2012 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

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DIVISION OF STUDENT AND SCHOOL SERVICES
OFFICE OF ASSISTANT STATE SUPERINTENDENT

School Name and Number: James Madison Middle School #1510

School Address: 7300 Woodyard Rd., Upper Marlboro, MD 20772

2011-2012 School Principal: Courtney M. King

- **Principal's Phone: 301-599-2422** **Fax Number: 301-599-2562**
- **Principal's Email: courtney2.king@pgcps.org**
- **Principal's Signature:** _____

LEA Contact Information

Local Educational Agency (LEA): Prince George's County Public Schools #16

LEA Contact Person Name and Title: Sheila Jackson, Supervisor of School Improvement

- **Phone Number: 301-618-7356** **Fax Number: 301-618-7357**
- **Email: sjackson@pgcps.org**
- **Contact Person's Signature:** Sheila Jackson

Local Board of Education Approval

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DIVISION OF STUDENT AND SCHOOL SERVICES
OFFICE OF ASSISTANT STATE SUPERINTENDENT

Local Board Approval Date: February 23, 2012

Superintendent's Printed Name: Dr. William R. Hite, Jr.

_____ **Date** 2/24/12

Superintendent's Signature

9. STATE BOARD OF EDUCATION SUMMARY

Value: 16

State Board of Education Summary
2012 Alternative Governance for School Improvement

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.***

	All	Am. Indian Alaska Native	Asian	Black African American	Hispanic/ Latino of any race	Native Hawaiian - Other Pacific Islander	White	Two or more races	FARMS	Sp. Ed.	LEP
Reading	X			X					X	X	
Math	X			X	X				X	X	X
Attendance											
Graduation											
Comments:											

SCHOOL SECTION:

3. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

During the year that James Madison Middle (JMMS) was in corrective action, professional development on effective collaborative planning, data utilization, and differentiated instruction was provided to address the established reforms and assist teachers with building their capacity in reading, math, and cross-curricula planning. Collaborative planning meeting times were built into the schedule enabling teachers to meet on B days for 70 minutes. Collaborative planning meetings gave teachers a framework for lesson planning, analyzing students work, reviewing data, and developing common assessments. Although agendas were sent out, there continues to be a need of improvement in this area. It was discovered that "housekeeping" matters unrelated to the purpose of collaborative planning were being discussed in length which took away quality time from teachers to focus on the purpose of the meeting.

The effective use of data to drive instruction was also addressed during the year. The school focused on identifying weak indicators through the FAST assessments, common assessments, and pre and posttests. Students were given their individual data to be recorded on their data sheet located in their agenda books. The school incorporated "Data Days" throughout the school year. During these days, students participated in conferences with their teachers to discuss their scores and indicators that they needed to improve in. During data utilization meetings, teachers collaborated on best practices to readdress these indicators and identified students in need of intervention groups. Math and reading Extended Learning Opportunity (ELO) program that also focused on weak indicators for FARMs, African American, and Special Education students. During the school day, students participated in small group instruction and pull-out groups for more intensive instruction on deficient skills.

The use of differentiated instruction by teachers in their lessons was an instructional strategy addressed during the year James Madison was in corrective action. Professional development was provided and teachers began incorporating instructional strategies and activities that addressed a varied number of students' learning styles and needs. Although teachers had a willingness to differentiate instruction to enhance their quality of instruction, it was a struggle for many to "shift" their way of planning lesson and activities from a whole class lesson approach to a differentiated instruction approach.

In addition, JMMS received full accreditation as a Middle Year International Baccalaureate School. Teachers receive on-going professional development and follow up in differentiated instruction, flexible grouping, and data analysis. Three former instructional coaches (1 Mathematics and 2 Literacy) have joined the faculty. These individuals have been instrumental in providing professional development to teachers. Identified students receive additional instruction in math in a newly designed MSA Math course that focuses on specific weak indicators. Collaborative planning meetings are better prepared, utilized and effective. During collaborative planning meetings, teachers are empowered to facilitate meetings, set goals, create action plans and identify how the plan will be monitored and next steps. There remains the need to better plan interdisciplinary lessons that will enable students to make connections between the different content areas.

A major school wide Math initiative has taken place in JMMS during the 2011-2012 School Year – Madison's Math Mania. Madison's Math Mania consists of school wide weekly math drills on basic, fundamental math problems and grade-level math competitions. The data gathered is used to determine what mathematical concepts students have mastered and concepts where improvement is needed. The concepts where improvement is needed are the ones that are included on the next battery of drills after the common assessment.

During the 2013 and 2014 school years, JMMS will implement three major initiatives to improve student performance – continued incorporation of Middle Years International Baccalaureate (MYIB) standards into the curriculum across all disciplines; the merger of intensive resource classes for special education students and general education; and the creation of Madison's Intervention/Enrichment Program. In all subject contents, we will incorporate the MYIB program's holistic learning, intercultural awareness approach. This will have a positive impact on the teaching of the Maryland's State indicators and common core across disciplines because through MYIB students learn content matter and more importantly understand how it is relevant to their everyday lives. Through the project based learning of the MYIB Programme students will experience rigorous assignments with an in depth emphasis on writing. All students in special education will have co-taught classes in all of their core subjects. The general educators and special education educator will teach all of the same courses and students together and have a common period for effective lesson planning. There will be a school wide Madison Intervention/Enrichment Program that will be incorporated during the school day. During this program students will receive intervention for specific reading and mathematics indicators which will be identified using data from formative and summative assessments. This program will include but not be limited to lunch bunches, breakfast clubs, school wide weekly intervention day, and math and reading department intervention days. Honor students who have maintained proficient/advanced performance will participate in the Honor's advisory group during the school wide weekly intervention/enrichment day. Students will be responsible to develop, create, complete and present a cumulative project.

To assist with the implementation of these initiatives professional development sessions for Journeys (Reading Intervention Program), Common Core, RTI (Response to Intervention), Universal Design Learning (UDL), and MYIB will be provided during the summer months and school year. Cross-curriculum team planning will occur on an A day each week. Data from study island reports (reading and math indicators), common assessments, FAST assessments, informal and formal observations, student surveys, and teacher surveys will be used to monitor the effectiveness of the initiatives.

It is realistic to understand that there will be challenges and barriers to overcome in order to successfully implement the two reforms. Possible challenges may include time constraints during departmental planning meetings; teachers struggling to find a way to incorporate/merge the philosophy of MYIB, federal, county, and school-wide initiatives; the alignment of all individual education plans of intensive resource students to ensure that there are no compliance issues; and the reassurance to parents of intensive resource students that co-taught classes will be beneficial for their children.

4. STAKEHOLDER INVOLVEMENT

Parent notification letters were sent to inform parents of the schools status in improvement. Parents have opportunities through the School Planning and Management Team (SPMT) and Parent Teacher Student Association meetings to provide feedback and give input on school wide programs and initiatives. Parents are invited to attend the Back to School night in which they learn about the various academic programs and the expectation for their child. Parents are informed through the school's website, school based meetings, correspondences, call out system, and school newsletters.

Teachers have direct input and decision making opportunities through participation with collaborative planning meetings and SPMT. Teachers facilitate collaborative planning and present professional development trainings. In the summer of 2012, teachers administrators, and parent representatives will have the opportunity to participate in a 2-day workshops in which professional development, team building activities, and work sessions for the 2012-2013 will be provided.

Students will participate in a variety of interventions to increase academic performance. Quarterly student-teacher conferences will be held in order for students to view achievement on FAST and common assessments. Students will identify goals for themselves for improvement. Students will also have the opportunity to participate in the Positive Behavior and Intervention Strategies program.

LEA SECTION:

5. LEA MONITORING OF STUDENT ACHIEVEMENT

The LEA will benchmark student achievement and monitor the effective instructional delivery through a tiered level approach (i.e. school based leadership team, Area Office/Instructional Directors and district level AG Oversight Board). These teams will analyze student progress towards making AYP through the use of Prince George's County's Formative Assessment Systemic Test (FAST) at the end of the 1st, 2nd and 4th quarters, tri-annual administration of Scholastic Reading Inventories (SRIs), Developmental Reading Assessments (DRAs) and running records, student work, and student attendance, suspension and referral data. Additionally:

- The school based leadership team, Area Office/Instructional Directors and AG Oversight Board will collaboratively review, monitor and provide feedback through venues including: weekly planning, quarterly instructional walks, weekly/quarterly data analysis, monthly SPMT meetings, monthly PTA Executive Board meetings, school-based intervention plans, and quarterly Performance Management Analysis and Planning Process (PMAPP) meetings.

- The school based team will analyze the FAST data as well as other formative data including: summaries of focus walks and informal observations, pre-and post assessments, collaborative planning minutes and notes for the aggregate and subgroups as well as by teacher/class.

