

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 10, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **CONSIDERATION OF THE ALTERNATIVE GOVERNANCE PLAN FOR DUNDALK HIGH SCHOOL**

ORIGINATOR: Jean E. Satterfield, Assistant Superintendent, Southeast Area

RESOURCE PERSON(S): Thomas Shouldice, Principal, Dundalk High School

RECOMMENDATION

That the Board of Education approve the following Alternative Governance Plan for Dundalk High School: Replace all or most of the school staff who are impeding the progress of the school.

INFORMATION

Under the No Child Left Behind Act of 2001, Dundalk High School was placed in School Improvement status for the next year. While Dundalk High made Adequate Yearly Progress (AYP) in all of the assessed areas, the school has not made AYP in Graduation Rate for the past two years and did not make AYP for two subgroups: English Language Learners and students receiving special education services, respectively. The Alternative Governance Plan sets out to address the areas of weakness noted above and to improve instruction overall for the students in this community.

2009 Alternative Governance for School Improvement
1. MARYLAND STATE DEPARTMENT OF EDUCATION
COVER PAGE

School Contact Information

School Name and Number: Dundalk High School 1273

School Address: 1901 Delvale Avenue, Baltimore, MD 21222

2008-2009 School Principal: Tom Shouldice

- **Principal's Phone:** 410-887-7359 **Fax Number:** 410-887-7025
- **Principal's Email:** pshouldice@bcps.org
- **Principal's Signature:** _____

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Ms. Jean Satterfield, Area Assistant Superintendent

- **Phone Number:** 410-887-8768 **Fax Number:** 410-887-8399
- **Email:** jsatterfield@bcps.org
- **Contact Person's Signature:** _____

Local Board of Education Approval

Local Board Approval Date:

Dr. Joe A Hairston
Superintendent's Printed Name

Date
Superintendent's Signature

2. ALTERNATIVE GOVERNANCE SELECTION

1. Identify which of the following alternative governance options was 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.

2. Add the Top Five TCNA Action Steps that will support this option.

Check Off	AG Option	AG Description and TCNA Top Five Action Steps Refer to <u>Attachment A</u> for a more detailed description of each of these options
X	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.
	Top Five Action Steps	<ol style="list-style-type: none"> 1. Develop and maintain a collaborative professional learning community committed to excellence and high expectations for every student. 2. Design, implement, monitor, evaluate, and adjust ongoing differentiated professional development in the use and analysis of data to support informed decision making about students' academic achievement and graduation rate. 3. Develop new and enhance existing community-based partnerships focused on academic excellence, preparing students for the workplace and college, and ensuring that students graduate from high school. 4. Review, monitor, evaluate, and refine the school-wide Positive Behavioral Interventions and Supports (PBIS) program to improve attendance, increase instructional time, and maximize opportunities for learning for all students. 5. Review, evaluate, and refine the school schedule and organization to support extended learning opportunities and increased instructional time.

3. Answer the option specific questions found in Attachment A 1 through A 3, as appropriate.

3. CORRECTIVE ACTIONS

Corrective Actions taken during the 2007-2008 School Year.		
Corrective Action # 1: Professional development based on small research-based Professional Learning Communities (PLC) targeted to individual teacher needs; aligned with the Maryland Teacher Professional Development Standards.		
Successes	Challenges	Lessons Learned & Adjustments Made
<ul style="list-style-type: none"> • All teachers received professional development (PD) on strategies related directly to their identified instructional needs. • Teacher leaders were provided the time to research and develop PD for their colleagues, which built leadership capacity and increased positive participation. • Collaboration among teachers improved as a result of cross-curricular PD. • PD on AVID, technology, reading, assessment, classroom management, rigor, differentiation, and special education was applied immediately to improve instruction. 	<ul style="list-style-type: none"> • Monitoring PD to ensure that teachers implemented the strategies identified with fidelity. • Providing the teacher experts with the time and resources to develop their PD strand to ensure the highest quality PD. • Some teachers express a sense of hopelessness/helplessness as they try to use instructional strategies that are less effective than hoped due to a lack of change in school culture. • Creating a motivated, empowered cadre of teachers with a shared vision. 	<ul style="list-style-type: none"> • Small group PD in which teacher experts provide PD, follow-up activities, and monitoring is yielding significant improvements in planning and instruction. • To ensure monitoring, the PD strand for each teacher is included as part of the formal and informal observation process. • Maryland Teacher Professional Development Standards need to be more closely utilized as PD is developed; PD on these standards will be presented to the school's teacher leaders and the standards will form the basis for all PD.

