff | 29 | 1/3/2008 | Faculty and staff worked to complete <i>TCNA and Priority Needs Assessment (PNA)</i> . |
| School Staff | 21 | 1/3/2008 | Faculty and staff members and central office curriculum and instruction representatives worked to complete <i>PNA</i> . |
| School Staff | 27 | 1/4/2008 | Faculty and staff members worked to complete <i>TCNA</i> . |
| School Staff | 17 | 1/4/2008 | Faculty and staff members and central office curriculum and instruction representatives worked to complete <i>PNA</i> . |
| School Staff | 9 | 1/4/2008 | Meeting of administration, department chairs, and mentors to review progress of alternative governance plan. |
| School Staff | 15 | 1/4/2008 | Meeting with area assistant superintendent, department chairs, mentors, and administration to review the status of the process related to the alternative governance plan. |
| School Staff | 55 | 1/7/2008 | Results of <i>TCNA</i> shared with faculty and staff members. Top Ten Action Steps and <i>PNA results</i> shared. Question and answer session followed (principal in lead). |

5. What are the challenges and/or barriers to implementing the selected alternative governance option? When, how and by whom will these challenges and/or barriers be addressed and monitored?

| CHALLENGES TO IMPLEMENTATION | | |
|---|--|--|
| Challenges/barriers | When & how will it be addressed? | Position of person responsible for monitoring these challenges/barriers |
| 1. Consider staffing implications as multiple schools within Baltimore County Public Schools have chosen the same Alternative Governance option. | - WHEN: Spring 2008 - HOW: A personnel officer will be dedicated to each school to assist with staff transfers and hiring. | Assistant Superintendent of Human Resources |
| 2. Provide a sufficiently large pool of qualified and effective candidates. | - WHEN: Spring 2008 - HOW: The administrative team, in collaboration with the Department of Human Resources, will develop a plan for appropriately staffing the campus. | Director of Personnel |
| 3. Develop a campus-specific instrument for interviewing and selecting highly qualified and highly effective and experienced staff who are committed to the success of Southwest Academy. | - WHEN: Spring 2008 - HOW: The administrative team, in collaboration with the Department of Human Resources, will modify an existing interview instrument for selection process. | Director of Personnel |
| 4. Provide adequate professional development to foster meaningful collaboration to promote rigorous and engaging instruction. | - WHEN: Spring 2008 - HOW: The administration, in collaboration with the Department of Professional Development and other division of curriculum and instruction offices, will develop a comprehensive professional development plan. | Principal |

5. LEA's TWO-YEAR COMMITMENT TO ALTERNATIVE GOVERNANCE

1. The LEA Restructuring Governance Team

| LEA/BCPS Restructuring Planning/Alternative Governance Committee | | | |
|---|--|------------------------------|---|
| Name | Title | No. of Hrs. per Month | Responsibilities (advising, working, and/or monitoring the AG) related to the implementation of AGs across the LEA¹ |
| Manuel Rodriguez*(S) | Area Asst. Supt., Co-chair | On-going | Provide management of committee and direction for schools |
| Mandi Dietrich* | Director, Special Projects, Co-chair | On-going | Logistics/compliance/editing |
| Don Peccia | Asst. Supt. Human Resources | 3 | Provide technical assistance related to HR to the committee and schools |
| Sonia Diaz | Chief Academic Officer | 2 | Provide technical assistance related to curriculum and instruction |
| Barbara Burnopp | Chief Fiscal Officer | 2 | Provide technical assistance related to finance to the committee and schools |
| Pat Baltzley | Director, Mathematics | 38 | Provide technical assistance related to content areas to the committee and schools |
| George Newberry | Director, Science | 11 | |
| Heather Miller | Coordinator, English | 12 | |
| Rex Shepard | Coordinator, Social Studies | 10 | |
| Wesley Boykin | Executive Director, Research, Accountability, and Assessment | 5 | Provide technical assistance related to research, accountability and assessment to the committee and schools |

| LEA/BCPS Restructuring Planning/Alternative Governance Committee | | | |
|---|--|------------------------------|---|
| Name | Title | No. of Hrs. per Month | Responsibilities (advising, working, and/or monitoring the AG) related to the implementation of AGs across the LEA¹ |
| Verletta White | Executive Director, Professional Development | 2 | Provide technical assistance related to prof. dev. to the committee and schools |
| Margaret Ann Howie Anjanette Dixon | Legal Counsel Legal Counsel | 2 | Provide technical assistance related to legal issues to the committee and schools |
| Lisa Williams | Coordinator, Title I | 0 | Provide technical assistance related to Title I to the committee and schools |
| Patricia Lawton | Director, Special Education | 5.5 | Provide technical assistance related to special education to the committee and schools |
| Yvonne Barhight | Acting Asst. Supt. Humanities, English language learners (ELL) | 12 | Provide technical assistance related to ELL to the committee and schools |
| Dale Rauenzahn | Acting, Asst. Supt. STEM, Student Support Services | 1 | Provide technical assistance related to STEM and SSS to the committee and schools |
| Ken Dickson | Coordinator, Gifted and Talented | 4 | Provide technical assistance related to GT to the committee and schools |
| (On school-based teams) | Parents/Community Stakeholders | | Provide input to the committee and schools. |
| Cheryl Bost | President, TABCO | 2 | Provide input related to teacher contract issues to the committee. |

¹As appropriate, committee members will:

- Provide resources in the form of assigned staff from each area represented above to provide technical assistance, guidance and support to schools during the completion of the sections identified in the *2008 Guidelines for Alternative Governance for School Improvement*.
- Provide input and guidance related to all aspects of the restructuring planning process.
- Access services/resources to implement the LEA's restructuring planning process and support school-based alternative governance teams, as needed.
- Monitor the restructuring planning process (timeline and deliverables) through communication with assigned resource staff and reports from alternative governance liaisons (assistants to the area asst. superintendent) and alternative governance team leaders (principals).
- Communicate the progress of the restructuring planning process to stakeholder groups and system staff.

2. Confirm the LEA's commitment to the following school improvement standards:

A. Fully staffing the schools with the following high quality personnel by the first day of teacher pre-service orientation:

| | | |
|---------------------------|------------------|------------------|
| Core teachers | <u> X </u> yes | <u> </u> no |
| Administrators | <u> X </u> yes | <u> </u> no |
| Student service personnel | <u> X </u> yes | <u> </u> no |
| Support staff | <u> X </u> yes | <u> </u> no |

B. Giving principals (of those schools selecting Options 1 and 4) full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:

| | | |
|-------------------------------------|------------------|------------------|
| Staffing patterns | <u> X </u> yes | <u> </u> no |
| Class schedules | <u> X </u> yes | <u> </u> no |
| Selecting consultants | <u> X </u> yes | <u> </u> no |
| School-based budget decisions | <u> X </u> yes | <u> </u> no |
| Professional development attendance | <u> X </u> yes | <u> </u> no |

3. Describe how the LEA will benchmark student achievement and monitor the effectiveness of curriculum and instruction over the next two years.

Baltimore County Public Schools (BCPS) is refining the system's Comprehensive Assessment Plan that incorporates a performance assessment process to ensure that schools and central office staff can effectively monitor student achievement and progress in all core content areas. The Comprehensive

Assessment Plan includes short-cycle and quarterly benchmark assessments. Short-cycle assessments are ongoing, diagnostic formative assessments that provide information to guide, inform, and differentiate instruction. Benchmark assessments are summative indicators of success used to determine how students are performing in relationship to the Voluntary State Curriculum and Core Learning Goals. The short-cycle and benchmark assessments provide performance results in the core academic areas at the individual student level, class, grade and other levels. In addition, the data may be disaggregated by subgroups. These assessments, in concert with the state and other assessments, provide a comprehensive profile of all students and student groups, enabling the school and LEA to identify content standards that have or have not been achieved.

The LEA will monitor the effectiveness of the curriculum and instructional program using a two-step process. Step one will consist of school level administrators including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussions concerning benchmark, short-cycle, and classroom level achievement data to guide instruction. The second step includes monitoring of student achievement data and formal and informal campus visits by the area assistant superintendent and content office staff. Technical support will be provided by staff in the offices of research, accountability, assessment, and student support services. Specific assistance will be provided in data analysis and interpretation and utilization of assessment results for purposes of information to adjust instruction. Additionally, student support services offices have assisted with aligning the BCPS *Blueprint for Progress*/Master Plan to school plans to provide resources to students and staff such as counseling, health services, and home-school connections to support instructional efforts.

4. Once the selected option is approved and adopted, describe the structure the LEA will put in place to help build cohesive school teams ensuring shared values, vision, and enthusiasm for the school.

The school will hold a two-day school leadership retreat during August 2008 (funded by the school's regular operating budget). Participants will include the administration, department chairs, team leaders, mentors, parents, and community members. The purpose will be to reaffirm and commit to the beliefs, vision and mission of the school, as aligned with Baltimore County Public Schools. Further, this retreat will allow the leadership team to establish campus-wide expectations for teacher and student outcomes. The draft beliefs, vision, and mission statements will be shared with stakeholders to elicit feedback and develop commitment. The staff will formally adopt the beliefs, vision and mission statements during the initial week of the 2008-2009 school year. Additionally, the mission and vision will be shared at Back-to-School-Night with parents and community members for the purpose of the community-wide adoption of the beliefs, vision, and mission of Southwest Academy.

The administrative and leadership team will continuously monitor progress for all students in the core content areas. Goal conferences will be conducted with each staff member in September 2008. Mid-year feedback conferences (in December 2008 and January 2009) will be held with each teacher to review progress toward meeting established teacher and student outcomes.

The administrative team will provide professional development related to the following: all students achieving at high levels, staff and students having high expectations for student achievement, and team building to create a culture of teacher collaboration focused on a "can do" attitude where continuous improvement in student achievement is the norm. Faculty meetings and other professional development opportunities will begin with a team building activity. The administration will provide three days of professional development during the summer. Topics will include teacher collaboration, understanding and teaching the Voluntary State Curriculum, differentiating instruction, and strategies for increasing achievement among special education students. Hosting professional development sessions during the summer will allow teachers to start the school year prepared to implement best practices for improving all students' achievement.