- The school based team and Area Office/Instructional Directors and AG Oversight Board will focus on monitoring the performance of targeted subgroups inclusive of special needs students. The results of these analyses of data are reported quarterly to the LEA Alternative Governance Board through the PMAPP.

- During PMAPP the school principal, cohort principals, central office and the Area Office/Instructional Directors, led by the Area Assistant Superintendent and associated Instructional Director analyzes and monitors students' academic performance and teacher effectiveness. This team discusses and focuses on areas of need, develops and adjusts action plans for improvement, documents progress made, and identifies critical needs for AG Oversight Board action. The Area Office/Instructional Directors will also monitor teachers' effective delivery of instruction, student achievement and professional development activities. The Area Office/Instructional Directors will

subsequently meet quarterly with the AG Oversight Board to discuss and monitor student achievement and identify and address school needs.

6. LEA RESTRUCTURING OVERSIGHT

Implementation of the Alternative Governance Option and Reforms will collaboratively and collectively be monitored by the Area Office/Instructional Directors and the AG Oversight Board with the following actions:

- Monthly meetings of the Area Office/Instructional Directors to analyze the results of data derived from monitored activities (including monthly focus walks with feedback analysis, analysis of formal and informal observation data submitted by the school administrators, participation in SPMT meetings, school based collaborative planning meetings, and monthly PTA Executive Board meetings) to identify and provide needed supports and resources.

- Quarterly, PMAPP sessions with data discussions to determine the impact of reforms and supporting actions on student achievement.

- Bi-annual reviews of the school's Accountability Portfolios will ensure that the school is implementing its reforms and supporting actions.

- Quarterly AG Oversight Board meetings and the development of a detailed monitoring system.

- The Office of School Improvement staff will support and consult with schools monthly.

7. LEA COMMITMENT

The LEA and the Area Office/Instructional Directors will ensure that James Madison Middle School is fully staffed with highly qualified teachers in the core content areas. Priority will be given to staffing James Madison Middle School with highly qualified teachers by August 1, 2012. The school will also continue to utilize the observation and evaluation system organized according to the domains of Danielson's Framework for Teaching as well as growth-over-time models to document student achievement and professional growth. Other priority needs such as facilitating job-embedded professional development, hardware and software technology support, and extended learning programs will be supported by grants and the school's Student-Based Budgeting operating resource funds. Technical assistance will be provided to support collaborative planning meetings, department planning and training meetings, learning walks, Race to the Top (RTTT) Data Wise Improvement Process training and other needs of the school. The Area Office/Instructional Directors will provide quarterly monitoring of the Alternative Governance/School Improvement Plan through the Performance Management Analysis and Planning Process. The Office of School Improvement will provide monthly consultation and support for implementation of the AG strategies.

6. ALTERNATIVE GOVERNANCE & REFORMS											
Value: 25											
Check Off	**AG Option**		**NCLB Alternative Governance 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.								
	All	Am. Indian Alaska Native	Asian	Black/ African American	Hispanic/ Latino of any race	Native Hawaiian - Other Pacific Islander	White	Two or more races	FARMS	Sp. Ed.	LEP
Reading	X			X					X	X	
Math	X			X	X				X	X	X
Attendance											
Graduation											
Comments:											
James Madison Middle School continues to struggle to meet AYP in the above subgroups. Instructional and scheduling changes to address this issue are proposed.											

	Reforms Most Impactful to Student Achievement 2013 and 2014 school years
1.	In order to significantly reform **Reading/English** for African American, FARMs, Special Education, LEP and other students, ALL teachers will differentiate instruction by: a. Incorporating the three tenants (holistic learning, intercultural awareness, and communication) of the Middle Years International Baccalaureate Programme (MYIB) through the creation of thematic units that will incorporate the use of supplemental texts. Teachers will complete a backwards mapping template during bi-weekly collaborative planning which identify supportive data, next steps and follow-up. During the first collaborative planning session of the new quarter, teachers will complete a long range planning template. These templates will be posted on a Google site in order to assist with cross-curricular planning. This will be monitored bi-weekly by the reading specialist and team leaders through feedback on templates and monthly Focus Walks by administration and teachers. Teachers will display evidence of incorporation of the IB curriculum in their weekly lesson plans. A handbook will be created for new teachers explaining the basic philosophy of the Middle Years Programme. The MYIB Coordinator will conduct differentiated professional development for staff members during the month of August, December and May. This will be monitored monthly by the MYIB Coordinator through unit assessment results. b. Implementing a new approach to special education per the MYIB programme. The co-teaching models will provide a foundation for combining the general and intensive education students. All students (including those currently in least restrictive environments) will receive the benefit of small group instruction utilizing the interventions and strategies from Response to Intervention (RTI). The class will have a content general educator and special education teacher who supplies the instructional strategies for special education students. Professional development by the special education coordinator and special education department will be provided quarterly after formal and informal observations. This is monitored by the special education coordinator through formative and summative assessments. c. Launching a one hour weekly Intervention and Enrichment program. Honors students and students that score proficient or advanced on MSA will attend the project-based learning enrichment sessions which utilize problem solving skills and critical thinking. Students who are at basic will participate in small, fluid Intervention groups. A diagnostic prescriptive model for instruction will be implemented with indicators based on results from summative and formative assessments. This will be monitored monthly by the MYIB coordinator through program reports and the Personal Project completed to exit the programme.

2.	In order to significantly reform **Mathematics/Algebra** for African American, FARMs, Special Education, LEP and other students, ALL teachers will differentiate instruction by: a Incorporating the three tenants (holistic learning, intercultural awareness, and communication) of the Middle Years International Baccalaureate Programme (MYIB) through the creation of thematic units that will incorporate the use of supplemental texts. Teachers will complete a backwards mapping template during bi-weekly collaborative planning which identify supportive data, next steps and follow-up. During the first collaborative planning session of the new quarter, teachers will complete a long range planning template. These templates will be posted on a Google site in order to assist with cross-curricular planning. This will be monitored bi-weekly by the reading specialist, mathematics chair, and team leaders through feedback on templates and monthly Focus Walks by administration and teachers. The reading specialist will provide strategies for reading within mathematics text. Teachers will display evidence of incorporation of the IB curriculum in their weekly lesson plans. A handbook will be created for new teachers explaining the basic philosophy of the Middle Years Programme. The MYIB Coordinator will conduct differentiated professional development for staff members during the month of August, December and May. This will be monitored monthly by the MYIB Coordinator through unit assessment results. b. Implementing a new approach to special education per the MYIB programme. The co-teaching models will provide a foundation for combining the general and intensive education students. All students (including those currently in least restrictive environments) will receive the benefit of small group instruction utilizing the interventions and strategies from Response to Intervention (RTI). The class will have a content general educator and special education teacher who supplies the instructional strategies for special education students. Professional development by the special education coordinator and special education department will be provided quarterly after formal and informal observations. This is monitored by the special education coordinator through formative and summative assessments. c. Launching a one hour weekly Intervention and Enrichment program. Honors students and students that score proficient or advanced on MSA will attend the project-based learning enrichment sessions which utilize problem solving skills and critical thinking. Students who are at basic will participate in small, fluid Intervention groups. A diagnostic prescriptive model for instruction will be implemented with indicators based on results from summative and formative assessments. This will be monitored monthly by the MYIB coordinator through program reports and the Personal Project completed to exit the programme.

2012 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number: Thomas S. Stone Elementary School #1706

School Address: 4500 - 34th Street Mt. Rainier, MD 20712

2011-2012 School Principal: Mrs. Helen D. Smith

- Principal's Phone: 301-985-1890 Fax Number: 301-927-1153
- Principal's Email: helen2.smith@pgcps.org
- Principal's Signature: Helen D. Smith

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DIVISION OF STUDENT AND SCHOOL SERVICES
OFFICE OF ASSISTANT STATE SUPERINTENDENT

LEA Contact Information

Local Educational Agency (LEA): Prince George's County Public Schools #16

LEA Contact Person Name and Title: Sheila Jackson, Supervisor of School Improvement

- Phone Number: 301-618-7356 Fax Number: 301-618-7357
- Email: sjackson@pgcps.org
- Contact Person's Signature: Sheila Jackson

Local Board of Education Approval

Local Board Approval Date: February 23, 2012

Superintendent's Printed Name: Dr. William R. Hite, Jr.