<ul style="list-style-type: none"> • Follow-up PD sessions to discuss results and plan modifications. • The “lesson study” model was used to improve instruction. • PD for all staff focused on the characteristics of children in poverty and on developing a rubric for rigorous instruction. • Ongoing vertical teaming with feeder elementary/middle schools began and facilitated development of common understandings. • Collaborative PD connection with Parkville HS ELL Center to share and learn best practices (Dundalk HS is an ELL Center). 		<ul style="list-style-type: none"> • All staff need PD in identified areas and PD will be differentiated accordingly. • A shared school vision by all staff is essential for improving student achievement.
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Corrective Action # 2: Implementation of 90 minutes per day Sopris West <i>Language!</i> program		
Successes	Challenges	Lessons Learned & Adjustments Made
<ul style="list-style-type: none"> • Students in the <i>Language!</i> program improved reading levels approximately two grade levels each school year based upon program-embedded assessments. • Program addresses specific student reading deficits (as determined by assessments) in small classes. • Program provides 90 minutes each day for reading instruction. • Program incorporates all aspects of language/reading development including phonics and vocabulary development. 	<ul style="list-style-type: none"> • Provide adequate on-going training for teachers. • Incorporating higher level, more challenging reading and thinking activities for HSA preparation. • Placing students appropriately due to mobility of population. • Program is a continuation of a middle school program, which is difficult for some high school students to accept. • Substantial reading deficits for ELL cluster program and special education students are difficult to overcome. 	<ul style="list-style-type: none"> • Delivering the program with fidelity is the key to student success, but success requires adequate teacher training and increased student motivation. • <i>Language!</i> students were provided additional HSA preparation materials and tutoring. • ELL and special education teachers will need additional strategies to accelerate student learning.

Corrective Action # 3: After-school, Saturday, and Summer School HSA tutoring programs for identified students		
Successes	Challenges	Lessons Learned & Adjustments Made
<ul style="list-style-type: none"> • Students attending tutoring sessions were significantly more prepared for HSAs, as determined by HSA results. • Summer activities, conducted at Towson University, were focused primarily on algebra in response to identified student needs and an available funding source. 	<ul style="list-style-type: none"> • Providing funding for tutoring. • Difficulty staffing the program; most teachers are engaged in other activities outside of school. • Most students see little benefit in tutoring sessions and do not attend in significant numbers; some students do not appear to take the HSA seriously. 	<ul style="list-style-type: none"> • Acquired funding for tutoring from State School Improvement Grant, Third Party Billing funds, Gear-Up grant, CPIP grants (colleges), and operating budget. • Developed plan to provide each student with a clear understanding of their need to pass HSA as a graduation requirement. • Employed senior AP students as tutors. • In-school and ancillary assistance programs will be designed to be more engaging and attractive to students.

		<ul style="list-style-type: none"> • Need for additional strategies to raise teacher expectations and change student attitudes toward success in school and HSA.
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Corrective Action # 4: Principal replaced for 2008-09 school year		
Successes	Challenges	Lessons Learned & Adjustments Made
<ul style="list-style-type: none"> • Developed school-wide focus on academic achievement, academic programs (AVID, AP) and increased rigor in instruction. • Strategies implemented to address classroom management and behavioral concerns. • Initiated stronger connections within the community. • Reorganize special education department in order to improve delivery of services to students. • AFG accreditation team provided feedback that informed decision-making. 	<ul style="list-style-type: none"> • Some staff are reluctant to change instructional and supervision habits. • Lack of collaboration among building leaders. • Apparent culture of learned helplessness among staff and students. • Student pride in academic achievement and school is minimal or hidden. • Need for in-depth data analysis related to teacher and student performance and school structures (schedule, instructional and other programs, etc.). 	<ul style="list-style-type: none"> • Extensive data analysis and support provided by system central office. • Need to develop a marketing plan for the school. • All school staff need to be committed to excellence and high expectations for every student. • Insufficient data analysis inhibited informed decision making. All staff will be accountable for using data to drive decision making.

Corrective Action # 5: Outside experts to advise school on how to revise and strengthen the improvement plan; Experts to address specific issues underlying the school's continued inability to make AYP.		
Successes	Challenges	Lessons Learned & Adjustments Made
<ul style="list-style-type: none"> • Outside experts from the <i>Language!</i> program were very helpful in training teachers in the program; experts from AVID, College Board and PBIS provided effective strategies for improving student achievement. • The School Improvement Plan underwent a peer review with subsequent revisions. • Various staff attended MSDE, regional, and national conferences for professional development related to identified needs. 	<ul style="list-style-type: none"> • Access to experts outside of the system is limited. • Need for additional research in schools with similar challenges. • Need for strategies for early identification of students in danger of dropping out. • In some cases, the community appears to support non-completion of high school. 	<ul style="list-style-type: none"> • Developed a plan to have curriculum office experts present routinely in the school as teachers benefit from intensive work with content area and other central office experts. • LEA implemented a dropout prevention study committee. • A school specific dropout prevention program was developed and implemented. • Attendance at regional and national conferences provides significant support for improving instruction and achievement.