SCHOOL SPECIFIC QUESTIONS

1. For each category listed below, describe the anticipated LEA resources being committed to this school for the next two years:

| LEA TWO-YEAR RESOURCE COMMITMENT TO THIS SCHOOL | | | |
|--|---|--|--|
| Category | Description | FY09 Alternative Governance Funds | FY10 Alternative Governance Funds |
| Personnel (salaries & fixed charges) | After-school program stipends (Attachment C; #9) 7 tutors @ \$30.00 x 2 hours x 20 days | \$8,400 | \$8,400 |
| | Summer Bridge stipends (Attachment B; #6, C; #9) 3 tutors @ \$47.20 x 4 hours x 10 days | \$5,664 | \$5,664 |
| | Summer Bridge stipends (Attachment B; #6, C; #9) 9 tutors @ \$47.20 x 4 hours x 20 days | \$33,984 | \$33,984 |
| | Saturday School stipends (Attachment C; #9) 7 tutors @ \$30.00 x 4 hours x 10 Saturdays | \$8,400 | \$8,400 |
| | Horizontal teaming stipends (Attachment B; #1, B; #3) 70 teachers @ \$30.00 x 1 hour x 1 session | \$2,100 | \$2,100 |
| Professional development | Three-day professional development session during summer (p. 11) 90 faculty & staff members @ \$30.00 x 6.5 hours x 3 days | \$56,160 | \$56,160 |
| | Quarterly professional development for staff (Attachment C; #4) 90 teachers @ \$30.00 x 1 hour x 4 sessions | \$10,800 | \$10,800 |
| | AIM articulation meetings (Attachment C; #7) 8 substitutes @ \$80.00 x 2 days | \$1280 | \$1280 |
| Material and equipment | After-school school materials/supplies (Attachment C; #9) 100 students x \$40.00 per student for materials (reading \$20.00 and math \$20.00). | \$2,000 | \$2,000 |
| | Summer Bridge materials/supplies (Attachment C; #9) 100 students 100 students x \$40.00 per students for materials (reading \$20.00 and math \$20.00) | \$2,000 | \$2,000 |
| | Saturday School supplies/materials (Attachment C; #9) 100 students x \$40.00 per students for materials for reading and math (reading \$20.00 and math \$20.00) | \$2,000 | \$2,000 |
| | Funds associated with the purchase of teacher professional development resources (Attachment C, #1) (10 short cycle assessments and 6 benchmarks) 16 Teachers (312.00 per teacher) x 300 students (\$1.04 per student) x 10 short cycle assessments x 6 benchmarks. | \$5,000 | \$5,000 |
| | | | |
| Contracted services | After-school program transportation (Attachment C; #9) 2 buses x 20 days x \$150/day | \$6,000 | \$6,000 |
| | Summer Bridge program transportation (Attachment C; #9) 2 buses x 20 days x \$150/day | \$6,000 | \$6,000 |
| Other | | \$149,788 | \$149,788 |

6. STATE BOARD OF EDUCATION

Attachment G – State Board of Education Summary is attached.

Attachment A - 2008 Alternative Governance Options

Attachment A1

School Name and Number: Southwest Academy **LEA:** Baltimore County

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.

1. Describe the process used to replace all or most of the school staff.

The process for replacing all or most of the school staff will begin with the selection of the administrative team for Southwest Academy. The superintendent will make recommendations to the Board of Education for the appointment of the principal and assistant principals. Teacher Declaration of Intent Forms (DOI) were sent to all teachers on January 2, 2008. All DOI forms are due back to principals by February 1, 2008. During the weeks between February 14 and February 29, 2008, the administrative team will identify the teachers deemed relevant to the school's inability to make adequate progress. The administrative team will review declaration of intent forms and interview all teachers who have indicated a desire to return to Southwest Academy. Those teachers who indicated on DOI forms that they would like to be transferred will be treated as involuntary transfers for this process.

All teachers who indicate on DOI forms that they would like to return, but who are not selected to return will be informed to amend their declaration of intent forms. These teachers will also be treated as involuntary transfers and assigned to other schools. The Office of Personnel will post teacher leadership, department chair and teaching positions beginning on March 3, 2008. A personnel officer will be assigned to each school to facilitate the interviewing and hiring process.

2. How will the chain of command among teachers, the principal and central office look different from schools that are not in restructuring?

The campus administration will create action teams to function as part of the School Improvement Team and to address the following areas: professional development, curriculum and instruction, a safe and orderly environment with the support mechanism of Positive Behavior Interventions and Support (PBIS), parent/community involvement, and special education. Each action team will be chaired by an administrator who reports to the principal. The process is inclusive and interactive, with teachers and students having input into the decision-making. The action teams will be an integral part of the school improvement process. Additionally, randomly selected student groups made up of one student from each class will constitute a Principal's Cabinet. The principal will meet with the cabinet on a regular basis as a means of giving students input into the decision-making on the campus. Further the Principal's Cabinet members will serve as good will ambassadors for the campus and community. The authority for the implementation of the plan resides with the principal. The principal will consult with the area assistant superintendent before instituting any significant changes to this alternative governance plan.

Attachment B - School Academic Profile

School Name and Number: Southwest Academy

LEA: Baltimore County

| | Topic | 2007-2008 Identify Current Practices by Grade Level | Identify Proposed Two-Year Changes to Current Practices by Grade Level |
|----|---|---|---|
| 1. | Name of core reading program | <ul style="list-style-type: none"> • Grade 6 Reading – Scott Foresman • Grade 7 Reading – Reading 7 • Grade 8 Reading – Reading 8 • Grade 6, 7, 8 – <i>Language!</i> | <ul style="list-style-type: none"> • Southwest Academy will participate in a proposed systemwide (grades 7 and 8) reading/language arts curriculum pilot. • Horizontal alignment among grade levels will facilitate collaboration among grade levels. |
| 2. | Name of supplemental reading interventions provided to students not making AYP | <ul style="list-style-type: none"> • Grade 6, 7, 8 – <i>MSA Coach</i> • Grade 6, 7, 8 – <i>MSA Finishline</i> • Extended time intervention period built into school day (ARE) | <ul style="list-style-type: none"> • An internet-based reading intervention program will be expanded and used as a supplemental program during the school day at all grade levels. • Provide a vehicle whereby individualized ARE instruction can be implemented more effectively (Calkins et al, 2007). • Revise the reading intervention based upon the students' most deficit skills as indicated on the 2008 <i>MSA</i>. |
| 3. | Name of core math program | <ul style="list-style-type: none"> • Grade 6 – Glencoe, GT mathematics, <i>Algebraic Foundations</i> • Grade 7 – Algebra I, <i>Algebraic Thinking Part 1</i> • Grade 8 – Glencoe – Algebra I, Algebra II, <i>Algebraic Thinking Part 2</i> | <ul style="list-style-type: none"> • Students in <i>Algebraic Foundations</i> and <i>Algebraic Thinking</i> program will take system benchmark assessments. • Horizontal alignment among grade levels will facilitate collaboration among grade levels. |
| 4. | Name of supplemental math interventions provided to students not making AYP | <ul style="list-style-type: none"> • Grade 6, 7, 8 – <i>MSA Coach</i> • Grade 6, 7, 8 – <i>MSA Finishline</i> • Grade 6, 7 – <i>Algebraic Foundations / Algebraic Thinking Part 1</i> • Grade 8 – <i>Algebraic Thinking Part 2</i> • Extended time intervention period | <ul style="list-style-type: none"> • An internet-based mathematics intervention program will be expanded and used as a supplemental program during the school day at all grade levels. Increase effective implementation of ARE instruction (Calkins et al, 2007). • Revise the reading intervention based upon the students' most deficit skills as indicated on the 2008 <i>MSA</i>. |
| 5. | Content focus of the extended day program, targeted population, and the number of students served | <ul style="list-style-type: none"> • Focus on mathematics and reading • Students who are near proficient on MSA were targeted; program is open to all students identified as performing at the basic level on MSA; 60 students enrolled | <ul style="list-style-type: none"> • The after-school program will continue to target students who are near proficient. The second semester after-school program will be funded by the alternative governance budget. The first semester will be funded by the state school improvement grant. |
| 6. | Content focus of summer program, target populations, and the number of students served | <ul style="list-style-type: none"> • Focus on mathematics and reading • All incoming sixth-grade students were targeted • 65 students participated | <ul style="list-style-type: none"> • The summer program will employ elementary and middle school teachers. The elementary school teachers will help bridge the gap between elementary and middle school for incoming sixth-grade students. Two weeks of the four-week summer program will be funded with alternative governance funds. Two weeks will be paid for with state school improvement grant money. • Focus on reading and mathematics through other content areas such as science and social studies. |

| | | | |
|----|--|---|--|
| 7. | Description of instructional day highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs. | <ul style="list-style-type: none"> • School day: 8:00 a.m. – 2:35 p.m. • All standard classes meet daily for 45 minutes; acceleration classes (<i>Algebraic Foundations and Language!</i>) are 90 minutes in length. • Extended time period: 8:50 a.m. – 9:20 a.m. • Common planning time for grade level teachers of same subject. • Monday faculty meetings are used for professional development conducted by teacher-mentors. • The after-school program and Saturday school are used to strengthen students' skills in mathematics and reading. | <ul style="list-style-type: none"> • A schedule will be created that ensures that each class is at least 45 minutes in length. |
| 8. | Describe the school's academic enrichment programs. | <p>The following academic programs/club/activities are offered for enrichment purposes:</p> <ul style="list-style-type: none"> • Black Saga • Mathematics Engineering Science • Project Lead the Way • Science Technology Engineering Mathematics (STEM) • Gifted and Talented Education • Magnet Programs (visual arts, performing arts, environmental science) • Student Government • National Junior Honor Society • Mathematics Challenge/24 Club • Robotics Club • Study Island (mathematics and reading) | <ul style="list-style-type: none"> • As teachers identify their talents, hobbies, and interests, and the way those can be used to engage students and improve student achievement, the list of after-school enrichment activities will be expanded. |