Superintendent's Signature Date 2/29/12

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DIVISION OF STUDENT AND SCHOOL SERVICES
OFFICE OF ASSISTANT STATE SUPERINTENDENT

9. STATE BOARD OF EDUCATION SUMMARY

Value: 16

State Board of Education Summary
2012 Alternative Governance for School Improvement

Identify the NCLB Alternative Governance Option 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.*

	All	Am. Indian Alaska Native	Asian	Black African American	Hispanic/ Latino of any race	Native Hawaiian - Other Pacific Islander	White	Two or more races	FARMS	Sp. Ed.	LEP
Reading	X			X	X				X	X	X
Math	X			X	X				X	X	X
Attendance											
Graduation											

Comments:

- CSEP students were not able to take the MOD Test which reflected a significant reduction in the number of students scoring proficient and advanced.
- There was an influx of English Language Learners.
- There were staffing adjustments for Grade 3 general education and CSEP Grade 5.
- The Literacy Coach position was eliminated.

SCHOOL SECTION:

3. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

Thomas Stone Elementary prioritizes collective efforts for overall improvement in student achievement by all staff members. Currently, Thomas Stone ES is a school in restructuring planning and has not met adequate yearly progress (AYP) for students in all subgroups in the areas of reading and mathematics. Lessons learned from an analysis of student achievement data, instructional implementation, and school structure we re used to develop the two-year Alternative Governance (AG) plan. As the school moves forward for positive progress, modifications to school staffing will be selected as an option for change. During the past two years, Thomas Stone Elementary has implemented strategies for corrective action; however, they have minimally impacted student achievement.

The school has experienced a myriad of challenges in trying to implement some of the initiatives. Due to departmentalization, the quality of instructional time was comprised due to transition time. While ELO was extended to students, attendance was inconsistent; therefore, program effectiveness was negatively impacted.

Thomas Stone will implement the following initiatives during the 2012-2014 school years: reorganize collaborative planning teams grade levels versus grade level clusters, expand co-teaching model for CSEP students who are able to access the general education curriculum, and implement an intervention and enrichment period on a weekly basis for all students in grades 3 through 6. Low teacher performance will be addressed through the implementation of a mentoring teacher program with consistent monitoring of teacher performance.

Grade level collaborative planning meetings will focus on identifying, monitoring, and assessing student achievement on 8 to 10 power standards in reading and math each marking period. Teams will meet on a biweekly basis using classroom level data to monitor student progress and develop action plans for re-teaching targeted standards. Special education staff will participate in grade level collaborative planning with their general education colleagues in order to insure access to the general education curriculum for the special education students. Targeted special education students will participate in general education instruction in a co-teaching model in grades 1, 2, 3 and 6. Classroom teachers, specialists, resource teachers, and administrators will provide a 30-minute weekly small group intervention and enrichment period for all students in grade 3 through 6. Intervention groups and targeted indicators will be identified during collaborative planning. The continued

implementation of the Data Wise Improvement Process, creation of a Data Wise Team, and Prince George's County Data Quality Rubric will support efforts to focus on data driven instruction.

The school will be impacted positively by creating a master schedule that is inclusive of opportunities for enrichment and intervention periods. Data Wise and grade level planning meetings will be the vehicles to analyze student mastery, discuss meaningful tasks infused with cognitive demand, plan for infusion of special education strategies, and lesson development. PGCPS teacher data rubrics will be utilized to conduct two surveys, one per semester, for the purposes of self-assessment feedback and improvement.

Student success will be measured by frequent monitoring of performance through focus walks, observations, and data reviews. Thomas Stone Elementary will utilize the following forms of data as a method to determine the effectiveness of selected initiatives: SRI, DRA, MMSR, FAST, MSA, SAT10, teacher made tests and samples of student work.

4. STAKEHOLDER INVOLVEMENT

In June 2009 and 2010, school staff members and a parent representative attended the Bridge to Excellence School Improvement Institute. The institute provided opportunities for the school to participate in collaborative peer reviews and enhance its school improvement plan by engaging in meaningful discussions. After the release of the 2011 AYP results, Thomas Stone Elementary was identified by the Maryland State Department of Education as a school in Restructuring Planning. Parents were notified of the school's status during a Back to School Night on August 31 and September 1, 2011. Written communications were also sent home explaining the school's AYP results. As mandated by the Maryland State Department of Education (MSDE) and Title I, Thomas Stone must offer Public School Choice, the option for parents to transfer their children to a public school that has not been identified for improvement. In addition, Thomas Stone Elementary staff and parents participated in the Annual Comer S.D.P Retreat in September 2011. Parent/Teacher Association meetings and information meetings afforded stakeholders more dialogue about the school's status in improvement and implementation of Corrective Action Reform Efforts. Staff was highly involved in the process of participating in the Teacher Capacity Needs Assessment (TCNA) beginning in October through December 2010. Subsequently, TCNA results were shared with the School Planning and Management Team (SPMT) members enabling the staff to prioritize actions and directing school wide reforms and supporting actions. Beginning in December 2011, a series of AG meetings were held with the staff, Leadership Team, and parent and community stakeholders.

LEA SECTION:

5. LEA MONITORING OF STUDENT ACHIEVEMENT

The LEA will benchmark student achievement and monitor the effective instructional delivery through a tiered level approach (i.e. school based leadership team, Area Office/Instructional Directors and district level AG Oversight Board). These teams will analyze student progress towards making AYP through the use of Prince George's County's Formative Assessment Systemic Test (FAST) at the end of the 1st, 2nd and 4th quarters, tri-annual administration of Scholastic Reading Inventories (SRIs), Developmental Reading Assessments (DRAs), student work, and student attendance, suspension and referral data. Additionally:

- The school based leadership team, Area Office/Instructional Directors and AG Oversight Board will collaboratively review, monitor and provide feedback through venues including: weekly planning, quarterly instructional walks, weekly/quarterly data analysis, monthly SPMT meetings, monthly PTA Executive Board meetings, school-based intervention plans, and quarterly Performance Management Analysis and Planning Process (PMAPP) meetings.

- The school based team will analyze the FAST data as well as other formative data including: summaries of focus walks and informal observations, pre-and post assessments, collaborative planning minutes and notes for the aggregate and subgroups as well as by teacher/class.

- The school based team and Area Office/Instructional Directors and AG Oversight Board will focus on monitoring the performance of targeted subgroups inclusive of special needs students. The results of these analyses of data are reported quarterly to the LEA Alternative Governance Board through the PMAPP.

- During PMAPP the school principal, cohort principals, central office and the Area Office/Instructional Directors, led by the Area Assistant Superintendent and associated Instructional Director analyzes and monitors students' academic performance and teacher effectiveness. This team discusses and focuses on areas of need, develops and adjusts action plans for improvement, documents progress made, and identifies critical needs for AG Oversight Board action. The Area Office/Instructional Directors will also monitor teachers' effective delivery of instruction, student achievement and professional development activities. The Area Office/Instructional Directors will subsequently meet quarterly with the AG Oversight Board to discuss and monitor student achievement and identify and address school needs.

6. LEA RESTRUCTURING OVERSIGHT

Implementation of the Alternative Governance Option and Reforms will collaboratively and collectively be monitored by the Area Office/Instructional Directors and the AG Oversight Board with the following actions:

- Monthly meetings of the Area Office/Instructional Directors to analyze the results of data derived from monitored activities (including monthly focus walks with feedback analysis, analysis of formal and informal observation data submitted by the school administrators, participation in SPMT meetings, school based collaborative planning meetings, and monthly PTA Executive Board meetings) to identify and provide needed supports and resources.
- Quarterly, PMAPP sessions with data discussions to determine the impact of reforms and supporting actions on student achievement.
- Bi-annual reviews of the school's Accountability Portfolios will ensure that the school is implementing its reforms and supporting actions.
- Quarterly AG Oversight Board meetings and the development of a detailed monitoring system.
- The Office of School Improvement staff will support and consult with schools monthly.

7. LEA COMMITMENT

The LEA and the Area Office/Instructional Directors will ensure that Thomas Stone Elementary School is fully staffed with highly qualified teachers in the core content areas. Priority will be given to staffing Thomas Stone Elementary School with highly qualified teachers by August 1, 2012. The school will also continue to utilize the observation and evaluation system organized according to the domains of Danielson's Framework for Teaching as well as growth-over-time models to document student achievement and professional growth. Other priority needs such as facilitating job-embedded professional development, hardware and software technology support, and extended learning programs will be supported by grants and the school's Student-Based Budgeting operating resource funds. Technical assistance will be provided to support collaborative planning meetings, department planning and training meetings, learning walks, Race to the Top (RTTT) Data Wise Improvement Process training and other needs of the school. The Area Office/Instructional Directors will provide quarterly monitoring of the Alternative Governance/School Improvement Plan through the Performance Management Analysis and Planning Process. The Office of School Improvement will provide monthly consultation and support for implementation of the AG strategies.