4. SCHOOL ACADEMIC PROFILE

School Academic Profile			
	Topic	2008-2009 Identify Current Practices by Grade Level	Identify Proposed Two-Year Practices by Grade Level
1.	Name of core reading program	Practice/s: Standard English for all students except students identified for the <i>Language!</i> program. Grade Level/s: 9-12	Practice/s: Standard English for all students to increase rigor and student achievement. Grade Level/s: 9-12

2.	Name of supplemental reading interventions provided to students not making AYP. <u>Identify the number of students participating in supplemental reading interventions.</u>	Practice/s: <ul style="list-style-type: none"> • Sopris West <i>Language!</i> Books D-F • After-school and Saturday tutoring Grade Level/s: 9, 10, 11 # of Students Served: 158	Practice/s: <ul style="list-style-type: none"> • Sopris West <i>Language!</i> Books C-F combined with standard English • After-school, Saturday, and summer tutoring and enrichment programs • Integrate co-teaching model with university partners for special education students to increase student achievement. Grade Level/s: 9, 10, 11 # of Students Served: 150-175
3.	Name of core mathematics program	Practice/s: Grade 9 – Algebra I Grade 10 – Algebra II Grade 11 – Geometry Grade 12 – Trig with Algebra or College Ready Math	Practice/s: Grade 9 – Algebra I <ul style="list-style-type: none"> • <i>Keys for Essential Algebra Success (KEAS)</i> for all Algebra I students Grade 10 – Algebra II Grade 11 – Geometry Grade 12 – Trig with Algebra or College Ready Math <ul style="list-style-type: none"> • Integrate requirement that all students take four years of math and science.
4.	Name of supplemental math interventions provided to students not making AYP. <u>Identify the number of students participating in supplemental math interventions.</u>	Practice/s: <ul style="list-style-type: none"> • Algebra/Algebra with Assistance every day • After-school, Saturday, and summer tutoring and enrichment programs Grade Level/s: 9, 10, 11 # of Students Served: 153	Practice/s: <ul style="list-style-type: none"> • Algebra with Assistance for identified 9th graders • <i>Math Modeling (HSA Review Course)</i> for students in grades 10-11 who have passed Algebra I but failed the HSA (including <i>Elevate Math</i>, an online tutoring service) • After school, Saturday, and summer tutoring and enrichment programs (use of <i>MSDE HSA Online Algebra/Data Analysis Course</i>) • Implement student incentive program to increase enrollment among identified students Grade Level/s: 9, 10, 11, 12 # of Students Served: 150-175
5.	Content focus of the extended day program, targeted population, and the <u>number of students served.</u>	Practice/s: Reading (English), Mathematics, Government, Biology, HSA prep for students who have not passed HSA or desire additional coursework. Grade Level/s: 9, 10, 11, 12 # of Students Served: 84	Practice/s: Reading (English), Mathematics, Government, Biology, HSA prep for students who have not passed HSA or performed below a satisfactory level on short-cycle or benchmark assessments. Grade Level/s: 9, 10, 11, 12 # of Students Served: 150-175
6.	Content focus of summer program, target populations, and the <u>number of students served.</u>	Practice/s: Algebra I/Math Enrichment (Gear Up) focused on preparing 10 th grade students to pass HSA and/or Algebra II enrichment Grade Level/s: 10 # of Students Served: 26	Practice/s: Algebra I & II Reading Enrichment Program Grade Level/s: 2009 - Grades 9 & 10 Reading/Math HSA prep./enrichment. - Grade 11 - Math Enrichment

			2010 - Grades 9 & 10 Reading/Math HSA prep./enrichment - Grade 12 - Math enrichment # of Students Served: 60-80
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.	Practice/s: <ul style="list-style-type: none"> • Four 90-minute blocks on an A/B day schedule except for daily supplemental reading and math programs. • Common planning time provided every other day for English 9 & 10, American Government, Algebra I, Biology and Concepts of Physical Science. • PD days built into calendar; every Monday, one hour per week after school; mentors meet with new faculty at least once each week; PD organized into targeted Professional Learning Community (PLC) groups. • Each teacher offers coach class once per week; HSA tutoring is offered twice per week and on Saturdays for five weeks leading up to HSA administrations; five-week, full day summer program at Towson University for algebra. • Special education provided through inclusion model or through Functional Academic Learning Support self-contained classrooms. • ELL services provided to cluster program at Dundalk High School. Grade Level/s: 9, 10, 11, 12	Practice/s: <ul style="list-style-type: none"> • A new six period per day schedule to provide consistent daily instruction in core courses for 9th & 10 grade to increase student achievement. • Ninth grade transition program to include academy style approach. • Common planning team time for English 9 & 10, Biology, Algebra I, Concepts of Physical Science, American Government, and Grade 9 teachers to increase rigor and student achievement. • Additional PD at faculty, content, and department meetings as well as through monitored and targeted professional learning community groups for data analysis and instructional planning skill development. • Summer programs for reading and math for grades 9 & 10; summer enrichment activities will be developed. • Special education services to be provided through inclusion and Functional Academic Learning Support models. • Increase core chairs to 12-month status to increase their effectiveness. • Increase collaboration with other ELL cluster programs to identify best practices to improve student achievement. Grade Level/s: 9, 10, 11,12
8.	Describe the school's instructional enrichment programs for gifted and talented student. Identify <u>the number of students served.</u>	Practice/s: <ul style="list-style-type: none"> • Honors level core courses, grades 9-12 • GT Level courses grades, 9-11 • 12 AP courses, grades 11-12 • College credit courses at CCBC Dundalk, grade 12 Grade Level/s - # of Students: Grade 9 - 76 Honors, 43 GT Grade 10 - 69 Honors, 32 GT Grade 11 - 68 Honors, 8 GT Grade 12 - 63 Honors Grades 11/12 - 72 AP students Grade 12 - 12 College Credit students	Practice/s: <ul style="list-style-type: none"> • Continue to offer all current Honors and GT courses with increased enrollment through student guidance program. • Expand the number of AP offerings and increase enrollment through counseling. • Explore online AP course options. • College credit courses at CCBC Dundalk for 12th grade. • Dundalk High teachers to become adjunct CCBC faculty to teach college credit courses on campus. • Provide school year and summer enrichment opportunities for students. • Encourage and provide for staff information on summer professional enrichment/learning experiences. Grade Level/s: 9-12 # of Students Served: Increase the number of students in Honors/GT/AP courses by 10% annually.