Attachment C – Teacher Capacity Needs Assessment

School Name and Number: Southwest Academy - 0155 **LEA:** Baltimore County

TOP TEN ACTION STEPS

1. *Support effective instruction by constructing a master schedule that provides for common planning time, collaboration of teachers by grade level, successful implementation of the Voluntary State Curriculum, and extended time to address data-based, identified student needs.* **WHAT:** Additional extended time will be built into the master schedule to provide additional instructional time for students identified as not demonstrating proficiency on assessments and to allow teachers time to analyze data and collaborate to improve instruction. Each grade level will determine when to provide the extended time during the school day three days per week to provide intervention, tutorial support, re-teaching, or enrichment to students. **WHY:** Teachers need to have time built into the schedule to work together, share ideas and resources, and plan for student achievement to move students from basic to proficient or proficient to advanced in the areas of mathematics and reading. **WHO:** The master scheduler will develop a school day format that allows common planning time for teachers of the same subject area and grade level. Administration and grade level teachers will select either the beginning of the school day, before or after lunch, or the last period of the day. A committee of teachers will work with the master scheduler during the summer to create the schedule. **WHEN:** During the spring and into the summer. **WHERE:** Southwest Academy.
2. *Develop and implement a monitoring tool to assess cohort group progress at short periodic intervals for each state-tested content area.* **WHAT:** Monitoring implementation of the Voluntary State Curriculum and BCPS curriculum will be conducted through the development and utilization of a monitoring mechanism. **WHY:** Teachers will utilize the resulting data to improve instruction and determine interventions for students who are performing below proficiency in state-tested content areas. **WHO:** The administration and the curriculum and instruction school action team will develop and implement a monitoring tool for each of the tested content areas. The administrators, department chairs, mentors, curricular personnel and other system instructional leaders from the will review cohort growth. The instructional team will monitor teachers to ensure consistency in the delivery of instruction. **WHEN:** At regular intervals to be determined. **WHERE:** The instructional team will monitor teachers during instructional time. Teacher and support personnel will conduct individual conferences to plan for the effective implementation of curriculum.
3. *Provide intensive and continuous content-specific support for assessment results data analysis and instructional decision making for teachers through collaboration with the Division of Curriculum and Instruction to address the identified needs of students.* **WHAT:** Student performance data will be disaggregated by grade level, by content, and teacher. **WHY:** To plan and implement the appropriate support for teachers to determine in which skill and objective areas students require additional assistance. **WHO:** The administrative staff and department chairs will collaborate with curriculum and instruction content staff to provide the support (i.e. differentiated instruction, use of support materials for teachers addressing the needs of students). **WHEN:** Data will be analyzed following each administration of the short-cycle assessments and benchmark assessments. **WHERE:** Analysis of short-cycle and benchmark assessment data during common planning time sessions at SWA.
4. *Administer the Learning Preferences Inventory for all students and use the data to adjust instruction.* **WHAT:** Identification of individual student learning styles using the Learning Preferences Inventory. **WHY:** Specific awareness and knowledge of learner characteristics allows teachers to increase their effectiveness of instruction. **WHO:** The leadership team will be responsible for planning, organizing, and administering the Learning Preferences Inventory for teachers and for aligning professional development activities for the various learning styles. **WHEN:** Professional development sessions will occur at times when schools are closed for students (i.e. early closings, designated professional development days, faculty meetings). **WHERE:** The majority of the professional development sessions will occur at Southwest Academy; however, as the school system develops its own professional development calendar, teachers will be required to attend some professional development sessions off campus.
5. *Create the following action teams to function as a part of the School Improvement Team: Professional Development, Curriculum and Instruction, Safe and Orderly Environment, Parent Involvement, and Special Education.* **WHAT:** Teachers will be part of the governance process through their engagement in action teams. Teachers' input will provide the foundation for a positive school culture, cohesive organization, and effective leadership. **WHY:** Teacher input enables them to engage with the school as a social unit and with students as individuals to increase students' acquisition of the standards, indicators and objectives. **WHO:** All staff will work collaboratively to outline and detail the roles of teachers in the organization of the action teams. **WHEN:** A summer 2008 committee will be formed to finalize the support structure and to create the documentation method to be used over the course of the school year. **WHERE:** SWA
6. *Establish a Principal's Cabinet comprised of randomly selected students to serve in an advisory capacity and as good will ambassadors.* **WHAT:** Students will work with the principal on student issues and concerns relative to attendance, behavior, and academic performance. **WHY:** To provide student input into decision-making and to reinforce that student contributions play a critical role in maintaining and sustaining a successful learning environment. **WHO:** Randomly selected students; one from each room will meet with the principal at a regularly scheduled time. Members of the Principal's Cabinet will be inducted, officers will be selected, and minutes will be kept of discussion items and tasks undertaken, as related to student responsibility in the school and community. **WHEN:** Students will be selected during the first week of school. **WHERE:** SWA

7. *Develop a model for student-led parent conferences that uses the Articulated Instruction Module (AIM) to more fully inform parents of student progress and empower them to take an active role in the education of their children.* **WHAT:** AIM is an individual student learning inventory that identifies objectives and skills in mathematics and reading addressed in the Voluntary State Curriculum. A fifth grade teacher from a feeder elementary school, all SWA teachers, and a ninth grade teacher from Woodlawn High School will use the approach in a vertical alignment effort. **WHY:** To increase communication with parents and parent participation in activities related to the academic progress of their students. AIM furnishes detailed information to parents regarding student mastery or need in identified mathematics and reading objectives and sub-objectives. AIM supplements routine grade and test reporting by specifying student's progress toward key objectives and sub-objectives included in the Voluntary State Curriculum. **WHO:** Teachers will use the approach to involve parents in the student led parent conferences. The Parent Involvement action team will assist teachers in developing and maintaining positive school-home relationships by providing assistance to parents in understanding the VSC standards and content requirements. The parent involvement action team and the administrator will take the lead in coordinating the activities. **WHEN:** A parent-teacher-student conference will take place at the beginning of the 2008-2009 school year to introduce the AIM learning inventory, and the scope and sequence of objective and sub-objectives in the core content areas of reading and math. **WHERE:** The primary location of planning and activities will be SWA.
8. *Create a multi-disciplinary action team charged with ensuring the fidelity of the implementation of accommodations to special education, and students with 504 Plans.* Appropriate special education accommodations are provided to students and the administrative leadership team will develop measures to determine their effectiveness. **WHY:** The appropriate implementation and monitoring of these accommodations will ensure that special education students are participating in rigorous instruction. **WHO:** All instructional leaders, general educators, special educators, instructional assistants, related service providers, and additional adult support will use appropriate instructional strategies and data from IEPs. The special education case manager will monitor the implementation of special education accommodations. **WHEN:** Student data will be reviewed and analyzed on a bi-weekly basis by the action team to determine the effectiveness of the measures and to ensure that the outcomes of the accommodations are successful. **WHERE:** Special Education accommodations will be provided at SWA in the general education and special education environments.
9. *Establish after-school, Summer Bridge, and Saturday school programs to provide students with appropriate reading and mathematics interventions.* **WHAT:** Southwest Academy will provide after-school tutorial services to students in the area of mathematics and reading for one and a half hours two to three times per week after school and for four hours on Saturdays. Summer Bridge programs will be implemented to address the identified needs of the students. Alternative governance funds will be used to pay for the after school program from January 2009 – March, 2009. **WHY:** The after-school, Saturday, and Summer Bridge programs will provide students with additional support and acceleration in mathematics and reading instruction. **WHO:** Mathematics and reading teachers will provide instruction. A partnership with area high school students will be formed so that they may serve as tutors. A coordinator will serve to identify the students, arrange transportation, recruit mathematics and reading teachers and high school tutors, and provide snacks. **WHEN:** The tutorial service will run two to three times a week from October to December and February to May. **WHERE:** Tutorial services will take place on-site Southwest Academy. Teachers will utilize the classrooms and computer labs for mathematics and reading instruction.
10. *Provide students access to rigorous instruction and college preparatory strategies.* **What:** Implement the Advancement Via Individual Determination (AVID) program as an elective class in grade 6 and expand as students' progress to grades seven and eight. **Why:** There is a need to improve student achievement at Southwest Academy. **Who:** An AVID site team comprised of the AVID coordinator/elective teacher, department chairs from the four core subject areas, one counselor, one administrator, and one special education teacher will participate in the training and serve as leaders for AVID program implementation at the middle school. **When:** Initiate professional development training for the AVID school site team at the AVID Summer Training Institute, July 2008. **Where:** SWA

Attachment E - Priority Areas of Need

School Name and Number: Southwest Academy – 0155 **LEA:** Baltimore County

| <i>General Statements of the Top Five Priority Needs</i> | <i>For each of the priority needs, provide the top major activity/initiative that will address the need during the 2008-2009 school year. Provide only one activity per need.</i> |
|---|--|
| 1. A safe and orderly learning environment | Review, evaluate, and refine the implementation of the current Positive Behavioral Interventions and Supports (PBIS) program. |
| 2. Southwest Academy's daily average attendance rate for students has declined to 94.5% from 2005 to 2007, which borders on unsatisfactory according to MSDE standards. | Develop a written attendance plan that establishes student expectations and faculty and staff responsibilities for monitoring student daily attendance. |
| 3. There is a need for increased availability of student support services because a large portion (25%) of Southwest Academy's student population resides in the area under alternative living arrangements, such as group homes, foster care, kinship care, shared domicile, and homelessness. | Expand the availability of student support services outside school hours and extend the community outreach plan to include Baltimore County Department of Social Services and other relevant agencies. |

Attachment F – School Improvement Team Attestation

School Name and Number: Southwest Academy **LEA:** Baltimore County

By signing this sheet, the School Improvement Team (SIT) is confirming the following:

1. All faculty and staff have been engaged in the selection of the school’s alternative governance (AG).
2. Faculty and staff understand the purpose and expectations for the upcoming changes.
3. Existing faculty and staff agree to support the implementation of the selected AG.
4. Newly hired staff will commit to the implementation of the school’s AG.
5. Parents and community stakeholders have had meaningful input.

Name and Title of SIT Team Members:
(Please print or type.)

Signature and Date:

| | |
|---|-------|
| <u>Kevin Roberts, Principal</u> | _____ |
| <u>Judy Goodwich, Assistant Principal</u> | _____ |
| <u>Shelley Harris, Assistant Principal</u> | _____ |
| <u>April Jones, Assistant Principal</u> | _____ |
| <u>Sonja Hill, Teacher Mentor</u> | _____ |
| <u>Fern Schwartzberg, Teacher Mentor</u> | _____ |
| <u>Cheryl Skinner, Teacher Mentor</u> | _____ |
| <u>Joann Bryant-Mitchell, English Dept. Chair</u> | _____ |
| <u>James Marthe, Reading Content Leader</u> | _____ |
| <u>Rosalie White, Social Studies Dept. Chair</u> | _____ |
| <u>Robyne Finney, Mathematics Dept. Chair</u> | _____ |
| <u>Kim S. Miller, Science Dept. Chair</u> | _____ |
| <u>Joyce Boyer, Related Arts Dept. Chair</u> | _____ |
| <u>Keisha Crowell, Social Studies Teacher</u> | _____ |
| <u>Kathy Pillets, Dance Teacher</u> | _____ |
| <u>Thomasine Wells, PTA President</u> | _____ |

**Attachment G - State Board of Education Summary
2008 Alternative Governance for School Improvement**

School Name and Number: Southwest Academy **LEA:** Baltimore County
Alternative Governance Selected: 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.