6. ALTERNATIVE GOVERNANCE & REFORMS

Value: 25

Check Off	AG Option	NCLB Alternative Governance Options
X		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.

	All	Am. Indian Alaska Native	Asian	Black/ African American	Hispanic/ Latino of any race	Native Hawaiian - Other Pacific Islander	White	Two or more races	FARMS	Sp. Ed.	LEP
Reading	X			X	X				X	X	X
Math	X			X	X				X	X	X
Attendance											
Graduation											

Comments:

- CSEP students were not able to take the MOD Test which reflected a significant reduction in the number of students scoring proficient and advanced.
- There was an influx of English Language Learners.
- There were staffing adjustments for Grade 3 general education and CSEP Grade 5.
- The Literacy Coach position was eliminated.

	Reforms Most Impactful to Student Achievement 2013 and 2014 school years
1.	In order to significantly reform **Reading/English** for; African American, Hispanic, Special Education, FARMS, LEP, and other students, ALL teachers will differentiate instruction and implement RTI by: a) Creating a master schedule that supports bi-weekly collaborative planning inclusive of ESOL and Special Education Specialists where they analyze student data, engage in cross-curricular planning, and create student action plans. b) Participate in differentiated professional development focusing on: the collaborative planning process, the Data Wise Framework, reading interventions, alignment of State Curriculum, co- teaching models, RTI, and the usage of comprehensive lessons that includes differentiated instruction and academic rigor. c) Implement Tier I strategies that consist of classroom-based intervention by the teacher, such as use of technology learning websites, such as Study Island to enhance students' academic progress, centers to strengthen fluency, comprehension, decoding/word attack and vocabulary skills, and differentiated groups. Implement Tier II strategies that provides additional support, by the reading resource teacher, a para-professional and reading specialist, through a pullout/push in" reading program, and through an Extended Learning Opportunities (ELO) program for at risk students not meeting grade level indicators in order to improve reading comprehension, fluency and vocabulary development. All support staff will adopt a student in order to give extra support in reading/language arts skills for 20 minutes, three times a week. Implement Tier III interventions in order to identify alternative programs. * These reforms will be monitored monthly by the principal and assistant principal.

	Reforms Most Impactful to Student Achievement 2013 and 2014 school years
2.	In order to significantly reform **Mathematics/Algebra** for; African American, Hispanic, Special Education, FARMS, LEP and other students; ALL teachers will differentiated instruction by: a) Participate in professional development on differentiated instruction, the co-teaching model, the Data Wise Framework, RTI, math interventions, math best practices, and the alignment of the State Curriculum with the Curriculum Framework Progress Guides. b) Teachers will participate in learning walks in order to observe the implementation of concepts learned from professional development activities. After each learning walk, debriefing and reflections will take place to improve teaching practices. c) Participate in the collaborative planning process in order to analyze data and student work, develop lesson plans, and create common assessments. After an analysis of data, teachers will identify student strengths and weaknesses based on curriculum indicators in order to create an action plan that will improve student achievement. Teachers will participate in cross-curricular planning to reinforce math skills and increase academic rigor. Engage students in quarterly project-based math activities. * These reforms will be monitored monthly by the principal and assistant principal.

2012 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number: Francis Scott Key Elementary School #0617

School Address: 2301 Scott Key Drive, District Heights, Maryland

2011-2012 School Principal: Judie R. Strawbridge

- Principal's Phone: 301-817-7970 Fax Number: 301-817-7979
- Principal's Email: jud.strawbrige@pgcps.org
- Principal's Signature: Judie Strawbridge

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LEA Contact Information

Local Educational Agency (LEA): Prince George's County Public Schools #16

LEA Contact Person Name and Title: Sheila Jackson, Supervisor of School Improvement

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- Email: sjackson@pgcps.org
- Contact Person's Signature: Sheila Jackson

Local Board of Education Approval

Local Board Approval Date: February 23, 2012

Superintendent's Printed Name:

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Superintendent's Signature Date 2/29/12

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2012 Alternative Governance for School Improvement

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.***

	All	Am. Indian Alaska Native	Asian	Black/ African American	Hispanic/ Latino of any race	Native Hawaiian Other Pacific Islander	White	Two or more races	FARMS	Sp. Ed.	LEP
Reading	X	N/A		X		N/A	N/A	N/A	X	X	
Math	X	N/A		X		N/A	N/A	N/A	X	X	
Attendance											
Graduation											
Comments: N/A = insufficient numbers of children to constitute a subgroup. The subgroups that made AYP in 2011 were Hispanic/Latino, Asian, and LEP in both reading and math.											

SCHOOL SECTION:

3. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

Francis Scott Key Elementary School is located in District Heights, Maryland. It services 530 students, of which 60 students qualify for Comprehensive Special Education Services. Fifty students qualify as students with special learning needs in the general education program. Since the school has been in school improvement there have been district level changes to boundaries and programs which have impacted the limited English proficient, special education, and African-American subgroups. From 2009-2010, Francis Scott Key Elementary School has had to infuse a Comprehensive Special Education Program (CSEP) and an English Language Learning Program. Resources to support these subgroups. Currently, Francis Scott Key is in the Restructuring Planning stage of School Improvement according to the Maryland State Department of Education.

In order to fully implement the TCNA action steps, our instructional plan included: bi-weekly meetings for teachers to plan and design lessons collaboratively by focusing on the PGCPS Toolkit Curriculum Framework (Reading), the PGCPS Curriculum Framework (Math) and Reading Comprehension Strategy Instruction. Teachers participated in small group instruction lesson studies and differentiated instructional practices for reading and mathematics. Additionally, grade 3 was added as a departmentalized structure.

Analysis of benchmark and internal data sources in the 2011-2012 school year indicates steady academic growth, therefore we are not adjusting our academic programs, as outlined in the School Academic Profile (Section 4) of this document. However, for the 2012-2013 school year, we are going to focus on the following reform strategies and action steps in an effort to increase student achievement:

In order to significantly reform Reading/English for Special Education and other students, ALL teachers will differentiate instruction by:

a. Participating in collaborative planning and data analysis through the Data Wise framework, for all grade levels and staff, including multiple opportunities for vertical planning from kindergarten through 6th grade.

b. Providing professional development on multiple co-teaching models, and the best uses of each model, in order for the co-teaching teams to modify their instructional delivery according to the academic needs of the students. Instructional delivery will be monitored through Performance Management and Analysis Planning Process (PMAPP), formal and informal observations, Learning Walks, and MSDE Collaborative Partnership implementation and debriefing sessions.

In order to significantly reform the use of data in Mathematics instruction, for Special Education and other students, ALL teachers will analyze data to inform instruction by:

a.Identifying and utilizing multiple sources of data (external: FAST, MSA, SRI, OLSAT, DRA and internal: chapter or unit assessments, BCRs, team generated pre and post assessments) in conjunction with our Data Wise partnership, determining internal data sources and creating schoolwide data capture forms in order to effectively and consistently meet student needs through the RTI process.
b. Participating in differentiated professional development through the MSDE & DataWise partnerships to ensure all teachers know how to adjust instruction to meet student needs as identified through data analysis. Instructional delivery will be monitored through PMAPP, formal and informal observations, Learning Walks, and MSDE Collaborative Partnership implementation and debriefing sessions.

Our school model will look differently than in the past. The teachers will partner with content experts through collaboration with MSDE and Data Wise, as we participate in targeted collaborative planning and professional development. The professional development provided by MSDE will also augment the process of transitioning teachers to the Maryland State Common Core Curriculum and solidify their understanding of the standards. In addition, there will be an increase in accountability, which will be monitored through daily focused informal walkthoughs and formal observations. Likewise, general and special education teachers will collaboratively plan and execute lessons aligned to common core standards, which are expected to greatly impact student performance. Lastly, the creation of a Data Wise Team will significantly increase the understanding of how to analyze and apply results of student data to design lessons, which again will be aligned to the Common Core Standard.

Through collaboration with MSDE, we expect to achieve adequate yearly progress and double-digit gains for both reading and mathematics for all students. In addition, it is expected that teachers will become distinguished in their craft and impact student performance in all areas. The use of effective co-teaching practices, with appropriate accommodations, will facilitate meeting the needs of students with disabilities, while ensuring that they are mastering specific objectives and indicators aligned to approved Individualized Education Plans. In partnership with Data Wise the expectation is that all stakeholders will be equipped to articulate student achievement data and apply to all facets of the educational process.

As we implement the selected reforms, we anticipate facing the following challenges and barriers:

- Assessing our budgetary needs in order to support professional development of a new reading program for teachers to ensure sustainability. We will allocate funds from our Student Based Budget for substitute coverage to fully support teachers in acquiring content knowledge and analyzing data in order to improve instructional delivery and target student support.
- Scheduling adequate time to consistently provide professional development and data analysis opportunities in order to improve instructional delivery and target student support.