5. SUPPORT FOR ALTERNATIVE GOVERNANCE OPTION

STAKEHOLDER INVOLVEMENT			
Stakeholders	Dates	Forum/Vehicle Type (I.E., Q & A session, feedback forms, SIP meeting, information sharing, surveys, etc.)	Number of people involved
Parents/ Guardians	2/3/06	• Letter explaining school's AYP and progress	1,250
	1/12/07	• Letter explaining AYP & Corrective Action	1,250
	11/25/08	• Letter explaining reason for restructuring	1,247
	1/5/09	• PTSA Executive Board – discussion of AYP, HSA, and Alternative Governance; invited Board members to participate in Restructuring Team	8
	1/16/09	• Flyer to parents on Awareness meeting	1,750
	1/20/09	• February Newsletter contained an article on Alternative Governance Process	1,225
	1/21/09	• Sports Boosters Club – discussion of Alternative Governance; invitation to participate on team	1,350
	2/4/09	• Parent Awareness Meeting- discussion of Alternative Governance; provide parents with an opportunity for feedback	13
Community Partners	1/29/09	• Article in local newspaper, <i>Dundak Eagle</i> , describing the Alternative Governance process at Dundalk High	
	2/4/09	• Parent/Community Awareness Meeting	24
School Staff	11/29/09	• Faculty/staff given copy of parent letter	150
	12/1/08	• MSDE TCNA training	2
	12/10/08	• Leadership data analysis meeting	24
	12/15/08	• Training for DHS TCNA group leaders	16
	1/5/09	• TCNA Faculty Survey	96
	1/6/09	• Faculty Meeting – Review Alternative Governance Process	96
	1/7/09	• Email to staff inviting them to participate as part of Alternative Governance Team	150
	1/14/09	• MSDE Alternative Governance Meeting	6
	1/26/09	• Alternative Governance Team	26
		• Faculty, Clerical, Paraprofessional Meeting to discuss Alternative Governance staffing issues	115

CHALLENGES TO IMPLEMENTATION		
Challenges/barriers	When & how will it be addressed?	Position of person responsible for addressing and monitoring these challenges/barriers
<ul style="list-style-type: none"> Providing a sufficiently large pool of qualified and effective candidates 	<p>When: February – April 2009</p> <p>How: The administrative team in collaboration with the Department of Human Resources will develop a plan for appropriately staffing the campus.</p>	Director of Personnel, Principal
<ul style="list-style-type: none"> Building capacity to address the master schedules and school organization 	<p>When: January 2009</p> <p>How: The administrative team in consultation with the building leadership will redesign the master schedule and plan school organization for maximum effectiveness.</p>	Principal

<ul style="list-style-type: none"> Developing and implementing a school-wide behavior management plan that is effective for students and teachers and improves the school culture. 	<p>When: Develop July 2009; implement Fall 2009</p> <p>How:</p> <ul style="list-style-type: none"> Summer school-wide behavior management workshops based on PBIS including staff, students and parents. Summer professional development for staff; Implementation through grade level and homeroom meetings. Addition of 1.0 FTE PBIS Coordinator. 	Principal
<ul style="list-style-type: none"> Developing and implementing strategies to improve student attendance. 	<p>When: Develop Summer 2009; implement Fall 2009</p> <p>How:</p> <ul style="list-style-type: none"> Summer program development workshop Addition of 1.0 FTE PBIS Coordinator Communication with families 	Assistant Principal
<ul style="list-style-type: none"> Mobilizing students, parents, and the community to participate in redefining the culture of the school. 	<p>When: Spring/Summer 2009</p> <p>How:</p> <ul style="list-style-type: none"> Develop and implement marketing plan for school Summer workshop to define school-based behavioral expectations and standards; plan for implementing standards Summer workshop to craft new beliefs, mission, and goals for the school 	Principal
<ul style="list-style-type: none"> Establishing a culture of high academic expectations and achievement built on strong working relationships with all students as teachers deliver relevant and rigorous instruction. 	<p>When: Spring/Summer/Fall 2009</p> <p>How:</p> <ul style="list-style-type: none"> Clearly define school's academic focus (21st Century Skills, AVID, PBIS) Replace all staff relevant to the school's inability to make adequate progress Initiate PD designed to meet individual teacher needs, reduce teacher isolation, and develop strong support for the school's vision and mission 	Principal
<ul style="list-style-type: none"> Raising school and community expectations for student achievement and graduation. 	<p>When: Beginning Spring 2009 (ongoing)</p> <p>How:</p> <ul style="list-style-type: none"> Increase number of students in AVID; provide PD on AVID strategies for all staff Implement identification, monitoring, and mentoring program for students at-risk of dropping out PD for staff on graduation requirements Transition program for 9th graders with a focus on planning a four-year academic program Vertical teaming with middle schools; provide more extensive parent information on graduation requirements 	Principal