1. STAKEHOLDER INVOLVEMENT

On Monday, October 22, 2007, initial faculty and parent/community meetings were conducted to discuss the four options for alternative governance. The purpose of the meetings was to collaborate and to elicit stakeholders' input. Since the initial meetings, the school's faculty, staff, parents and the community have been kept informed of the restructuring process. More importantly, all stakeholders have been invited to participate in the process. The administration worked with the PTA president to hold a meeting in December. At that meeting, parents were given an e-mail address that they could use to communicate their views and ask questions. Additional meetings and opportunities for input and feedback have been provided via meetings and e-mails to stakeholders. Faculty and staff members completed the *Teacher Capacity Needs Assessment (TCNA)* and the *Priority Needs Assessment*. The root causes determined by the faculty were used to develop the lists of action steps (Attachments C, E) to be implemented next year.

2. RATIONALE FOR THE DECISION

Southwest Academy has selected alternative governance Option 1: Replace all or most of the school staff, including the principal, who are relevant to the school not making Adequate Yearly Progress (AYP). The results of the TCNA and the Priority Needs Assessment also served as a basis for the final selection of alternative governance option one. The root causes identified and the implementation of the action steps require that there be changes made in personnel. The results of the needs assessments and stakeholder input served as a basis for the selection of alternative governance option one.

The root causes identified as a result of the TCNA indicate that teacher inexperience, a high turnover rate, need for higher expectations for students, professional development, and a need for rigorous instruction are among the key factors contributing to the school's inability to demonstrate adequate yearly progress. At Southwest Academy, 24 teachers have fewer than five years teaching experience, while another 16 teachers have only 6 to 10 years of experience. Overall, 70% of the entire instructional and support staff of Southwest Academy has fewer than 15 years of experience. In addition, 13% of the instructional staff (9 teachers) is not highly qualified. Alternative governance option one will allow Southwest Academy the opportunity to replace inexperienced and non-highly qualified teachers with more experienced and qualified teachers.

Current staff may reapply for their positions at the school and may qualify for continued assignment. The selection of this option permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of individual students, including the identified gaps in their instructional knowledge (Calkins et al, 2007). This approach will require the development and implementation of an appropriate schedule that will allow the staff to facilitate small-group instruction and individualized tutoring (Calkins et al, 2007).

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 requiring a commitment to the school will improve teacher quality and retention. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction (Calkins et al, 2007). 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.

Alternative governance option one will allow Southwest Academy to staff the school with leadership team members and teachers who are committed to the following:

- All students will achieve at high levels
- High expectations for staff and student performance
- Collaboration among teachers and with parents and community members
- Participation in high quality professional development focused on student achievement outcomes
- Active involvement and participation in school improvement processes
- Extended-day and year activities for student acceleration, re-teaching and enrichment
- Fidelity of implementation of curricula and academic interventions

3. MONITORING AND EVALUATION

Baltimore County Public Schools utilizes its data warehouse to collect data including state (Maryland School Assessments and High School Assessments) and local assessments (short-cycle and benchmark assessments, unit tests and final exams), attendance, behavior, parent participation, and other data to provide schools with individual school reports that are used to inform school-improvement plans. In addition, the school will use other curriculum-based formative and summative assessments and a learning preferences inventory to determine student progress and needs. The school improvement plan (SIP), developed to support the implementation of the alternative governance option and aligned with the system's *Blueprint for Progress* and Master Plan, will provide a framework for the school and the system to monitor the school's progress toward improving the achievement of all students. The SIP, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data used to measure progress will include 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 area assistant superintendent will monitor the implementation of the SIP through regular, frequent principal conferences, announced and unannounced monitoring school visits, review of and written feedback on the SIP, teacher and student focus groups, mid-year principal evaluation, and classroom observations. BCPS system-level leadership teams and the board of education will be provided with regular reports of the school's progress. (The 2007-2008 BCPS Master Plan provides additional information on the monitoring of schools' progress.)

4. LEA COMMITMENT

The LEA has made this school a priority and is providing numerous resources to support the restructuring efforts. Human resources staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices including research, assessment, curriculum and instruction, and student support services will continue to be available to provide the principal with support for improvement of the instructional program and to assist with monitoring progress. Executive level administrators will also be available to provide guidance and monitor progress. The LEA has committed to professional development and extended learning opportunities as a primary focus of \$150,000 in additional funding being provided by the system for the implementation of the school's restructuring plan. These funds will also be used to obtain the additional staffing and resources needed to carry out the other action steps outlined in the alternative governance plan.

5. PRINCIPAL AUTHORITY

The principal has worked with the area assistant superintendent throughout the development of this alternative governance plan. The area assistant superintendent has provided guidance and advice. The principal is the ultimate authority on the campus when it comes to decision making.

The area assistant superintendent, however, has the responsibility of advising the principal. The LEA has given the principal the authority to make changes regarding staffing patterns, class schedules, selecting consultants, budget decisions, and professional development at the school level; however, the principal will consult with the area assistant superintendent before instituting any significant changes to this alternative governance plan.

2008 Alternative Governance for School Improvement

1. MSDE Cover Page School Contact Information

School Name and Number: Lansdowne Middle School 1351

School Address: 2400 Lansdowne Road Baltimore, Maryland 21227

2007-2008 School Principal: Ms. Barbara K. Shields

- **Principal's Phone:** 410-887-1411 Fax Number: 410-887-7405
- **Principal's Email:** bshields@bcps.org
- **Principal's Signature:** _____

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Dr. Manuel Rodriguez

- **Phone Number:** 410-887-8760 **Fax Number:** 410-887-8763
- **Email:** mrodriguez2@bcps.org
- **Contact Person's Signature:** _____

Local Board of Education Approval

Local Board Approval Date: _____

Superintendent: Dr. Joe A. Hairston _____

Superintendent's Signature Date _____

2008
Alternative Governance for School Improvement
Guidelines

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Available Under Separate Cover (Electronic and Hard Copy)

Teacher Capacity Needs Assessment Resources
School Improvement Checklist

2. ALTERNATIVE GOVERNANCE SELECTION

- Check which of the following alternative governance options was selected. Refer to Attachment A for a more detailed description of each of these options and to Attachment A1 for option specific questions that must be answered.

| | | |
|---|---|--|
| X | 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 | Appoint/employ a distinguished principal from another school district OR a graduate from New Leaders for New Schools |

3. CORRECTIVE ACTIONS

1. Identify which of the following Corrective Action/s was/were implemented during the 2006-2007 school year.

1. Professional development.

Lansdowne Middle School conducted professional development throughout the 2006-2007 school year that was aligned with Maryland Teacher Professional Development Standards I: content knowledge and quality teaching, III: collaboration, IV: diverse learning needs, and VII: data driven. Several ongoing professional development topics specifically addressed the new curricula and programs: *Language!* and *Algebraic Foundations/Thinking*. Content included the research base of the program, an overview of six critical elements of literacy, differentiation within the program, and effective instructional techniques. *Algebraic Foundations/Thinking (AT)* professional development sessions were provided to mathematics teachers through in-person site consultations and online coaching. A five-day system-wide training was provided during the summer prior to the implementation of the program for all teachers teaching an *Algebraic Foundations/Thinking* course.

Lansdowne Middle School implemented the *Language!* alternative curriculum in addition to the *Algebraic Foundations/Thinking* curriculum during the 2006-2007 school year. Both the reading and mathematics programs are designed to improve student performance at an accelerated pace. The *Algebraic Foundations/Thinking* curriculum teaches students identified as performing at the basic level on MSA the concepts of algebra using a hands-on approach. The *Language!* program uses a multifaceted approach to teaching reading comprehension. The professional development provided to reading and mathematics teachers was successful in preparing the teachers to implement the new curricula. Both the *Language!* and *Algebraic Foundations/Thinking* programs allowed students to start at their respective mathematics and reading levels and build skills and confidence, while improving their achievement. The professional development provided to all teachers was successful in increasing teachers' awareness of and in providing teachers with strategies for appropriately addressing issues such as differentiated instruction, teaching the Voluntary State Curriculum, and integrating technology into instruction.

Two other high-quality professional development activities were presented by nationally recognized trainers. As a result of a staff-identified need for professional development, the Girls and Boys Town National Resource and Training Center presented *Dealing with Bullying*. Topics included how to identify bullying, using data to build a positive environment, and MSDE requirements for reporting incidents of bullying. National trainers from the Micro society program presented best practices to the teacher instructors of the site-based Micro society magnet program. Lansdowne Middle School has been a Micro society magnet school for four years.

2. Successes and failures of the actions undertaken and what lessons were learned.

Unfortunately, the level of progress demonstrated by the students achieving at the basic level was not enough to move them from basic to proficient on MSA; however the implementation of *Algebraic Foundations/Thinking* and *Language!* has already resulted in increased student performance in reading and mathematics, as determined by a comparison of two different year's MSA scores. Students showed a gain in reading and mathematics from the 2006 administration of the MSA to the 2007 administration.

The administration learned that there must be monitoring of the impact of professional development initiatives to ensure that the knowledge and strategies taught are being implemented and used by teachers to increase student achievement. Without regular monitoring and evaluation, there was no gauge by which to measure the need for additional, related professional development activities.

4. RATIONALE FOR ALTERNATIVE GOVERNANCE SELECTION

1. See Attachment C.
2. See Attachment E.
3. **On what basis was the decision made to select this particular alternative governance option?**

Lansdowne Middle School has selected alternative governance Option 1: Replace all or most of the school staff, including the principal, who are relevant to the school not making Adequate Yearly Progress (AYP). The results of the *TCNA* and the Priority Needs Assessment also served as a basis for the final selection of alternative governance option one. The root causes identified and the implementation of the action steps require that there be changes made in personnel. The results of the needs assessments and stakeholder input served as a basis for the selection of alternative governance option one.