Challenges and barriers will be addressed in the following manner:

- Sufficient funds will be allocated from the Student Based Budget for substitute coverage beginning January 2012. In addition, the School will investigate fundraising opportunities to pay for instructional materials, in order to maximize the Student Based Budget beginning January 2012 to August 2012.
- The master schedule will be assess and adjusted by the school teams to ensure it allows adequate time for vertical, team, and collaborative planning opportunities. Data analysis will be a priority in the planning process.

4. STAKEHOLDER INVOLVEMENT

We have multiple opportunities for all stakeholders in the Francis Scott Key school family to engage in the AG process. Students participate through orientation programs before the beginning of the school year, an information and expectation-setting session (Student Code of Conduct & Growth Mindset Presentation) during the second week of school, and at quarterly honor roll assemblies, and evening activities that focus on priority growth areas (Reading Night, Math Night, Science Fair Night).

Parents also participate in those same programs, along with Back-to-School Night sessions, and monthly Community Conversation sessions (which we are using to implement a PTA program at FSK). Additionally, parents are invited and parent representatives participate in our monthly SPMT meetings (which includes an AG report on our progress). We conducted a parent meeting specifically to familiarize parents with the component parts of the AG plan, along with our plan of action for improving instructional delivery and student achievement.

School staff participates in all of the activities and sessions listed above, in addition to the following: Pre-service meetings during pre-school week to establish expectations, review plans and priorities, and plan initial instructional priorities. SPMT meetings, in which staff members and parent representatives participate in the decision making process. Collaborative Planning & Data Analysis Meetings, Learning Walks with administrators and teachers jointly participate in monitoring instructional practices. AG meetings with staff members and parent representatives assess the implementation of the AG plan and adjust as necessary.

LEA SECTION:

5. LEA MONITORING OF STUDENT ACHIEVEMENT

The LEA will benchmark student achievement and monitor the effective instructional delivery through a tiered level approach (i.e. school based leadership team, Area Office/Instructional Directors and district level AG Oversight Board). These teams will analyze student progress towards making AYP through the use of Prince George's County's Formative Assessment Systemic Test (FAST) at the end of the 1st, 2nd and 4th quarters, tri-annual administration of Scholastic Reading Inventories (SRIs), Developmental Reading Assessments (DRAs), student work, and student attendance, suspension and referral data. Additionally:

- The school based leadership team, Area Office/Instructional Directors and AG Oversight Board will collaboratively review, monitor and provide feedback through venues including: weekly planning, quarterly instructional walks, weekly/quarterly data analysis, monthly SPMT meetings, monthly PTA Executive Board meetings, school-based intervention plans, and quarterly Performance Management Analysis and Planning Process (PMAPP) meetings.
- The school based team will analyze the FAST data as well as other formative data including: summaries of focus walks and informal observations, pre-and post assessments, collaborative planning minutes and notes for the aggregate and subgroups as well as by teacher/class.
- The school based team and Area Office/Instructional Directors and AG Oversight Board will focus on monitoring the performance of targeted subgroups inclusive of special needs students. The results of these analyses of data are reported quarterly to the LEA Alternative Governance Board through the PMAPP.
- During PMAPP the school principal, cohort principals, central office and the Area Office/Instructional Directors, led by the Area Assistant Superintendent and associated Instructional Director analyzes and monitors students' academic performance and teacher effectiveness. This team discusses and focuses on areas of need, develops and adjusts action plans for improvement, documents progress made, and identifies critical needs for AG Oversight Board action. The Area

Office/Instructional Directors will also monitor teachers' effective delivery of instruction, student achievement and professional development activities. The Area Office/Instructional Directors will subsequently meet quarterly with the AG Oversight Board to discuss and monitor student achievement and identify and address school needs.

6. LEA RESTRUCTURING OVERSIGHT

Implementation of the Alternative Governance Option and Reforms will collaboratively and collectively be monitored by the Area Office/Instructional Directors and the AG Oversight Board with the following actions:

- Monthly meetings of the Area Office/Instructional Directors to analyze the results of data derived from monitored activities (including monthly focus walks with feedback analysis, analysis of formal and informal observation data submitted by the school administrators, participation in SPMT meetings, school based collaborative planning meetings, and monthly PTA Executive Board meetings) to identify and provide needed supports and resources.
- Quarterly, PMAPP sessions with data discussions to determine the impact of reforms and supporting actions on student achievement
- Bi-annual reviews of the school's Accountability Portfolios will ensure that the school is implementing its reforms and supporting actions.
- Quarterly AG Oversight Board meetings and the development of a detailed monitoring system
- The Office of School Improvement staff will support and consult with schools monthly.

7. LEA COMMITMENT

The LEA and the Area Office/Instructional Directors will ensure that Francis Scott Key Elementary School is fully staffed with highly qualified teachers in the core content areas. Priority will be given to staffing Francis Scott Key Elementary School with highly qualified teachers by August 1, 2012. The school will also continue to utilize the observation and evaluation system organized according to the domains of Danielson's Framework for Teaching as well as growth-over-time models to document student achievement and professional growth. Other priority needs such as facilitating job-embedded professional development, hardware and software technology support, and extended learning programs will be supported by grants and the school's Student-Based Budgeting operating resource funds. Technical assistance will be provided to support collaborative planning meetings, department planning and training meetings, learning walks, Race to the Top (RTTT) Data Wise Improvement Process training and other needs of the school. The Area Office/Instructional Directors will provide quarterly monitoring of the Alternative Governance/School Improvement Plan through the Performance Management Analysis and Planning Process. The Office of School Improvement will provide monthly consultation and support for implementation of the AG strategies.

1. ALTERNATIVE GOVERNANCE & REFORMS

Value: 25

Check Off	AG Option	NCLB Alternative Governance 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.

	All	Am. Indian Alaska Native	Asian	Black/ African American	Hispanic/ Latino of any race	Native Hawaiian Other Pacific Islander	White	Two or more races	FARMS	Sp. Ed.	LEP
Reading	X	N/A		X		N/A	N/A	N/A	X	X	
Math	X	N/A		X		N/A	N/A	N/A	X	X	
Attendance											
Graduation											

Comments:
N/A = insufficient numbers of children to constitute a subgroup.
The subgroups that made AYP in 2011 were Hispanic/Latino, Asian, and LEP in both reading and math.

	Reforms Most Impactful to Student Achievement during the 2013 and 2014 school years
1.	In order to significantly reform Reading/English for Special Education and other students, ALL teachers will differentiate instruction by: a. Participating in collaborative planning and data analysis through the Data Wise framework, for all grade levels and staff, including multiple opportunities for vertical planning from pre-kindergarten through 6th grade b. Participating in professional development opportunities that focus on the effective use of co-teaching models and differentiated instructional strategies implemented through the Response to Intervention (RTI) process, including all available resources. Monitoring instructional delivery through Planning Management Analysis and Planning Process (PMAPP), formal and informal observations, Learning Walks, and MSDE Collaborative Partnership implementation and debriefing sessions by the administrative leadership team.
2.	In order to significantly reform the use of data in Mathematics instruction, for Special Education and other students, ALL teachers will analyze data to inform instruction by: a. Identifying and utilizing multiple sources of data (external: FAST, MSA, SRI, OLSAT, DRA and internal: chapter or unit assessments, BCRs, team generated pre and post assessments) in conjunction with our Data Wise partnership, determining internal data sources and creating school wide data capture forms in order to effectively and consistently meet student needs through the Response to Intervention (RTI) process. b. Participating in differentiated professional development through the MSDE & Data Wise partnerships that ensure all teachers know how to utilize data analysis results to drive differentiated instruction through the Response to Intervention (RTI) process. Monitoring instructional delivery through PMAPP, formal and informal observations, Learning Walks, and MSDE Collaborative Partnership implementation and debriefing sessions by the administrative leadership team.

2012 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

RECEIVED
MAR 12 2012
DIVISION OF STUDENT AND SCHOOL SERVICES
OFFICE OF ASSISTANT STATE SUPERINTENDENT

School Name and Number: Barnaby Manor Elementary 1219

School Address: 2411 Owens Road Oxon Hill, MD 20745

2011-2012 School Principal: Rhonda Gladden

- **Principal's Phone: 301-702-7560** **Fax Number: 301-702-7529**
- **Principal's Email: Rhonda.Gladden@pgcps.org**
- **Principal's Signature:** _____

LEA Contact Information

Local Educational Agency (LEA): Prince George's County Public Schools

LEA Contact Person Name and Title: Sheila Jackson, Supervisor in the Office of School Improvement

- **Phone Number: 301-618-7356** **Fax Number: 301-618-7357**
- **Email: sjackson@pgcps.org**
- **Contact Person's Signature:** Sheila Jackson

Local Board of Education Approval

RECEIVED
MAR - 1 2012
DIVISION OF STUDENT AND SCHOOL SERVICES
OFFICE OF ASSISTANT STATE SUPERINTENDENT

Local Board Approval Date: February 23, 2012

Superintendent's Printed Name: Dr. William Hite, Jr.