6. LEA's TWO-YEAR COMMITMENT TO SUPPORT ALTERNATIVE GOVERNANCE

1. Complete Attachment G
2. Confirm the LEA's two-year commitment to the following school improvement standards:

- A. Fully staffing the schools (core teachers, administrators, student service personnel and support staff) by the first day of teacher pre-service orientation:
 yes no
- B. Giving principals full authority to make timely changes in the following areas as he or she deems necessary to make adequate yearly progress:
- | | | |
|-------------------------------------|---|-----------------------------|
| Staffing patterns | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| Class schedules | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| Selecting consultants | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| School-based budget decisions | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |
| Professional development attendance | <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no |

3. Describe how the LEA will:

- A. Benchmark student achievement, and
 B. Monitor the alignment of curriculum, instruction, and assessment over the next two years.

Baltimore County Public Schools (BCPS) has implemented a system wide Comprehensive Assessment Plan that incorporates a benchmarking 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 periodic 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 are disaggregated by subgroup. 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 and strategize to improve student achievement.

The LEA will monitor the effectiveness and alignment 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, observation of instruction, and regular analysis and communication of student achievement, attendance, and other data. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussion and decision making in response to data analysis. The administration and leadership team will continuously monitor progress for all students. Goal conferences (December 2009/ January 2010) will be held with each teacher to review progress toward meeting established teacher and student outcomes. The second step includes regular and frequent monitoring of student achievement data and formal and informal campus visits by the area assistant superintendent and content office staff. Additional technical assistance for monitoring will be provided by other central office staff including assistance with data analysis and interpretation related to alignment of the instructional program with the system's *Blueprint for Progress* and the school improvement plan. Staff from the division of curriculum and instruction will monitor the school's implementation of the curriculum (instruction and assessment) to ensure alignment with system standards.

4. Describe the structure the LEA will put in place to help build cohesive school teams ensuring shared values, vision, and enthusiasm for the school.

Based on feedback from all stakeholders, the principal will hold a two-day school leadership retreat (including parents/guardians and student representatives) in July 2009. The purpose will be to establish, build consensus for, and commit to the beliefs, vision, and mission of the school, as well as to allow the leadership team to set standards for campus-wide expectations and monitoring for teacher and student outcomes. In August 2009, prior to the start of the school year, all staff will be invited to a three-day professional development retreat led by the leadership team in collaboration with staff from the department of professional development. The purpose of the retreat is to build a cohesive staff that is deeply committed to the mission, beliefs and vision of the school in a practical hands-on fashion. The mission, beliefs, and vision will be shared by the leadership team during the ninth grade transition activities, at grade-level meetings, and at Back-to-School-Night with parents/guardians and community members to build community-wide support for and engage the community with Dundalk High School.

The administrative team will implement a two-year plan to 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 and rigorous instruction focused on a “whatever it takes” attitude where continuous improvement in student achievement is the norm. Faculty meetings and other professional development opportunities will begin with team building activities. Topics will include teacher collaboration, understanding and teaching the Voluntary State Curriculum, planning for engaging and rigorous instruction, differentiation strategies, positive student behavior management, building relationships with students, analyzing student data, and strategies for improving student achievement among ELL and special education students.

7. ACTION STEPS SUPPORTED BY SCHOOL AND LEA RESOURCES

Teacher Capacity Needs Assessment Top Five Action Steps in Rank Order (#1 being the highest)			
Action Step Category	Targeted AYP Area and Subgroups supported by this Action Step.	Who is taking the lead and who will participate?	When will it occur?
1. School Climate – Professional Development	Reading, Special Education Graduation, All students	Lead: Principal Participants: All Staff	August 2009
2. Data Analysis	Reading, Special Education Graduation, All students	Lead: Assistant Principal Participants: Attendance & Graduation Rate Committee, Guidance	August 2009
3. Parental/Community Involvement	Attendance, Graduation Rate - All students	Lead: Principal Participants: Marketing Committee, All Staff	March 2009
4. School Climate - PBIS	Reading, Special Education Graduation, All students	Lead: Assistant Principal Participants: PBIS Committee - All Staff	April 2009
5. School Organization – Master Schedule	Reading, Special Education Graduation, All students	Lead: Principal Participants: All Staff	January 2009

1. Describe the alignment between each of the above Five Action Steps and the lessons learned as part of the school’s year of Corrective Action (Section 3), the proposed School Academic

Profile (Section 4), and the Challenges/Barriers (Section 5) to this selected Alternative Governance Option.