The root causes identified as a result of the *TCNA* indicate that teacher inexperience, a high turnover rate, need for higher expectations for students, professional development, and a need for rigorous instruction are among the key factors contributing to the school's inability to demonstrate adequate yearly progress. Alternative governance option one will allow Lansdowne Middle School the opportunity to replace inexperienced and non-highly qualified teachers with more experienced and qualified teachers.

Current staff may reapply for their positions at the school and may qualify for continued assignment. The selection of this option permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of individual students, including the identified gaps in their instructional knowledge (Calkins et al, 2007). This approach will require the development and implementation of an appropriate schedule that will allow the staff to facilitate small-group instruction and individualized tutoring (Calkins et al, 2007).

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. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction (Calkins et al, 2007). 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.

Alternative governance option one will allow Lansdowne Middle School to staff the school with leadership team members and teachers who are committed to the following:

- All students will achieve at high levels
- High expectations for staff and student performance

- Collaborate among teachers and with parents and community members
- Participation in high quality professional development focused on student achievement outcomes
- Active involvement and participation in school improvement processes
- Extended-day and year activities for student acceleration, reteaching, and enrichment
- Fidelity of implementation of curricula and academic interventions

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The Turnaround Challenge*. Boston, MA: Mass Insight Education & Research, Inc.

4. The involvement of school stakeholders.

| STAKEHOLDER INVOLVEMENT | | | |
|---|------------------------|------------------------------------|--|
| Stakeholders | No. of people involved | Dates | Forum and Type/s of Input |
| Parent Stakeholders | 18 | 10/30/07 | Participants were presented with the four options for alternative governance; group discussions focusing on the pros and cons of each option were facilitated; the reconvened large group shared individual group findings; individuals participated in an anonymous survey in which the options were prioritized. |
| School Staff | 50 | | |
| Community Partners | Unknown | 11/7/07 | An article was published in the <i>Arbutus Times</i> announcing the intent to restructure. |
| School Staff | 49 | 12/3/07 | Administration presented <i>TCNA</i> to faculty and staff. Faculty and staff were presented with guidelines for selecting <i>TCNA</i> teams. |
| School Staff | 39 | 12/4/07 | Faculty and staff selected <i>TCNA</i> teams and facilitators. |
| School Staff | 53 | 12/10/07 | Participants were trained to identify the root causes within the <i>TCNA</i> ; facilitators were introduced and roles reviewed; teams met for initial meeting and to complete <i>TCNA</i> . |
| School Staff | 12 | 12/11/07, 12/12/07 | Facilitators were trained on how to drill down, ask “why” questions, review glossary terms, and analyze samples. |
| School Staff | 53 | 12/17-21/07, 12/27/07, 1/2/08 | Staff met to complete the <i>TCNA</i> . |
| School Improvement Team | 13 | 12/18/07, 12/19/07, 12/20/07 | SIT completed the root cause analysis and determined the priority needs. |
| School Staff | 54 | 1/2/08 | <i>TCNA</i> teams reviewed the <i>TCNA</i> and each selected one priority from the action plan; faculty reviewed the top priorities and voted for the top ten. |
| School Staff | 68 | 1/3/08 | Faculty identified top five priorities from the PNA root cause analysis. |
| Site-Based Alternative Governance Team and Curriculum & Instruction (C&I) Staff | 17 | 1/4/08 | Members of the Division of C&I met at Lansdowne Middle School to review top ten action steps and top five priorities; divided into two teams, the committee reviewed the process by which the staff selections were made; C&I staff provided input and assisted in the editing of the AG proposal. |
| Parent Representatives | 2 | 1/10/08 | Parent representatives reviewed five priority needs and provided input regarding implementation. |

5. What are the challenges and/or barriers to implementing the selected alternative governance option? When, how and by whom will these challenges and/or barriers be addressed and monitored?

| CHALLENGES TO IMPLEMENTATION | | |
|---|--|--|
| Challenges/barriers | When & how will it be addressed? | Position of person responsible for monitoring these challenges/barriers |
| 1. Provide a sufficiently large pool of qualified and effective candidates for hire who are willing to commit to Lansdowne Middle School. | - WHEN: Spring 2008 - HOW: The administrative team, in collaboration with the Department of Human Resources, will develop a plan for appropriately staffing the campus. | Director of Personnel |
| 2. Develop a campus-specific instrument for interviewing and selecting highly qualified and highly effective and experienced staff who are committed to the success of Lansdowne Middle School. | - WHEN: Spring 2008 - HOW: The administrative team, in collaboration with the Department of Human Resources, will modify an existing interview instrument for selection process. | Director of Personnel |
| 3. Consider staffing implications as multiple schools within Baltimore County Public Schools have chosen the same Alternative Governance option. | - WHEN: Spring 2008 - HOW: A personnel officer will be dedicated to each school to assist with staff transfers and hiring. | Assistant Superintendent of Human Resources |
| 4. Provide adequate professional development to foster meaningful collaboration to promote rigorous and engaging instruction. | - WHEN: Spring 2008 - HOW: The administration, in collaboration with the Department of Professional Development and other division of curriculum and instruction offices, will develop a comprehensive professional development plan. | Principal |

5. LEA's TWO-YEAR COMMITMENT TO ALTERNATIVE GOVERNANCE

1. The LEA Restructuring Governance Team

| LEA/BCPS Restructuring Planning/Alternative Governance Committee | | | |
|---|--|------------------------------|---|
| Name | Title | No. of Hrs. per Month | Responsibilities (advising, working, and/or monitoring the AG) related to the implementation of AGs across the LEA¹ |
| Manuel Rodriguez*(S) | Area Asst. Supt., Co-chair | On-going | Provide management of committee and direction for schools |
| Mandi Dietrich* | Director, Special Projects, Co-chair | On-going | Logistics/compliance/editing |
| Don Peccia | Asst. Supt. Human Resources | 3 | Provide technical assistance related to HR to the committee and schools |
| Sonia Diaz | Chief Academic Officer | 5.5 | Provide technical assistance related to curriculum and instruction |
| Barbara Burnopp | Chief Fiscal Officer | 2 | Provide technical assistance related to finance to the committee and schools |
| Pat Baltzley | Director, Mathematics | 38.5 | Provide technical assistance related to content areas to the committee and schools |
| George Newberry | Director, Science | 11 | |
| Heather Miller | Coordinator, English | 12 | |
| Rex Shepard | Coordinator, Social Studies | 10.5 | |
| Wesley Boykin | Executive Director, Research, Accountability, and Assessment | 13 | Provide technical assistance related to research, accountability and assessment to the committee and schools |
| Verletta White | Executive Director, Professional Development | 2 | Provide technical assistance related to professional development to the committee and schools |
| Margaret Ann Howie | Legal Counsel | 2 | Provide technical assistance related to legal issues to the committee and schools |
| Anjanette Dixon | Legal Counsel | | |

| LEA/BCPS Restructuring Planning/Alternative Governance Committee | | | |
|--|--|-----------------------|---|
| Name | Title | No. of Hrs. per Month | Responsibilities (advising, working, and/or monitoring the AG) related to the implementation of AGs across the LEA ¹ |
| Lisa Williams | Coordinator, Title I | 1 | Provide technical assistance related to Title I to the committee and school |
| Patricia Lawton | Director, Special Education | 5.5 | Provide technical assistance related to special education to the committee and schools |
| Yvonne Barhight | Acting Asst. Supt. Humanities, English language learners (ELL) | 14 | Provide technical assistance related to ELL to the committee and schools |
| Dale Rauenzahn | Acting, Asst. Supt. STEM, Student Support Services | 1 | Provide technical assistance related to STEM and SSS to the committee and schools |
| Ken Dickson | Coordinator, Gifted and Talented | 4 | Provide technical assistance related to GT to the committee and schools |
| (On school-based teams) | Parents/Community Stakeholders | | Provide input to the committee and schools. |
| Michael Carrington | UniServ Director, TABCO | 2 | Provide input related to teacher contract issues to the committee. |

¹As appropriate, committee members will:

- Provide resources in the form of assigned staff from each area represented above to provide technical assistance, guidance and support to schools during the completion of the sections identified in the *2008 Guidelines for Alternative Governance for School Improvement*.
- Provide input and guidance related to all aspects of the restructuring planning process.
- Access services/resources to implement the LEA's restructuring planning process and support school-based alternative governance teams, as needed.
- Monitor the restructuring planning process (timeline and deliverables) through communication with assigned resource staff and reports from alternative governance liaisons (assistants to the area asst. superintendent) and alternative governance team leaders (principals).
- Communicate the progress of the restructuring planning process to stakeholder groups and system staff.

2. Confirm the LEA's commitment to the following school improvement standards:

A. Fully staffing the schools with the following high quality personnel by the first day of teacher pre-service orientation:

| | | |
|---------------------------|------------------|------------------|
| Core teachers | <u> X </u> yes | <u> </u> no |
| Administrators | <u> X </u> yes | <u> </u> no |
| Student service personnel | <u> X </u> yes | <u> </u> no |
| Support staff | <u> X </u> yes | <u> </u> no |

B. Giving principals (of those schools selecting Options 1 and 4) full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:

| | | |
|-------------------------------------|------------------|------------------|
| Staffing patterns | <u> X </u> yes | <u> </u> no |
| Class schedules | <u> X </u> yes | <u> </u> no |
| Selecting consultants | <u> X </u> yes | <u> </u> no |
| School-based budget decisions | <u> X </u> yes | <u> </u> no |
| Professional development attendance | <u> X </u> yes | <u> </u> no |

3. Describe how the LEA will benchmark student achievement and monitor the effectiveness of curriculum and instruction over the next two years.

Baltimore County Public Schools (BCPS) is refining the system's Comprehensive Assessment Plan that incorporates a performance assessment process to ensure that the system's schools and central office staff can effectively monitor student achievement and progress in all core content areas. The Comprehensive Assessment Plan includes short-cycle and quarterly benchmark assessments. Short-cycle assessments are ongoing, diagnostic formative assessments that provide information to guide, inform, and differentiate instruction. Benchmark assessments are summative indicators of success used to determine how students are performing in relationship to the Voluntary State Curriculum and Core

Learning Goals. The short-cycle and benchmark assessments provide performance results in the core academic areas at the individual student level, class, grade and other levels. In addition, the data may be disaggregated by subgroups. These assessments, in concert with the state and other assessments, provide a comprehensive profile of all students and student groups, enabling the school and LEA to identify content standards that have or have not been achieved.

