Exhibit C

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 23, 2010

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **CONSIDERATION OF THE ALTERNATIVE GOVERNANCE PLAN FOR OLD COURT MIDDLE SCHOOL**

ORIGINATOR: Kendra V. Johnson, Area Assistant Superintendent, Northwest Area

RESOURCE PERSON(S):

RECOMMENDATION

That the Board of Education approve the following Alternative Governance Plan for Old Court Middle 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, Old Court Middle School was placed in School Improvement status. The school did not make Adequate Yearly Progress (AYP) in the assessed areas of reading and math; the school has not made AYP in special education for reading and math for consecutive years, and did not make AYP for the following subgroups: African American, students receiving free and reduce meals (FARMS), 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.

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Deer Park Middle Magnet School
Old Court Middle School

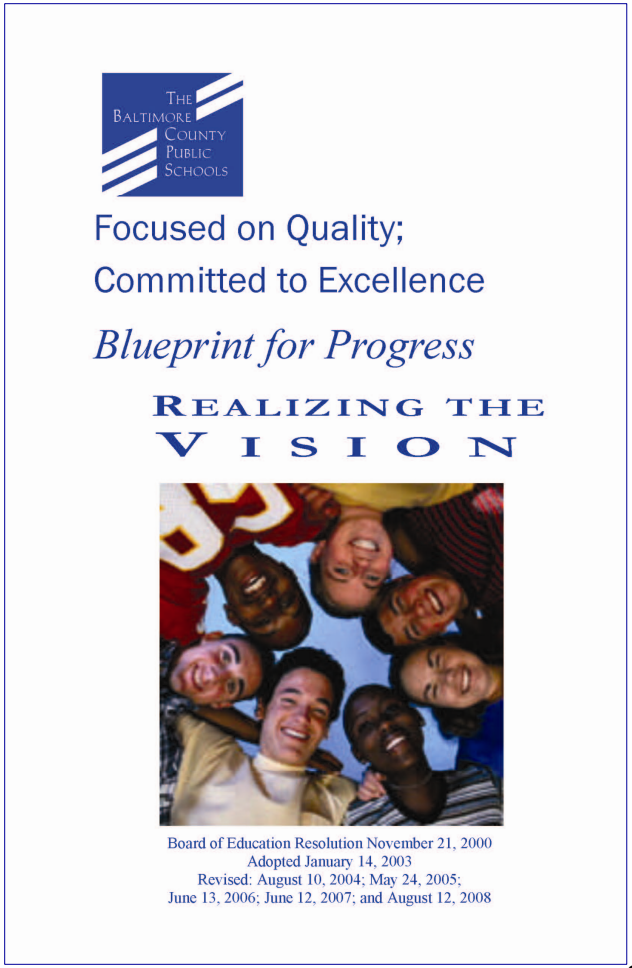
Alternative Governance Plans

March 23, 2010

Baltimore County Public Schools

Blueprint for Progress

- High expectations through high standards
- Focused on college and workforce readiness
- “All means All”
- Consistent focus yields results…



Overview

- Deer Park Middle Magnet School (DPMMS) and Old Court Middle School (OCMS):
  - Located in the Northwest Area of Baltimore County.

Overview

- DPMMS and OCMS:
  - Enrollment: 1,122 DPMMS; 591 OCMS
  - Mobility Rate: 31.6% DPMMS; 46.7% OCMS
    - An increase in families in transition, shared household families, kinship care families, and foster care families have contributed, in part, to the current mobility rate.

School Profiles

- DPMMS:
  - Student population is
    - 88.9% African American
    - 3.9% White
    - 3.5% Hispanic
    - 3.3% Asian
    - 0.4% American Indian
  - Current attendance rate is 94.8%.

- OCMS:
  - Student population is
    - 91.6% African American
    - 3% White
    - 3% Asian
    - 2.2% Hispanic
    - 0.2% American Indian
  - Current attendance rate is 95.3%.

School Profiles

- DPMMS
  - Special education services: 10%
  - Free and Reduce Meals (FARMS): 50.7%
  - Four of the six feeder elementary schools receive Title I funding.
- OCMS
  - Special education services: 15.5%
  - FARMS: 65.8%
  - Two of the four feeder elementary schools receive Title I funding.