Action Step	Corrective Actions/Lessons Learned	Academic Profile	Challenges/Barriers
1. School Climate – Professional Development	<ul style="list-style-type: none"> Replacement of principal 7/1/08 All school staff needs to be committed to excellence and high expectations for every student. Eliminate departmental isolation through PD. Targeted Professional Learning Community professional development works well. 	<ul style="list-style-type: none"> Incorporate common teacher planning to increase collaboration. PD targeted to and monitored by PLC. 	<ul style="list-style-type: none"> Developing a school culture of high expectations focused on academic achievement in which all stakeholders will actively participate.
2. Data Analysis	<ul style="list-style-type: none"> Programs need to be monitored for full and effective implementation. Insufficient data analysis inhibited informed decision making. 	<ul style="list-style-type: none"> Providing consistent, daily instruction and a culture of high expectations will improve attendance and student achievement. 	<ul style="list-style-type: none"> Providing adequate professional development to promote rigorous instruction and effective program implementation.
3. Parental / Community Involvement	<ul style="list-style-type: none"> Culture of low expectations. Marketing plan for the school will provide all stakeholders with information and assist in communicating and garnering support for higher expectations. 	<ul style="list-style-type: none"> Improved communication and collaboration with all stakeholders will increase student attendance and achievement. 	<ul style="list-style-type: none"> Mobilizing stakeholders to participate in redefining the culture of the school.
4. School Climate – PBIS	<ul style="list-style-type: none"> Code of Conduct requires revision and effective communication to stakeholders. Implementation of PBIS. 	<ul style="list-style-type: none"> Providing a positive environment will increase attendance and achievement. 	<ul style="list-style-type: none"> Providing adequate professional development to promote active engagement in PBIS.
5. School Organization – Master Schedule	<ul style="list-style-type: none"> Students in <i>Language!</i> intervention will benefit from additional HSA preparation and tutoring. 9th and 10th grade students will benefit from consistent daily instruction in HSA courses. 	<ul style="list-style-type: none"> A new schedule designed to give daily instruction to 9th and 10th grade students. Additional summer reading and math program for grades 9 and 10 students. Increase the number of students in Honors/GT/AP courses. 	<ul style="list-style-type: none"> Developing a schedule that meets the needs of all of the students within the context of a comprehensive high school.

1. For each category listed below, describe the anticipated LEA resources, over and beyond the school’s normal allocation, being committed to this school for the next two years:

LEA PROPOSED TWO-YEAR RESOURCE COMMITMENT TO THIS SCHOOL			
Category	Description	FY10 Source of Funds	FY11 Source of Funds
Personnel (salaries & fixed charges)	6.0 FTE - 1.0 FTE Guidance - 1.0 FTE PBIS Coordinator - 1.0 FTE Reading Instruction - 1.0 FTE Special Education/Reading - 1.0 FTE Math Instruction - 1.0 FTE Core Dept. Chairs-12 month	Operating Budget	Operating Budget

Professional development	PBIS Workshop	\$ 4,500	Operating Budget	Operating Budget
	Code of Conduct Workshop	\$ 5,000		
	Leadership Retreat	\$ 4,500		
	Attendance Workshop	\$ 2,000		
	AVID Conference	\$ 6,000		
	Drop Out Prevent Workshop	\$ 2,500		
	Drop out Prevent Conf.	\$ 3,500		
	PD Summer – Faculty	\$64,000		
Material and equipment	Student Incentives	\$ 9,000	Operating Budget	Operating Budget
	Printing	\$ 6,250		
	PD Resources	\$10,000		
	Parent Resources	\$ 8,000		
	Computer Resources	\$10,000		
	Reading Resources	\$ 5,750		
Contracted services	After School Supervision	\$ 2,500	Operating Budget	Operating Budget
	EdLine System	\$ 5,000		
	Reading Consultant	\$ 1,500		
Other	Afternoon Tutorial		SSIG	SSIG
	Saturday School			
Total		\$150,000		

2. Does the LEA commitment exceed the school's regular formulas for:

Staffing yes no
Professional Development yes no
Materials of Instruction yes no

If not, please explain.

Not Applicable.

8. STATE BOARD OF EDUCATION

State Board of Education Summary

2009 Alternative Governance for School Improvement

Identify the 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 11/15/08, a letter was sent to all parents informing them of the school's AYP progress and actions to be taken to correct inadequate progress. On 12/10/08 at a PTSA meeting, members discussed the alternative governance process and possible options. The faculty participated in the Teacher Capacity Needs Assessment (TCNA) on 12/15/08 and voted on the top five action steps. At a 1/5/09 faculty meeting, the alternative governance process and Option 1 were outlined. Members of the PTSA Executive Board were informed about and discussed Option 1 that same evening. For the 1/13/09 Leadership/School Improvement Team meeting, 28% of the faculty volunteered to participate in TCNA Action Teams. The February school newsletter described the alternative governance process for stakeholders.

At a meeting of the school's Sports Boosters Club leadership on 1/21/09, stakeholders were informed of and discussed the restructuring option. On 1/26/09, Human Resources Officers presented the 2009-2010 restructuring staffing procedures to the professional and paraprofessional staff. Stakeholders were invited to a Parent Awareness Meeting on 2/4/09. The objectives for this meeting were to: describe the factors that have kept the school from making AYP for the last five years, present the alternative governance process and Option 1, describe the root causes and action steps identified by the TCNA, and invite all stakeholders to participate as the action steps are fully developed and implemented. The *Dundalk Eagle* reported to the Dundalk community on the alternative governance process at Dundalk High School. The school will continue to take the lead in maintaining and building upon stakeholder involvement in order to improve student achievement and increase the graduation rate.