The LEA will monitor the effectiveness of the curriculum and instructional program using a two-step process. Step one will consist of school level administrators including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussions concerning benchmark, short-cycle, and classroom level achievement data to guide instruction. The second step includes monitoring of student achievement data and formal and informal campus visits by the area assistant superintendent and content office staff. Technical support will be provided by staff in the offices of research, accountability, assessment, and student support services. Specific assistance will be provided in data analysis and interpretation and utilization of assessment results for purposes of information to adjust instruction. Additionally, student support services offices have assisted with aligning the BCPS *Blueprint for Progress*/Master Plan to school plans to provide resources to students and staff such as counseling, health services, and home-school connections to support instructional efforts.

4. Once the selected option is approved and adopted, describe the structure the LEA will put in place to help build cohesive school teams ensuring shared values, vision, and enthusiasm for the school.

The school will hold a two-day school leadership retreat during August 2008 (funded by the school's regular operating budget). Participants will include the administration, department chairs, team leaders, mentors, parents, and community members. The purpose will be to reaffirm and commit to the beliefs, vision and mission of the school, as aligned with Baltimore County Public Schools. Further, this retreat will allow the leadership team to establish campus-wide expectations for teacher and student outcomes. The draft beliefs, vision, and mission statements will be shared with stakeholders to elicit feedback and develop commitment. The staff will formally adopt the beliefs, vision and mission statements during the initial week of the 2008-2009 school year. Additionally, the mission and vision will be shared at Back-to-School-Night with parents and community members for the purpose of the community-wide adoption of the beliefs, vision, and mission of Lansdowne Middle School.

The administrative and leadership team will continuously monitor progress for all students in the core content areas. Goal conferences will be conducted with each staff member in September 2008. Mid-year feedback conferences (in December 2008 and January 2009) will be held with each teacher to review progress toward meeting established teacher and student outcomes.

The administrative team will provide professional development related to the following: all students achieving at high levels, staff and students having high expectations for student achievement, and team building to create a culture of teacher collaboration focused on a "can do" attitude where continuous improvement in student achievement is the norm. Faculty meetings and other professional development opportunities will begin with a team building activity. The administration will provide three days of professional development during the summer. Topics will include teacher collaboration, understanding and teaching the Voluntary State Curriculum, differentiating instruction, and strategies for increasing achievement among special education students. Hosting professional development sessions during the summer will allow teachers to start the school year prepared to implement best practices for improving all students' achievement.

SCHOOL SPECIFIC QUESTIONS

1. For each category listed below, describe the anticipated LEA resources being committed to this school for the next two years:

| LEA TWO-YEAR RESOURCE COMMITMENT TO THIS SCHOOL | | | |
|--|---|--|--|
| Category | Description | FY09 Alternative Governance Funds | FY10 Source of Funds |
| Personnel (salaries & fixed charges) | <ul style="list-style-type: none"> After-school Program | Salaries and wages associated with funding after-school program (Attachment B, #5; Attachment C, #9) 6 Teachers@ \$30.00 X 1 hour per day x 3 days x 20 weeks. Total: \$ 10,800.0 \$10,800.00 | Salaries and wages associated with funding after-school program (Attachment B, #5; Attachment C, #9) 6 Teachers@ \$30.00 X 1 hour per day x 3 days x 20 weeks. Total: \$ 10,800.0 \$10,800.00 |
| | <ul style="list-style-type: none"> Summer Bridge Program stipends (Attachment C; #9) | 6 Teachers@ \$47.20 X 4 hour per day x 20 days x 20 weeks. Total: \$22,656.00 | 6 Teachers@ \$47.20 X 4 hour per day x 20 days x 20 weeks. Total: \$22,656.00 |
| | <ul style="list-style-type: none"> Saturday School Program Salaries and wages associated with funding after-school program (Attachment C, #9) | 2 Teachers@ \$30.00 X 4 hour x 3 days x 20 weeks. Total: \$4800.00 \$4800.00 | 2 Teachers@ \$30.00 X 4 hour x 3 days x 20 weeks. Total: \$4800.00 \$4800.00 |
| | <ul style="list-style-type: none"> Vertical Teaming (Attachment B, #1, #3; Attachment C #7) | 8 Substitute Teachers@ \$80.00 X 10 days. Total: \$6400.00 | 8 Substitute Teachers@ \$80.00 X 10 days. Total: \$6400.00 |
| | <ul style="list-style-type: none"> Articulated Instructional Module (AIM) | 8 teachers@ \$80.00 X 2 days. Total: \$1280.00 | 8 teachers@ \$80.00 X 2 days. Total: \$1280.00 |
| Professional development | <ul style="list-style-type: none"> Salary and wages associated with the implementation of the summer professional development (Attachment B #7) | 20 Teachers@ \$30.00 X 5 hours per day x 3 days. Total: \$10,000.00 | 20 Teachers@ \$30.00 X 5 hours per day x 3 days. Total: \$10,000.00 |
| | <ul style="list-style-type: none"> Teacher stipends allocated for quarterly professional development (Attachment B, #7) | 20 Teachers@ \$30.00 X 5 hours x 10 Saturdays. Total: \$32,000.00 | 20 Teachers@ \$30.00 X 5 hours x 10 Saturdays. Total: \$32,000.00 |
| Material and equipment | <ul style="list-style-type: none"> Funds associated with the purchase of teacher professional development resources (Attachment C, #3) (10 short cycle assessments and 6 benchmarks) | 10 Teachers x 200 students (\$1.56 per student) x 10 short cycle assessments x 6 benchmarks. Total: \$5000.00 | 10 Teachers x 200 students (\$1.56 per student) x 10 short cycle assessments x 6 benchmarks. Total: \$5, 000.00 |
| | <ul style="list-style-type: none"> After School Instructional Materials (Attachment C #9) | 20 weeks x 3 days per weeks x 100 students x \$40.00 per student for materials (reading \$20.00 and math \$20.00). Total: \$4,000.00 | 20 weeks x 3 days per weeks x 100 students x \$40.00 per student for materials (reading \$20.00 and math \$20.00). Total: \$4,000.00 |

| | | | |
|---------------------|---|---|---|
| | <ul style="list-style-type: none"> • Summer Bridge Program (Attachment C #9) | 20 days x 100 students x \$40.00 per student for materials (reading \$20.00 and math \$20.00). Total: \$4,000.00 | 20 days x 100 students x \$40.00 per student for materials (reading \$20.00 and math \$20.00). Total: \$4,000.00 |
| Contracted services | <ul style="list-style-type: none"> • Honorariums/fees associated with aha! Process Inc., Payne School Improvement Model • After-School Program Transportation • Summer Bridge Program Transportation | 3 Consultants(\$14,400) x 3 days x Travel for 3 consultants (\$1500.00)x Lodging for 3 consultants (\$1800.00)x Per Diem for 3 consultants (\$360.00) x Transportation (\$450.00) x Materials for 60 teachers for 3 content areas (\$1,800.00) Total: \$20,310.00 2 Buses (150.00) x 3 days x 20 weeks Total: \$18,000.00 2 Buses (150.00) x 20 days Total: \$6,000.00 Total: \$145,246.00 | 3 Consultants(\$14,400) x 3 days x Travel for 3 consultants (\$1500.00)x Lodging for 3 consultants (\$1800.00)x Per Diem for 3 consultants (\$360.00) x Transportation (\$450.00) x Materials for 60 teachers for 3 content areas (\$1,800.00) Total: \$20,310.00 2 Buses (150.00) x 3 days x 20 weeks Total: \$18,000.00 2 Buses (150.00) x 20 days Total: \$6,000.00 Total: \$145,246.00 |

6. STATE BOARD OF EDUCATION

Attachment G – State Board of Education Summary is attached.

Attachment A - 2008 Alternative Governance Options

Attachment A1

School Name and Number: Lansdowne Middle School 1351 **LEA:** Baltimore County

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.

1. Describe the process used to replace all or most of the school staff

The process for replacing all or most of the school staff will begin with the selection of the administrative team for Lansdowne Middle School. The superintendent will make recommendations to the board of education for the appointment of the principal and assistant principals. Teacher Declaration of Intent Forms (DOI) were sent to all teachers on January 2, 2008. All DOI forms are due back to principals by February 2, 2008. During the weeks between February 14 and February 29, 2008, the administrative team will identify the teachers deemed relevant to the school’s inability to make adequate progress. The administrative team will review declarations of intent forms and interview all teachers who have indicated a desire to return to Lansdowne Middle School. Those teachers who indicated on the DOI forms that they would like to be transferred will be treated as involuntary transfers for this process.

All teachers who indicate on DOI forms that they would like to return, but who are not selected to return will be informed to amend their declaration of intent forms. These teachers will also be treated as involuntary transfers and assigned to other schools. The Office of Personnel will post teacher leadership, department chair and teaching positions beginning on March 3, 2008. A personnel officer will be assigned to each school to facilitate the interviewing and hiring processes.

2. How will the chain of command among the teachers, the principal and central office look different from schools that are not in restructuring?

The campus administration will create action teams to function as part of the School Improvement Team and to address the following areas: professional development, curriculum and instruction, a safe and orderly environment with the support mechanism of Positive Behavior Interventions and Support (PBIS), parent/community involvement, and special education. Each action team will be chaired by an administrator who reports to the principal. The process is inclusive and interactive, with teachers and students having input into the decision-making. The action teams will be an integral part of the school improvement process. Additionally, randomly selected student groups made up of one student from each class will constitute a Principal’s Cabinet. The principal will meet with the cabinet on a regular basis as a means of giving students input into the decision-making on the campus. Further the Principal’s Cabinet members will serve as good will ambassadors for the campus and community. The authority for the implementation of the plan ultimately resides with the principal. The principal will consult with the area assistant superintendent before instituting any significant changes to this alternative governance plan.