Adequate Yearly Progress (AYP)

- DPMMS did not make AYP in the following content areas, subgroups, and years:

Reading

FARMS	2007
Special Education	2005-2009

Math

All Students	2007, 2009
African American	2007, 2009
FARMS	2006, 2007, 2009
Special Education	2005-2009

AYP

- OCMS did not make AYP in the following content areas, subgroups, and years:

Reading

All Students	2005, 2007
African American	2005, 2007
FARMS	2005-2008
Special Education	2005-2009

Math

All Students	2005-2009
African American	2005-2009
FARMS	2005-2009
Special Education	2005-2009

AYP Performance Status: DPMMS

READING

Subgroup	2005	To	2009
All Students	67.3%		80.3%
African American	66.9%		79.8%
White	76.7%		83.8%
FARMS	58.8%		76.0%
Special Education	44.8%		44.7%

AYP Performance Status: DPMMS

MATH

Subgroup	2005	To	2009
All Students	49.8%		58.6%
African American	48.7%		57.5%
White	56.2%		61.1%
FARMS	39.3%		52.9%
Special Education	21.7%		32.5%

AYP Performance Status: OCMS

READING

Subgroup	2005	To	2009
All Students	51.9%		73.7%
African American	51.4%		73.7%
White	62.5%		90.0%
FARMS	47.5%		73.2%
Special Education	14.6%		48.1%

AYP Performance Status: OCMS

MATH

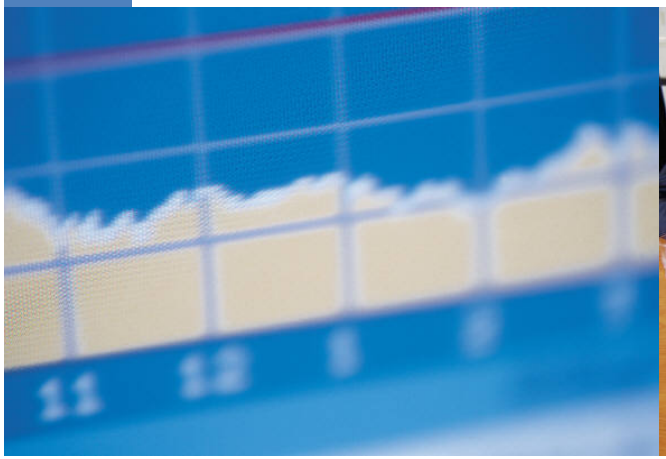
Subgroup	2005	To	2009
All Students	29.6%		42.9%
African American	28.7%		41.7%
White	37.5%		50.0%
FARMS	29.4%		40.7%
Special Education	9.6%		19.0%

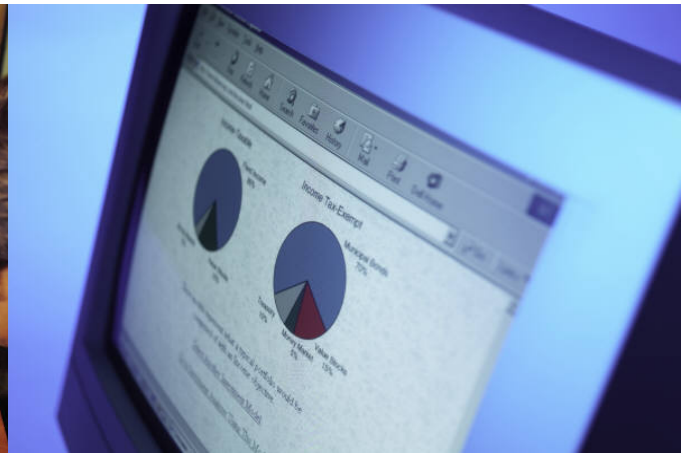
Lessons Learned: Corrective Action Plan 2008-2009

- Both Schools
  - An Enhanced Professional development (PD) series.
- Decisions must be based upon data analysis and research.
- DPMMS
  - Flexible students' schedules.
  - Determine baseline data.
- OCMS
  - Extended-day and year programs must meet students' needs.

Alternative Governance Restructuring Plan: 2009-2010

- The Alternative Governance (AG) Plan was based on the cross referencing and triangulation of:
  - Lessons Learned (LL) from the implementation of the Correction Action Plan.
  - Comprehensive Needs Assessment Data.
  - Teacher Capacity Needs Assessment (TCNA) Data.