2. ALIGNMENT OF NEEDS TO ACTION STEPS

1. With the replacement of the principal on 7/1/08, the LEA took the first step in meeting the challenges that have kept Dundalk High from making adequate progress. Changing the **school climate through professional development** based upon targeted professional learning communities (PLC) will allow the school to develop a culture of high expectations for academic achievement in which all stakeholders will participate. PLCs are well-documented, research-based methods for eliminating teacher and departmental isolation, promoting higher expectations for staff and students, increasing academic rigor, and improving the school climate and student achievement.
2. Insufficient **analysis of student data** inhibited informed decision making and program monitoring. Providing adequate professional development based on accurate and timely student data analysis of assessment and other results will allow teachers to provide consistent and rigorous daily instruction as well as promote a culture of high expectations.

3. A challenge to the school is the low level of **parent/guardian involvement**. This contributes to a culture of low academic expectations, poor attendance, and a high dropout rate. Developing a solid marketing plan for the school will improve communication with all stakeholders. A well-designed and implemented marketing plan will inform and mobilize stakeholders to participate in redefining the culture of the school, thereby providing improved student achievement, attendance, and parental involvement.
4. Organizing the school community based on the tenets of the **PBIS** program will provide a positive environment to encourage improved achievement and attendance. Stakeholders will provide input as the school's code of conduct is revised. By hiring a supportive staff while providing them with the necessary professional development and monitoring, a positive school climate and active participation in the PBIS program will develop.
5. A challenge is to develop a **master schedule** that provides 9th and 10th grade students with consistent, daily instruction in core content area (HSA) courses. A new schedule combined with additional after-school, Saturday, and summer tutoring and enrichment programs will meet the needs of all students within the context of a comprehensive high school. New scheduling options will promote increased numbers of students in Honors/GT/AP courses as well as in CCBC college credit courses.

3. **MONITORING AND EVALUATION**

Baltimore County Public Schools utilizes its data warehouse to collect data including state (MSA, HSA) and local assessments (short-cycle and benchmark assessments, and final exams). Attendance, behavior, parent participation, and other data provide schools with individual school reports that are used to develop school improvement plans (SIP). The school improvement plan will provide a framework for the school and the system to monitor the school's progress toward improving the achievement of all students and the graduation rate. 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 surveys, compacts, and contracts.

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, stakeholder focus groups, mid-year principal evaluation, and classroom observations.

4. **LEA COMMITMENT**

The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. Human resources' staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices including Research and Assessment, Curriculum and Instruction, and Student Support Services will continue to be available to provide the principal with support for effective implementation of program and data analysis and will assist with monitoring progress.

5. PRINCIPAL AUTHORITY

The current principal was assigned to the school in July 2008, under corrective action, and has worked with the area assistant superintendent and the LEA Alternative Governance Committee during the process of developing the alternative governance proposal. The principal is the ultimate authority on the campus when it comes to decision making. The LEA has given the principal the authority, in consultation with the area assistant superintendent, to make changes regarding staffing patterns, class schedules, selecting consultants, budget decisions, and professional development at the school.

Attachment A - 2008 Alternative Governance Options

Attachment A1

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.

After the staff is informed about the Alternative Governance Option selected, they will be requested to complete a new Declaration of Intent Form by 2/9/09. Teachers who elect to transfer will receive transfers. The principal in consultation with the area assistant superintendent will review the administrative team membership and other building leadership for potential changes. The principal, administrative team, and content chairpersons will interview all staff members who indicated they would like to remain at the school and all staff who apply to replace those who choose to leave. Teachers identified as relevant to the school's inability to make adequate progress, will be transferred.

a. Identification of the percentage or portion of staff that will be replaced

It is estimated that approximately 20-25% of the staff will be replaced.

b. Identification of the academic qualifications needed in new staff members in order to support the school's ability to make AYP.

All staff will be content-certified and meet highly qualified requirements. Preference will be given to staff with proven experience, effectiveness in improving student achievement, and a commitment to fulfill the vision and mission of Dundalk High School. The staff selected will view teaching as a noble profession in which they continue to grow; are willing to go the "extra mile", and do "whatever it takes" to help students achieve academically and develop socially; have the ability to participate as collaborative team members; exhibit 21st Century leadership potential; have high expectations for themselves and their students; bring added value to the classroom and the school community, and make a long-term commitment to Dundalk High School.

c. Recruitment of new staff

The administrative team and content chairpersons will work with the staff from the office of personnel to identify openings, interview perspective teachers, and select candidates based upon the "best fit" for Dundalk High School students and programs.

d. Involvement of parents and community

Parents/guardians and community members are invited to participate as active members on the Alternative Governance Team and the School Improvement Team. Parent and student surveys will provide essential feedback on issues specific to the development of

the Alternative Governance Plan and the characteristic desired in Dundalk High School's teachers and other staff members.

e. Resolution of collective bargaining agreements and contractual issues

All collective bargaining and contractual agreements with employee groups will be upheld throughout the alternative governance process.

f. Public relations surrounding students, staff, administration, parents, and community.