_____ Date 2/29/12

Superintendent's Signature

9. STATE BOARD OF EDUCATION SUMMARY

Value: 16

State Board of Education Summary
2012 Alternative Governance for School Improvement

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.***

	All	Am. Indian Alaska Native	Asian	Black African American	Hispanic/ Latino of any race	Native Hawaiian - Other Pacific Islander	White	Two or more races	FARMS	Sp. Ed.	LEP
Reading	√			√					√		
Math	√			√					√		
Attendance											
Graduation											

Comments:

Barnaby Manor Elementary School has not met AYP over the last four years. Although our percentage of proficient students has been increasing, it has not been enough to meet the lower end of the confidence interval band; we fell short by 0.6-7.8% in the various years we did not meet AYP.

SCHOOL SECTION:

3. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

During the year of Corrective Action, Barnaby Manor Elementary School (BMES) selected extending the school day and restructuring the internal organization. The lessons learned from extending the school day were that we increased the monitoring of the program through the quarterly analysis of assessments and we provided alternative ways to implement intervention/enrichment groups during the school day. The lessons learned from the restructuring of the school day were the creation of a collaborative planning schedule that supported departmentalization for Grades 3-5 and one that was inclusive of support from our resource staff.

Lessons learned from the reform strategies for reading and mathematics include implementation of grade level planning, use of Response to Intervention, interventions during the school day, development of lessons with differentiated instructional strategies, and the full utilization of special education programs for students.

BMES will have a different look during the 2012-2014 school years by having higher student achievement, efficacious teachers and enhanced staff accountability. All educators will have opportunities to experience professional development that is differentiated and designed to enhance teacher capacity as well as build teacher efficacy. Accountability measures will be created to ensure implementation of best practices, effective planning and data analysis. As a result, lessons will reflect academic rigor and real life application. Professional development topics will be based upon teacher surveys, administrative monitoring, and student assessment data. BMES Academic Academies will be designed to address basic, proficient, and advanced learners. The master schedule will be designed to have total school enrichment for 45-60 minutes once a week. Each grade level will use thematic units based on various authors across the curriculums using common core. Authors will be selected and a variety of their works will be used to address various indicators/skills. The teachers will develop common assessments in order to determine mastery.

As we implement the selected reforms, we anticipate facing the following challenges and barriers: scheduling of collaborative planning, implementing differentiated professional development, establishing the Academic Academy for students, and updating building technology to accommodate computer-based programs.

The challenges of a collaborative planning schedule will be addressed by the principal, assistant principal, reading specialist, and special education resource teacher. This team will create a master schedule that reflects additional planning time during the day for teachers, that will accommodate the cross-grade level collaborative planning sessions, and that will accommodate support from resource staff during instruction and collaborative planning. Differentiated professional development will be addressed by conducting a survey of staff and administration regarding PD needs, and creating a master schedule with a preset calendar to include PD sessions during the day. The support team for Academic Academies will create a procedure to ensure technology, licenses, and schedules are established before the opening of school.

4. STAKEHOLDER INVOLVEMENT

The AG Plan Development meeting for the staff was held on Wednesday, January 4, 2012. The meeting for the parents and community was held on Tuesday, January 10, 2012 at a scheduled Parent Teacher Organization (PTO) meeting. There were 12 people in attendance after much advertising. They were invited to attend a work session on Wednesday, January 11, 2012 where the plan would be written; only BMES staff attended. Information regarding the school's status will be shared at the next school function and through the monthly newsletter.

LEA SECTION:

5. LEA MONITORING OF STUDENT ACHIEVEMENT

The LEA will benchmark student achievement and monitor the effective instructional delivery through a tiered level approach (i.e. school based leadership team, Area Office/Instructional Directors and district level AG Oversight Board). These teams will analyze student progress towards making AYP through the use of Prince George's County's Formative Assessment Systemic Test (FAST) at the end of the 1st, 2nd and 4th quarters, tri-annual administration of Scholastic Reading Inventories (SRIs), Developmental Reading Assessments (DRAs), student work, and student attendance, suspension and referral data. Additionally:

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- Quarterly, PMAPP sessions with data discussions to determine the impact of reforms and supporting actions on student achievement

- Bi-annual reviews of the school's Accountability Portfolios will ensure that the school is implementing its reforms and supporting actions.

- Quarterly AG Oversight Board meetings and the development of a detailed monitoring system

- The Office of School Improvement staff will support and consult with schools monthly.

6. LEA COMMITMENT

The LEA and the Area Office/Instructional Directors will ensure that Barnaby Manor Elementary School is fully staffed with highly qualified teachers in the core content areas. Priority will be given to staffing Barnaby Manor Elementary School with highly qualified teachers by August 1, 2012. The teachers will utilize the observation and evaluation system organized according to the domains of Danielson's Framework for Teaching as well as growth-over-time models to document student achievement and professional growth. Other priority needs such as facilitating job-embedded professional development, hardware and software technology support, and extended learning programs will be supported by grants and the school's Student-Based Budgeting operating resource funds. Technical assistance will be provided to support collaborative planning meetings, department planning and training meetings, learning walks, Race to the Top (RTTT) Data Wise Improvement Process training and other needs of the school. The Area Office/Instructional Directors will provide quarterly monitoring of the Alternative Governance/School Improvement Plan through the Performance Management Analysis and Planning Process. The Office of School Improvement will provide monthly consultation and support for implementation of the AG strategies.

6. ALTERNATIVE GOVERNANCE & REFORMS

Value: 25

Check Off	AG Option	NCLB Alternative Governance Options
√	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.

	All	Am. Indian Alaska Native	Asian	Black/ African American	Hispanic/ Latino of any race	Native Hawaiian - Other Pacific Islander	White	Two or more races	FARMS	Sp. Ed.	LEP
Reading	√			√					√		
Math	√			√					√		

Attendance	
Graduation	

Comments: Barnaby Manor Elementary School has not met AYP over the last four years. Although our percentage of proficient students has been increasing, it has not been enough to meet the lower end of the confidence interval band; we fell short by 0.6-7.8% in the various years we did not meet AYP.

Reforms Most Impactful to Student Achievement
during the 2013 and 2014 school years

1

In order to significantly reform Reading/English, for African-Americans, Free and Reduced Meals, and other students, ALL teachers will differentiate instruction by:

a. Participating in weekly collaborative planning sessions to create thematic units of study that emphasize lesson design that is inclusive of questioning strategies, small group instruction, student engagement, and authentic assessment. Create a model for examining student work and establish standard-based bulletin boards. Implementation will be monitored by Administration through monthly informal and formal observations, collaborative planning minutes, examination of student work, and LEA student achievement data.

b. Implementing differentiated professional development in order to build teacher capacity to improve student achievement. Teachers and administrators will be surveyed in June and August to determine the focus of professional development. Topics of professional development will include common core, effective questioning, Response to Intervention (RTI) strategies, and giving effective feedback. The differentiated professional development will address standards and indicators that have been identified as areas of concern (i.e. main idea, inference, and determining author's opinion). Implementation will be monitored by administration through monthly informal and formal observations, LEA student achievement data, and evaluation forms. Additional monitoring using quarterly learning walks will determine which staff members need focused support.

c. Establishing the Academic Academy utilizing MSA Coach, Leveled Literacy Intervention, Orchard, and I-Station. Implementation will be monitored monthly by the Academy Coordinator using student work samples, pre- and post-test data, I-Station printouts, report card grades, and formative and summative assessments.

2	In order to significantly reform Mathematics/Algebra Data Analysis, for African-Americans, Free and Reduced Meals, and other students, ALL teachers will differentiate instruction by: a. Participating in weekly collaborative planning sessions to create lesson plans that will reflect the 5E's process (Engagement, Exploration, Explanation, Elaboration, and Evaluation) inclusive of questioning strategies, flexible grouping, student engagement, and common assessments. Implementation will be monitored weekly, by Administration through informal and formal observations, collaborative planning minutes, examination of student work, and LEA student achievement data. b. Implementing differentiated professional development in order to build teacher capacity to improve student achievement. Teachers and administrators will be surveyed in June and August to determine the focus of professional development. Topics of professional development will include common core, effective questioning, Response to Intervention (RTI) strategies, mathematical practices, co-teaching, effective problem solving, differentiated instruction, and giving effective feedback. The differentiated professional development will address standards and indicators that have been identified as areas of concern (i.e. basic math facts and measurement). Implementation will be monitored monthly by administration through informal and formal observations, LEA student achievement data, and evaluation forms. Additional monitoring using quarterly learning walks will determine which staff members need focused support. c. Establishing the Academic Academy utilizing MSA Coach, Moving with Math, First in Math, Orchard, and I-Station Implementation will be monitored monthly by the Academy Coordinator with through student work samples, pre- and post-test data, I-Station printouts, report card grades, and formative and summative assessments.