Attachment B - School Academic Profile

School Name and Number: Lansdowne Middle 1351 LEA: Baltimore County

| | Topic | 2007-2008 Identify Current Practices by Grade Level | Identify Proposed Two-Year Changes to Current Practices by Grade Level |
|----|--|---|--|
| 1. | Name of core reading program | Grade 6: Scott Foresman Reading: Great Expectations Grades 7 and 8: Language Arts Essential Curriculum All Grades: <i>Language!</i> accelerated program | All Grade Levels: Design a schedule that is more conducive to department chair bi-weekly informal observation and support and administrative monitoring (Calkins et al, 2007). Design a schedule that is more conducive to department chair bi-weekly informal observation and support and administrative monitoring of <i>Language!</i> BCRs/SRs to ensure implementation fidelity (Calkins et al, 2007). Provide vertical teaming focused on reading instruction with the feeder and high schools in spring 2009 Implement a tiered approach to instruction: Tier I-Core reading program; Tier II-Supplemental reading program; Tier III-Intervention reading program. |
| 2. | Name of supplemental reading interventions provided to students not making AYP | All Grades Extended-Time: Accelerate, Re-teach, Enrich (ARE) period targeting deficit skills, determined by analysis of assessment data All Grades: Instructional intervention that addresses the needs of the basic students in reading (focus plan) | All Grade Levels: Provide more effective individualized ARE instruction (Calkins et al, 2007). Revise the reading intervention based upon the students’ most deficit skills as indicated on the 2008 MSA. |
| 3. | Name of core mathematics program | Grade 6: Math 6 & <i>Transition Mathematics</i> (Pre-Algebra GT 6) Grade 7: Pre-Algebra & Algebra I (GT) Grade 8: Algebra I and Algebra II (GT). Grade 6: Algebraic Foundations Grade 7: Algebraic Thinking I Grade 8: Algebraic Thinking II | All Grade Levels: Design a schedule that is more conducive to department chair bi-weekly informal observation and support and administrative monitoring (Calkins et al, 2007). Provide vertical teaming focused on mathematics instruction with the feeder and high schools in spring 2009. |
| 4. | Name of supplemental math interventions provided to | All Grades Extended-Time: Accelerate, Re-teach, Enrich (ARE) period | All Grade Levels: Provide more effective individualized ARE |

| | | | |
|----|--|--|---|
| | students not making AYP | targeting deficit skills, determined by analysis of assessment data All Grades: Instructional intervention that addresses the needs of the basic students in math (focus plan) | instruction (Calkins et al, 2007). Revise the math intervention based upon the students' most deficit skills as indicated on the 2008 MSA. |
| 5. | Content focus of the extended day program, targeted population, and the number of students served | N/A | Implement an after-school program that focuses on the most deficit skills in reading and math instruction as it is determined by the 2008 MSA results. Funding Source: Alternative Governance +/- \$15,000 |
| 6. | Content focus of summer program, target populations, and the number of students served | Summer Bridge 2007: <i>MSA Finishline</i> Reading and Math; 15 students served; incoming 6 th graders and teacher-recommended students | Continue Summer Bridge program focus on providing extended-year instruction in deficit reading and math skills. Funding Source: State School Improvement Grant 2008/2009 |
| 7. | Description of instructional day highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs. | School Day: 7:57 a.m.- 2:37 p.m. Content Area Classes: 40-45 minute periods Supplemental Education Services (SES): 2:45-4:00 p.m. Extended-time: Accelerate, Re-teach, Enrich (ARE) period targeting deficit skills: 12:32-1:07 p.m. school-wide <i>Algebraic Thinking/Foundations</i> and <i>Language!</i> classes: two period blocks Saturday School: 8:00-11:00 a.m. Common Planning Time: Two planning periods per day per teacher with one common planning time for academic teams Professional Development: Monday faculty meetings, team meetings, Saturdays and after-school as needed | All Grade Levels: Common planning time for teachers by grade level. Administrative monitoring of grade level teams meetings (Calkins et al, 2007). Common planning times for all grade levels to effectively identify deficit skills for ARE period. The content of the professional development will include the following: building positive relationships and academic rigor and relevance. |
| 8. | Describe the school's academic enrichment programs. | Grade 6 GT Reading: Scott Foresman Reading: Great Expectations supplemented with above grade level readings guided by BCPS Grade 6 Reading GT alignment document Grade 6 GT Math: <i>Transition Mathematics</i> (Pre-Algebra GT 6) Grades 7 and 8 Reading: Language Arts Gifted and Talented Curricula and Spanish Grade 7 GT Math: Algebra I Grade 8 GT Math: Algebra II Accelerate, Re-teach, Enrich (ARE) period targeting deficit skills, determined by analysis of assessment data | All Grade Levels: Design a schedule that is more conducive to department chair bi-weekly informal observation and support and administrative monitoring (Calkins et al, 2007). Provide vertical teaming focused on reading instruction with the feeder and high schools in spring 2009 |

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The Turnaround Challenge*. Boston, MA: Mass Insight Education & Research, Inc.

Attachment C – Teacher Capacity Needs Assessment

School Name and Number: Lansdowne Middle 1351 **LEA:** Baltimore County

TOP TEN ACTION STEPS

1. *Support effective instruction by constructing a master schedule that provides for common planning time, collaboration of teachers by grade level, successful implementation of the Voluntary State Curriculum, and extended time to address data-based, identified student needs.* **WHAT:** Additional extended time will be built into the master schedule to provide additional instructional time for students identified as not demonstrating proficiency on assessments and to allow teachers time to analyze data and collaborate to improve instruction. Each grade level will determine when to provide the extended time during the school day three days per week to provide intervention, tutorial support, re-teaching, or enrichment to students. **WHY:** Teachers need to have time built into the schedule to work together, share ideas and resources, and plan for student achievement to move students from basic to proficient or proficient to advanced in the areas of mathematics and reading. **WHO:** The master scheduler will develop a school day format that allows common planning time for teachers of the same subject area and grade level. Administration and grade level teachers will select either the beginning of the school day, before or after lunch, or the last period of the day. A committee of teachers will work with the master scheduler during the summer to create the schedule. **WHEN:** During the spring and into the summer. **WHERE:** LMS

2. *Develop and implement a monitoring tool to assess cohort group progress at short periodic intervals for each state-tested content area.* **WHAT:** Monitoring implementation of the Voluntary State Curriculum and BCPS curriculum will be conducted through the development and utilization of a monitoring mechanism. **WHY:** Teachers will utilize the resulting data to improve instruction and determine interventions for students who are performing below proficiency in state-tested content areas. **WHO:** The administration and the curriculum and instruction school action team will develop and implement a monitoring tool for each of the tested content areas. The administrators, department chairs, mentors, curricular personnel and other system instructional leaders will review cohort growth. The instructional team will monitor teachers to ensure consistency in the delivery of instruction. **WHEN:** At regular intervals to be determined. **WHERE:** The instructional team will monitor teachers during instructional time. Teacher and support personnel will conduct individual conferences to plan for the effective implementation of curriculum.

3. *Provide intensive and continuous content-specific support for assessment results data analysis and instructional decision making for teachers through collaboration with the Division of Curriculum and Instruction to address the identified needs of students.* **WHAT:** Student performance data will be disaggregated by grade level, by content, and teacher. **WHY:** To plan and implement the appropriate support for teachers to determine in which skill and objective areas students require additional assistance. **WHO:** The administrative staff and department chairs of Lansdowne Middle School will collaborate with curriculum and instruction content staff to provide the support (i.e. differentiated instruction, use of support materials for teachers addressing the needs of students). **WHEN:** Data will be analyzed following each administration of the short-cycle assessments and benchmark assessments. **WHERE:** LMS

4. *Administer the Learning Styles Inventory for all students and use the data to adjust instructional delivery.* **WHAT:** Identification of individual student learning styles using the Learning Styles Inventory. **WHY:** Specific awareness and knowledge of learner characteristics allows teachers to increase their effectiveness of instruction. **WHO:** The leadership team will be responsible for planning, organizing, and administering the Learning Styles Inventory for teachers and align professional development activities for the various learning styles. **WHEN:** Professional development sessions will occur at times when schools are closed for students (i.e. early closings, designated professional development days, faculty meetings). **WHERE:** The majority of the professional development sessions will occur at Lansdowne Middle School; however, as the school system develops its own professional development calendar, teachers will be required to attend some professional development sessions off campus.

5. *Create the following action teams to function as a part of the School Improvement Team: Professional Development, Curriculum and Instruction, Safe and Orderly Environment, Parent Involvement, and Special Education.* **WHAT:** Teachers will be part of the governance process through their engagement in action teams. Teachers' input will provide the foundation for a positive school culture, cohesive organization, and effective leadership. **WHY:** Teacher input enables them to engage with the school as a social unit and with students as individuals to increase students' acquisition of the standards, indicators and objectives. **WHO:** All staff will work collaboratively to outline and detail the roles of teachers in the organization of the action teams. **WHEN:** A summer 2008 committee will be formed to finalize the support structure and to create the documentation method to be used over the course of the school year. **WHERE:** LMS

6. *Establish a Principal's Cabinet comprised of randomly selected students to serve in an advisory capacity and as good will ambassadors.* **WHAT:** Students will work with the principal on student issues and concerns relative to attendance, behavior, and academic performance. **WHY:** To provide student input into decision-making and reinforce that student contributions play a critical role in maintaining and sustaining a successful learning environment. **WHO:** Randomly selected students; one from each room will meet with the principal at a regularly scheduled time. Members of the Principal's Cabinet will be inducted, officers will be selected, and minutes will be kept of discussion items and tasks undertaken, as related to student responsibility in the school and community. **WHEN:** Students will be selected during the first week of school. **WHERE:** LMS