The principal, as part of the school's marketing plan, will provide the community with routine updates on the alternative governance process through newsletters, school and community-based meetings, local newspaper articles, flyers, and Connect Ed (automated telephone) announcements.

g. Timelines that will ensure all school staff will be in place prior to the opening of the 2009 and 2010 school years.

1/26/09 – Human resources/personnel meet with all staff; provide Priority Declaration of Intent Forms

2/9/09 – Priority Declaration of Intent Forms returned to Principal

2/2/09-2/26/09 – Interview staff who indicate that they wish to remain at Dundalk

2/20/09 – Final decision on which staff who will be invited to return

3/10/09 – Position posting for department chairs and content teaching positions

3/31/09 to 4/4/09 – Selection of new department chairs

4/7/09 and ongoing – Interviews and selection of all content area teachers to fill vacancies resulting from transfers

2. Describe the criteria the LEA will use to evaluate the principal's performance to determine the effectiveness of the alternative governance model.

The area assistant superintendent will monitor the principal's performance using the alternative governance plan, the school improvement plan, and the performance goals and indicators in the Baltimore County Public Schools' *Blueprint for Progress*. Baltimore County Public Schools implements an evaluation process for all principals that include measures aligned with the *Blueprint for Progress* and the school improvement plan. In addition, the effectiveness of the implementation of the alternative governance model will be monitored through formal and informational meetings with the principal conducted by area office staff, the system's executive leadership team, and the system's alternative governance committee.

Attachment F – 2009 School Improvement Team Attestation

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 (Please print or type.)	Title / Grade and/or Subject (Please print or type.)	Signature	Date
Tom Shouldice	Principal		
Beverly Smith	Assistant Principal		
Jess Grim	Assistant Principal		
David Stovenour	Assistant Principal		
Bridget Hoban	English Chairperson		
Eric Smith	Math Chairperson		
Sharon Simpkins	Social Studies chairperson		
Rita Evans	Science Chairperson		
Tom Pless	Technology Education Chairperson		
Pat Holt	Business Education Chairperson		
Amanda Brown	Guidance Chairperson		
Mary Berkshire	Family Studies Chairperson		
Justin Nash	Athletic Director		
Amy Miller	Physical Education Chairperson		
Pam Cline	Librarian		
Roxanne Hummer	Maryland’s Tomorrow		
Barbara Murray	Mentor		
Connie Tsakiris	Mentor		
Ken Patterson	Music Chairperson		
Heather Wooldridge	School to Career		
Melissa Homberg	Special Education Chairperson		
Nancy Yetter	World Language Chairperson		
Dennis Zagurski	Art Chairperson		
Kim Oehler	President, PTSA		
Debbie Smith	Parent		
Chris Ames	Community Member		

Attachment G – LEA Alternative Governance Board Attestation

LEA Alternative Governance Board Membership			
<i>By Signing this Attestation, AGB members accept Board roles and responsibilities as stated on page 6 & 7 of the 2009 AG Guidelines.</i>			
Print Name	Print Title	Responsibilities related to the implementation of Alternative Governances across the LEA. ¹	Signature and Date
Jean Satterfield *	Area Asst. Superintendent Co-chair	Provide management of committee and direction for school ¹	
Mandi Dietrich */S	Dir. of Special Projects, Co-chair	Logistics/AG compliance (schools in improvement) ¹	
Don Peccia	Asst. Supt. Human Resources	Provide technical assistance related to human resources ¹	
Barbara Burnopp	Chief Financial Officer	Provide technical assistance related to finance to committee and school ¹	
Verletta White	Executive Director Professional Development	Provide technical assistance related to professional development ¹	
Sonja Karwacki	Executive Director Special Programs	Provide technical assistance related to Title I and gifted and talented ¹	
Dale Rauenzahn	Executive Director Student Support Services	Provide technical assistance related to student support services (including dropout prevention and graduation) ¹	
Pat Baltzley Karen Harris Rex Shepard George Newberry	Dir., Math Dir., Engl./L. Arts Coord., S. Studies Dir., Science	Provide technical assistance related to content areas expertise ¹	
Tom Rhodes Linda Marchineck Kim Grabarek	Executive Director Coordinator Specialist Dept. of Research, Accountability, and Assessment	Provide technical assistance related to research, accountability (school improvement), and assessment ¹	
Anjanette Dixon	Associate General Counsel	Provide legal assistance*	
(On site-based teams)	Parent/Community Stakeholders	Provide input related to restructuring planning and alternative governance ¹	
Pat Lawton	Director Special Education	Provide technical assistance related to special education ¹	
Peggy Johnson	Coordinator World Languages	Provide technical assistance related to English language learners ¹	
Cheryl Bost	TABCO	Provide input related to contract issues ¹	

¹All committee members will provide technical assistance to the committee and to the school and fulfill the following additional responsibilities, as appropriate:

- Provide input, guidance, and monitoring related to all aspects of the restructuring process.
- Access services/resources/other staff to implement the LEA's restructuring process and support school-based Alternative Governance Teams as needed.
- Provide resources in the form of assigned staff 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.
- Monitor the restructuring, planning process, and school progress through communication with assigned resource staff, school staff, and area office staff.
- Communicate the progress of the restructuring, planning, and implementation process to stakeholder groups and staff.