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education

FROM: Bernard J. Sadusky, Ed.D.

DATE: April 24, 2012

SUBJECT: Approval of Alternative Governance for School Improvement Proposals (Restructuring Plans) for Four Prince George's County Public Schools

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PURPOSE:

The purpose of this action is to approve the alternative governance (AG) proposals for the following schools: Barnaby Manor, Francis Scott Key, Thomas S. Stone Elementary schools and James Madison Middle School in Prince George's County.

BACKGROUND/HISTORICAL PERSPECTIVE:

In January 2002, President Bush signed the No Child Left Behind Act (NCLB). Section 1116 (b)(8)(B) of this Act, in conjunction with COMAR 13A.01.04.07.C(3), places requirements on local education agencies (LEAs) with schools in the five levels of school improvement – Years 1, 2, 3 (corrective action), 4 (restructuring planning), and 5 (restructuring implementation). Years 4 and 5 coincide with Maryland's Differentiated Accountability Pilot as schools are designated "Priority" Comprehensive Needs schools or "Priority" Focused Needs schools. Schools in improvement must target their efforts on content areas and on students who are in greatest need and must develop detailed improvement plans designed to strengthen each subgroup's achievement.

Year 4 Priority Comprehensive Needs and Priority Focused Needs schools are required to select an alternative governance option under NCLB. The Maryland State Department of Education (MSDE) has developed Alternative Governance for School Improvement guidelines to lead schools through this process. Schools are asked to reflect on the action steps taken while in Year 3, involve representative school stakeholders in the planning process, create a School Academic Profile outlining changes to current strategies, and conduct a proactive analysis to identify potential challenges likely to be encountered during the implementation of the Alternative Governance model.

Although this may be the last year that Alternative Governance Plans are presented to the State Board, each LEA has been diligent in developing comprehensive plans that they intend to implement even though Maryland will likely operate under its new Flexibility Plan beginning with SY2012-2013.

The four schools presenting today, in collaboration with central office officials, parents and school community stakeholders, have spent the last six months assessing school needs and preparing their Alternative Governance for School Improvement Proposals. Local Boards of Education and superintendents reviewed and approved each school's proposal prior to its submittal to the Maryland State Department of Education.

EXECUTIVE SUMMARY:

The following schools have submitted Alternative Governance for School Improvement Proposals:

Prince George's County

Barnaby Manor ES	1219	Option 1 – Replace all or most of the school staff
Francis Scott Key ES	0617	Option 1 – Replace all or most of the school staff
James Madison MS	1510	Option 1 – Replace all or most of the school staff
Thomas S. Stone ES	1706	Option 1 – Replace all or most of the school staff

In addition to selecting Option 1, each school has proposed to implement significant reforms and supporting action steps that they believe will increase student achievement and facilitate the school's exit from school improvement. Reform areas include: Reading/English and Mathematics/ Algebra Achievement. Sample action steps identified for all student subgroups include:

Prince George's County

Reading Achievement – teachers will:

- Participate in weekly collaborative planning sessions to create thematic units of study that emphasize lesson design that is inclusive of questioning strategies, small group instruction, student engagement, and authentic assessment. Create a model for examining student work and establish standard-based bulletin boards.
- Create a master schedule that supports bi-weekly collaborative planning inclusive of ESOL and Special Education Specialists where they analyze student data, engage in cross-curricular planning, and create student action plans.
- Launch a one hour weekly Intervention and Enrichment program. Honors students and students that score proficient or advanced on MSA will attend the project-based learning enrichment sessions which utilize problem solving skills and critical thinking. Students who are at basic will participate in small, fluid intervention groups. A diagnostic prescriptive model for instruction will be implemented with indicators based on results from summative and formative assessments.
- Incorporate the three tenants (holistic learning, intercultural awareness, and communication) of the Middle Years International Baccalaureate Programme (MYIB) through the creation of thematic units that will incorporate the use of supplemental texts. Teachers will complete a backwards mapping template during bi-weekly collaborative planning which identify supportive data, next steps and follow-up.

Mathematics Achievement – teachers will:

- Identify and utilize multiple sources of data (external: FAST, MSA, SRI, OLSAT, DRA and internal: chapter or unit assessments, BCRs, team generated pre and post assessments) in conjunction with our Data Wise partnership, determining internal data sources and creating school wide data capture forms in order to effectively and consistently meet student needs through the Response to Intervention (RTI) process.
- Participate in learning walks in order to observe the implementation of concepts learned from professional development activities. After each learning walk, debriefing and reflections will take place to improve teaching practices.
- Implement differentiated professional development in order to build teacher capacity to improve student achievement. Teachers and administrators will be surveyed in June and August to determine the focus of professional development. Topics of professional development will include common core, effective questioning, Response to Intervention (RTI) strategies, mathematical practices, co-teaching, effective problem solving, differentiated instruction, and giving effective feedback. The differentiated professional development will address standards and indicators that have been identified as areas of concern (i.e. basic math facts and measurement).
- Implement a new approach to special education per the MYIB. The co-teaching models will provide a foundation for combining the general and intensive education students. All students (including those currently in least restrictive environments) will receive the benefit of small group instruction utilizing the interventions and strategies from Response to Intervention (RTI). The class will have a content general educator and special education teacher who supplies the instructional strategies for special education students. Professional development by the special education coordinator and special education department will be provided quarterly after formal and informal observations.

Prince George's County Public School will monitor the implementation of these supporting Action Steps through weekly collaborative planning, accountable talk, observations/focus walks, lesson plans and student achievement data. In addition, Prince George's County Public Schools' Alternative Governance Board holds monthly meetings to monitor AG implementation, review student progress, and offer support and resources, as appropriate.

Last month, teams of local Alternative Governance Coordinators who are experts in school improvement planning and implementation, reviewed the Alternative Governance (AG) for School Improvement proposals from these four schools. As a result of the internal review, the adopted alternative governances are recommended for approval. Full copies of the four AG for School Improvement Proposals are available in the 2012 AG Binder in the Caucus Room.

ACTION:

The State Board of Education is requested to approve the Alternative Governance for School Improvement proposals for the following schools adopting Option 1 – Replace Staff:

Prince George's County		
Barnaby Manor ES	1219	Option 1 – Replace all or most of the school staff
Francis Scott Key ES	0617	Option 1 – Replace all or most of the school staff
James Madison MS	1510	Option 1 – Replace all or most of the school staff
Thomas S. Stone ES	1706	Option 1 – Replace all or most of the school staff

BJS:MEDL:tak

Restructuring Planning

Fact Sheet: 2011-2012 School Year

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

What is restructuring?

Restructuring is a process under the federal law *No Child Left Behind* for schools failing to make adequate yearly progress (AYP) for five or more consecutive years. Restructuring requires a major reorganization of a school's governance structure.

Restructuring …

- makes fundamental reforms to improve student academic achievement in the school;
- is significantly more rigorous and comprehensive than strategies undertaken as part of corrective action; and
- addresses the reasons why the school continues to not make AYP and facilitates the school's ability to exit school improvement as soon as possible.

How do schools in improvement progress toward alternative governance?

Under the new Differentiated Accountability Pilot adopted during the summer of 2008, schools in improvement progress toward alternative governance through two distinct pathways depending on the number of subgroups not making AYP. Comprehensive Needs schools will have failed to meet the annual measurable objective (AMO) in the "All Students" subgroup or will have failed to achieve the AMO for 3 or more subgroups. A Focused Needs school would not have achieved the AMO for less than 3 subgroups or is a 100% Special Education subgroup school.

NCLB and New Differentiated Accountability Pilot

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<tr><th>Years Not Achieving AYP</th><th>NCLB Designation</th><th colspan="2" rowspan="2">Differentiated Accountability
SCHOOL PATHWAYS</th></tr>
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What is required when a school begins to plan to restructure?