7. *Develop a model for student-led parent conferences that use the Articulated Instruction Module (AIM) to more fully inform parents of student progress and empower them to take an active role in the education of their children. WHAT:* AIM is an individual student learning inventory that identifies objectives and skills in mathematics and reading addressed in the Voluntary State Curriculum. A fifth grade teacher from a feeder elementary school, all Lansdowne Middle School, and teachers, and a ninth grade teacher from Lansdowne High School will use the approach in a vertical alignment effort. **WHY:** To increase communication with parents and parent participation in activities related to the academic progress of their students. AIM furnishes detailed information to parents regarding student mastery or need in identified mathematics and reading objectives and sub-objectives. AIM supplements routine grade and test reporting by specifying student's progress toward key objectives and sub-objectives included in the Voluntary State Curriculum. **WHO:** Teachers will use the approach to increase and involve parents in the student-led parent conferences. The Parent Involvement action team will assist teachers in developing and maintaining positive school-home relationships by providing assistance to parents in understanding the VSC standards and content requirements. The action team and the administrator will take the lead in coordinating the activities. **WHEN:** A parent-teacher-student conference will take place at the beginning of the 2008-2009 school year to introduce the AIM learning inventory, and the scope and sequence of objective and sub-objectives in the core content areas of reading and math. **WHERE:** The primary location of planning and activities will be at LMS.
8. *Create a multi-disciplinary action team charged with ensuring the fidelity of the implementation of accommodations to special education, English language learner (ELL) students, and students with 504 Plans. WHAT:* Appropriate special education accommodations are provided to students and the administrative leadership team will develop measures to determine their effectiveness. **WHY:** The appropriate implementation and monitoring of these accommodations will ensure that special education students are participating in rigorous instruction. **WHO:** All instructional leaders, general educators, special educators, instructional assistants, related service providers, and additional adult support will use appropriate instructional strategies and data from IEPs. The special education case manager will monitor the implementation of special education accommodations. The ELL Department Chairperson will monitor the implementation of ELL accommodations. **WHEN:** Student data will be reviewed and analyzed on a bi-weekly basis by the action team to determine the effectiveness of the measures and to ensure that the outcomes of the accommodations are successful. **WHERE:** Special Education accommodations will be provided at Lansdowne Middle School in the general education and special education environments.
9. *Establish after-school, Summer Bridge, and Saturday school programs to provide students with appropriate reading and mathematics interventions. WHAT:* Lansdowne Middle School will provide after-school tutorial services to students in the area of mathematics and reading for one and a half hours two to three times per week after school and for four hours on Saturdays. Summer Bridge programs will be implemented to address the identified needs of the students. Alternative governance funds will be used to pay for the after school program from January 2009 – March, 2009. **WHY:** The after-school, Saturday, and Summer Bridge programs will provide students with additional support and acceleration instruction in mathematics and reading. **WHO:** Mathematics and reading teachers will provide instruction. A partnership with area high school students will be formed so that they may serve as tutors. A coordinator will serve to identify the students, arrange transportation, recruit mathematics and reading teachers and high school tutors, and provide snacks. **WHEN:** The tutorial service will run two to three times a week from October to December and February to May. **WHERE:** Tutorial services will take place on-site at Lansdowne Middle School. Teachers will utilize the classrooms and computer labs for mathematics and reading instruction.
10. *Provide students access to rigorous instruction and college preparatory strategies. What:* Implement the Advancement Via Individual Determination (AVID) program as an elective class in grade 6 and progressively expand the program as students' progress to grades seven and eight. **Why:** There is a need to improve student achievement at Lansdowne Middle School. **Who:** An AVID site team comprised of the AVID coordinator/elective teacher, department chairs from the four core subject areas, one counselor, one administrator, and one special education teacher will participate in the training and serve as leaders for AVID program implementation at the middle school. **When:** Initiate professional development training for the AVID school site team at the AVID Summer Training Institute, July 2008. Implementation will begin in August 2008. **Where:** LMS

Attachment E - Priority Areas of Need

School Name and Number: Lansdowne Middle School 1351 **LEA:** Baltimore County

| <i>General Statements of the Top Five Priority Needs</i> | <i>For each of the priority needs, provide the top major activity/initiative that will address the need during the 2008-2009 school year. Provide only one activity per need.</i> |
|---|---|
| 1. A safe and orderly learning environment | Review, evaluate, and refine the implementation of the current Positive Behavioral Interventions and Supports (PBIS) program. |
| 2. Lansdowne Middle School's daily average attendance rate for students has declined to 94.1% from 2005 to 2007, which borders on unsatisfactory according to MSDE standards. | Develop a written attendance plan that establishes student expectations and faculty and staff responsibility for monitoring student daily attendance. |

Attachment F – School Improvement Team Attestation

School Name and Number: Lansdowne Middle School 1351 **LEA:** Baltimore County

By signing this sheet, the School Improvement Team (SIT) is confirming the following:

1. All faculty and staff have been engaged in the selection of the school’s alternative governance (AG).
2. Faculty and staff understand the purpose and expectations for the upcoming changes.
3. Existing faculty and staff agree to support the implementation of the selected AG.
4. Newly hired staff will commit to the implementation of the school’s AG.
5. Parents and community stakeholders have had meaningful input.

Name and Title of SIT Team Members:

Signature and Date:

| | |
|---|-------|
| Barbara K. Shields, Principal | _____ |
| Tiffany Harris, Assistant Principal | _____ |
| Tyest Gant, Assistant Principal | _____ |
| Jodi D. Pasquale, Achievement Facilitator | _____ |
| Amy Jubb, Magnet Coordinator | _____ |
| Gemma Hoskins, Teacher Mentor | _____ |
| Wendy Prioleau, Teacher Mentor | _____ |
| Denise Fieden, Science Department Chair | _____ |
| Meredith Rolka, Social Studies Department Chair | _____ |
| Barbara Murray, Language Arts Department Chair | _____ |
| Denise Crawford, Mathematics Department Chair | _____ |
| Christopher Bunn, Fine Arts Department Chair | _____ |
| Carly Bernier, Guidance Department Chair | _____ |
| Kara Boehl, Special Education Team Leader | _____ |
| Sara Bosworth, 6 th Grade Team Leader | _____ |
| Ethan Huber-Smith, 6 th Grade Team Leader | _____ |
| Sarai Gray, 7 th Grade Team Leader | _____ |
| Steve Seminazzi, 7 th Grade Team Leader | _____ |
| Christine Paskoski, 7 th Grade Team Leader | _____ |
| Grace Dellinger, 8 th Grade Team Leader | _____ |
| Kerry Lynaugh, Library Media Specialist | _____ |
| Karin Hanger, School Nurse | _____ |
| Kathy Bowers, Community Representative | _____ |
| Diana Dell’ Angelo, Community Representative | _____ |
| Vicki Starin, Parent Representative | _____ |

**Attachment G - State Board of Education Summary
2008 Alternative Governance for School Improvement**

School Name and Number: Lansdowne Middle School 1351 **LEA:** Baltimore County

Alternative Governance Selected: 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.

1. STAKEHOLDER INVOLVEMENT

The Lansdowne Middle School administration and area assistant superintendent met with the faculty, staff, and parent stakeholders in order to review the options for alternative governance and elicit feedback on October 30, 2007. The positive and negative perceptions associated with each alternative governance option were discussed at this meeting. Following the initial meeting, the faculty and staff of Lansdowne Middle School met on 15 occasions to receive training and complete and review the *TCNA* and the Priority Needs Assessment. The faculty then met to review and approve the selected action steps and the identified priority needs. A school representative shared the action steps and the priority needs with the Lansdowne Middle School parent representative. The majority of participating stakeholders voiced a preference for option one – to replace all or most of the school staff.

2. RATIONALE FOR THE DECISION

Lansdowne Middle School has selected alternative governance option one. Replace all or most of the school staff, including the principal, who are relevant to the school not making Adequate Yearly Progress (AYP). The results of the *TCNA* and the Priority Needs Assessment also served as a basis for the final selection of alternative governance option one. The root causes identified and the implementation of the action steps require that there be changes made in personnel. The results of the needs assessments and stakeholder input served as a basis for the selection of alternative governance option one.

The root causes identified as a result of the *TCNA* indicate that teacher inexperience, a high turnover rate, need for higher expectations for students, professional development, and a need for rigorous instruction are among the key factors contributing to the school's inability to demonstrate adequate yearly progress. Alternative governance option one will allow Lansdowne Middle School the opportunity to replace inexperienced and non-highly qualified teachers with more experienced and qualified teachers.

Current staff may reapply for their positions at the school and may qualify for continued assignment. The selection of this option permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of individual students, including the identified gaps in their instructional knowledge (Calkins et al, 2007). This approach will require the development and implementation of an appropriate schedule that will allow the staff to facilitate small-group instruction and individualized tutoring (Calkins et al, 2007).

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 requiring a commitment to the school will improve teacher quality and retention. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction (Calkins et al, 2007). 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.

Alternative governance option one will allow Lansdowne Middle School to staff the school with leadership team members and teachers who are committed to the following:

- All students will achieve at high levels
- High expectations for staff and student performance
- Collaboration among teachers and with parents and community members
- Participation in high quality professional development focused on student achievement outcomes

- Active involvement and participation in school improvement processes
- Extended-day and year activities for student acceleration, reteaching, and enrichment
- Fidelity of implementation of curricula and academic interventions

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The Turnaround Challenge*. Boston, MA: Mass Insight Education & Research, Inc.

3. MONITORING AND EVALUATION

Baltimore County Public Schools utilizes its data warehouse to collect data including state (Maryland School Assessments and High School Assessments) and local assessments (short-cycle and benchmark assessments, unit tests and final exams), attendance, behavior, parent participation, and other data to provide schools with individual school reports that are used to inform school-improvement plans. In addition, the school will use other curriculum-based formative and summative assessments and a learning preferences inventory to determine student progress and needs. The school improvement plan (SIP), developed to support the implementation of the alternative governance option and aligned with the system's *Blueprint for Progress* and Master Plan, will provide a framework for the school and the system to monitor the school's progress toward improving the achievement of all students. The SIP, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data used to measure progress will include 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 area assistant superintendent will monitor the implementation of the SIP through regular, frequent principal conferences, announced and unannounced monitoring school visits, review of and written feedback on the SIP, teacher and student focus groups, mid-year principal evaluation, and classroom observations. BCPS system-level leadership teams and the board of education will be provided with regular reports of the school's progress. (The 2007-2008 BCPS Master Plan provides additional information on the monitoring of schools' progress.)

4. LEA COMMITMENT

The LEA has made this school a priority and is providing numerous resources to support the restructuring efforts. Human resources staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices including research, assessment, curriculum and instruction, and student support services will continue to be available to provide the principal with support for improvement of the instructional program and to assist with monitoring progress. Executive level administrators will also be available to provide guidance and monitor progress. The LEA has committed to professional development and extended learning opportunities as a focus of \$150,000 in additional funding being provided by the system for the implementation of the school's restructuring plan. These funds will also be used to obtain the additional staffing and resources needed to carry out other action steps outlined in the alternative governance plan.

5. PRINCIPAL AUTHORITY

The principal has worked with the area assistant superintendent throughout the development of this alternative governance plan. The area assistant superintendent has provided guidance and advice. The principal is the ultimate authority on the campus when it comes to decision making. The area assistant superintendent, however, has the responsibility of advising the principal. The LEA will give the principal the authority to make changes regarding staffing patterns, class schedules, selecting consultants, budget decisions, and professional development at the school level; however, the principal will consult with the area assistant superintendent before instituting any significant changes to this alternative governance plan.