If a school is identified as a Priority Comprehensive Needs or Priority Focused Needs school it will begin **planning for restructuring**. In collaboration with the LEA, the school must develop an Alternative Governance for School Improvement plan. All schools entering restructuring planning must have their Alternative Governance Plans approved by both their local Board of Education and the State Board of Education. If the school does not make AYP in the Restructuring Planning year, it must implement its restructuring plan no later than the start of the next school year. If a Restructuring Planning school makes AYP, they remain in "holding", and it is expected that they implement their plan.

What is Alternative Governance (AG)?	Alternative governance is a deliberate and significant change to manage and oversee (govern) daily instructional and administrative processes within a school. Effective implementation of the selected alternative governance option and significant reform efforts with supporting action steps should increase student achievement.
What Alternative Governance options can be considered?	Maryland schools may select from the following three Alternative Governance options: 1. Replace all or most school staff, including the principal, related to the school's failure to make AYP; 2. Contract with a private management company to operate the school; or 3. Re-open the school as a public charter school. Note: Replacing the principal alone is not sufficient to constitute restructuring. The LEA may do so as long as this change is a part of a broader reform effort.
What is expected of a school that would like to change its approved AG?	The school must: 1. Conduct and/or revisit the results of a comprehensive school needs assessments and the Teacher Capacity Needs Assessment. 2. Revalidate Reforms identified during the year of corrective action to enhance the quality of education for students, build teacher capacity, and ensure a supportive learning environment; 3. Obtain staff, parent, and community stakeholder buy-in for the proposed Alternative Governance option and Reforms. 4. Submit the alternative governance proposal for local and state board approval. 5. Embed AG Reforms within the school's improvement plan.
What role do parents and community stakeholders have in the school improvement and Alternative Governance process?	Parents and community stakeholders should be provided opportunities to be involved in activities such as: • Developing the school's Mission/Vision statements; • Developing the School Improvement Plan; • Building a cohesive school team; • Developing and serving on committees (e.g. parent groups that support student achievement, student well being, and teacher support); • Developing a partnership plan between the school, parents, and community; • Suggesting and choosing how parents can contribute to their child's education; • Engaging in meaningful two-way communication with school personnel; and • Considering other activities described on the Maryland Parent Resource & Information Center (PIRC) website.
Who has the final decision in the AG Selection?	The Superintendent and the Local Board of Education have the final say as to what alternative governance option is selected and implemented. Parents', community stakeholders', teachers', and school and central office administrators' input is valuable, necessary, and taken into consideration. .
How can a school exit Alternative Governance?	A school that has implemented its alternative governance plan enters a "holding" pattern once it makes AYP. During this year, the school must continue to implement its approved alternative governance plan. If a school makes AYP the next year (a second consecutive year), it exits the improvement program. If, after exiting the improvement program, the school fails to make AYP for two consecutive years, it re-enters the improvement process as a Developing Comprehensive Needs school or a Developing Focused Needs school.

Maryland's Accountability System

Numbers of schools identified for school improvement Years 1, 2, 3, 4 and 5+

DA*	NCLB Year of School Improvement	*Results of State Tests taken at the end of the following school years*				
		2011	*2010*	*2009*	*2008*	*2007*
DA – Differentiated Accountability Developing Needs Schools	YEAR 1 *2nd Consecutive Year Not Making AYP*	144	54	36	47	64
	YEAR 2 *3rd Consecutive Year Not Making AYP*	51	31	31	33	36
	YEAR 3 Corrective Action *4th Consecutive Year Not Making AYP*	29	27	25	25	28
DA – Differentiated Accountability Priority Needs Schools						
	YEAR 4 Restructuring Planning *5th Consecutive Year Not Making AYP*	24	17	20	16	40
	YEAR 5+ Restructuring Implementation *6+ Consecutive Years Not Making AYP*	78	74	88	85	65
	TOTALS # of Schools in Improvement	326	*203*	*200*	*218*	*233*
	Schools Exiting	11	*26*	*27*	*41*	*32*
	Schools in Alert	299	*246*	*156*	*68*	*129*

* Differentiated Accountability

April 2, 2012

Maryland's Accountability System – 2011-2012 School Year

Based on the 2011 State MSA and HSA Assessments, 326 schools were identified for school improvement Years 1, 2, 3, 4 and 5+

DA	NCLB Year of School Improvement	Number of Identified Schools	All schools must follow the 2011-2012 Maryland's Differentiated Accountability (DA) Guidance Document and MSDE Guidelines for schools in Corrective Action, Restructuring Planning, and Restructuring Implementation
DA – Differentiated Accountability Developing Needs Schools			***DEVELOPING NEEDS SCHOOLS***
	YEAR 1 ***2nd Consecutive Year Not Making AYP***	**144**	➢ Administer a School Inventory ➢ LEA technical assistance ➢ Develop a School Improvement Plan ➢ Parental notification Title I schools must offer public school choice Transfer Option to *ALL* students in the school.
	YEAR 2 ***3rd Consecutive Year Not Making AYP***	**51**	➢ Continue the above services. Title I schools must continue to offer public school choice Transfer Option to *ALL* students in the school OR begin to offer Supplemental Educational Services to *eligible* students in the school.
	YEAR 3 ***4th Consecutive Year Not Making AYP***	**29**	➢ Continue the above services. ➢ Conduct the Teacher Capacity Needs Assessment ➢ MUST implement at least ***ONE*** of the following options: 1. Provide scientifically research-based professional development that is likely to improve the academic achievement of low-performing students; 2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development; 3. Extend the length of the school year or school day; 4. Replace school staff who are deemed relevant to the school not making adequate progress; 5. Significantly decrease management authority at the school; 6. Restructure the internal organization of the school; or 7. Appoint outside experts to advise the school.
DA Priority Needs Schools			***PRIORITY NEEDS SCHOOLS***
	YEAR 4 Alternative Governance (AG) Planning ***5th Consecutive Year Not Making AYP***	**24**	➢ Continue the above services. ➢ Prepare an alternative governance structure for the school that must be embedded in the school's "new two-year" school improvement plan. ➢ MUST prepare to implement at least *ONE* of the following alternative governance options: 1. Replace all or most of the school staff who are deemed relevant to the school not making adequate progress; 2. Enter into a contract with an entity, with a demonstrated record of effectiveness, to operate the school as a public school; 3. Re-open the school as a public charter school.
	YEAR 5 AG Implementation ***6th Consecutive Year Not Making AYP***	**78**	➢ Continue the above services. ➢ The school must implement the alternative governance approved by the State Board of Education, no later than the beginning of the next school year. ➢ Report back to MSDE on Action Step and staffing progress.
	TOTALS	**326**	***TOTAL NUMBER OF SCHOOLS IN INPROVEMENT***

Alternative Governance Options Available to Maryland Schools 2005 through 2012 School Years

Federal NCLB Restructuring Options	Maryland Restructuring Options	Availability of Each Option							
		20-05	20-06	20-07	20-08	20-09	20-10	20-11	20-12
1) Replace all or most of the school staff who are relevant to the failure to make AYP	Replace all or most of the school staff	A	A	A	A	A	A	A	A
2) Enter into a contract to have an outside organization with a record of effectiveness operate the school	Enter into a contract with an entity such as a private management company to operate the school (Edison in Baltimore City)	A	A	A	A	A	A	A	A
3) Reopen the school as a charter school	Reopen the school as a public charter school	A	A	A	A	A	A	A	A
The following AG Option, although available under NCLB, are no longer available in Maryland. Schools that selected these options in the past have been allowed to keep that option. If a school would like to change their AG option, the school must return to the year of corrective action and start the planning process over.									
4) Undertake any other major restructuring of the school's governance that produces fundamental reform*	4a. Have the district central office take over the principalship of the school	A	A	A	G	NA	NA	NA	NA
	4b. Appoint a school "turnaround specialist" to have limited powers over the school regarding curriculum, staff development, and decision-making processes	A	A	G	G	G	G	G	G
	4c. Close the school and reopen as a complete school of choice within the local district	A	A	NA	NA	NA	NA	NA	NA
	4d. Use an external-based reform model	A	A	G	G	G	G	G	G
	4e. Replicate the governance of a charter school	A	A	A	G	G	NA	NA	NA
	4f. Distinguished principal / New Leaders for New Schools	A	A	A	G	G	G	NA	NA
5. Blueprint for High School Reform and Derivative High Schools (Baltimore City)		A	A	G	G	G	G	G	G
6. TUPS - Towson University Partnership Schools with Baltimore City		NA	NA	NA	A	G	G	G	G
Turn operation of the school over to the state, if the state agrees[1]	Not an option in Maryland	NA	NA	NA	NA	NA	NA	NA	NA

Source: Maryland State Department of Education / DOSFSS / December 7, 2011

A - Available

NA – Not available

G - Grandfather

[1] Maryland law does not allow local school districts to turn the operation of a school over to the state.