Alternative Governance Restructuring Plan: 2009-2010

- Alternative Governance Option
- Strengthen the instructional programs
  - Hire certified and highly effective staff
- Planning
  - Collaboration with stakeholders

Six Significant Action Steps

1. Monitoring Process

2. A Master Schedule
   - An extended-time intervention
   - Common planning periods
   - Use of a co-teaching model

3. Focused PD series

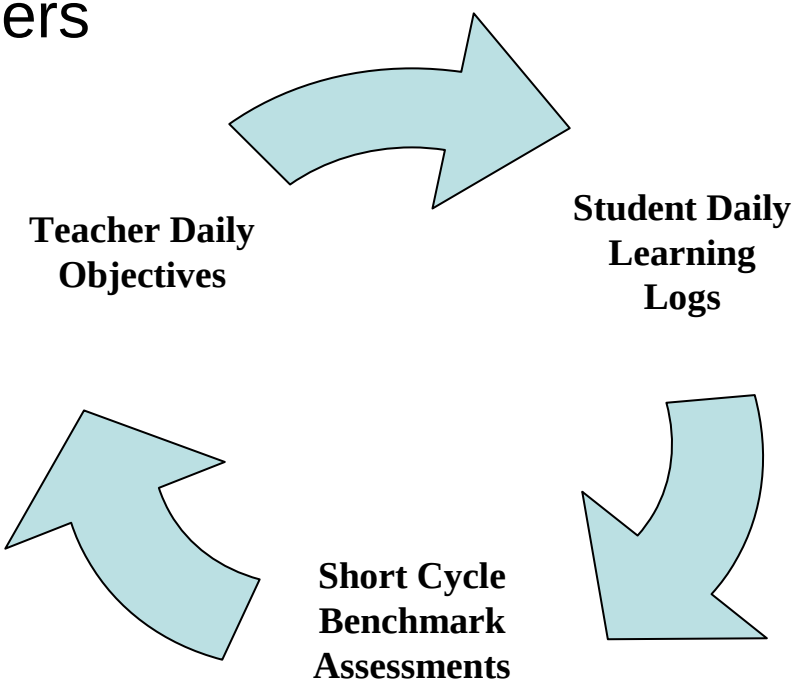
4. Engagement-Based Learning and Teaching (EBLT) instructional approach

5. Science Innovation Labs

6. Community-based Partnerships

Significant Action Steps

1. Monitoring Process
   - **What**: Student Learning and Achievement
   - **Why**: Maximize Instructional Time
   - **How**: Administration, Department Chairs, and Teachers



Significant Action Steps

2. A Master Schedule
   - An extended-time intervention
   - Common planning periods
   - Use of a co-teaching model

3. Focused PD series

4. Engagement-Based Learning and Teaching (EBLT) instructional approach

Significant Action Steps

5. Science innovation labs – Science, Technology, Engineering and Math (STEM) initiatives

6. OCMS: Significant Action Step
   - Community-based Partnerships

Alternative Governance Restructuring Plan: 2010-2011

- The goal of DPMMS and OCMS is to create:
  - High expectations and teacher collaboration.

- Instructional programs will be:
  - Supported by an **"All means All"** belief.
  - Focused on continual improvement.
  - Centered on an engaging learning environment.

LEA Two-Year Commitment

- District-level oversight committee
  - Monitoring implementation and progress
  - Ongoing assistance
- Fully-staffed schools
- Additional resources
  - Personnel
  - PD
  - Instructional resources

Alternative Governance Restructuring Plans: An Opportunity

- To learn from the past…
- To focus on the future…

2010 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number: Old Court Middle School/0252

School Address: 4627 Old Court Road Baltimore, MD 21208

2009-2010 School Principal: Dr. Lynette Woodley

Principal's Phone: 410-887-0742 **Fax Number:** 410-887-0670

Principal's Email: lwoodley@bcps.org

Principal's Signature: _____

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Dr. Kendra V. Johnson, Area Assistant Superintendent

Phone Number: 410-887-8767 **Fax Number:** 410-887-4236

Email: kjohnson3@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. THE YEAR OF CORRECTIVE ACTION REVISITED

NCLB Corrective Actions taken during the 2008-2009 School Year

NCLB Corrective Action # 1: Provide for all relevant staff, appropriate scientifically research based professional development (PD), aligned with the Maryland Teacher Professional Development Standards, that is likely to improve academic achievement of low- performing students.

Successes	Challenges	Lessons Learned & Adjustments Made
• All teachers received PD on strategies related to their identified instructional needs in metacognition, technology, reading, assessment, classroom management, rigor, differentiation, special education, and writing effective brief constructed responses (BCR). • Some teachers' collaborative practice, confidence, and skill levels associated with the PD strategies improved as a result of the PD. • Some teachers' expressed a positive attitude about the school culture and their commitment to ongoing PD.	• Monitoring PD to ensure that teachers implemented the strategies identified with fidelity. • Providing the differentiated PD sessions in a timeframe for the staff to utilize the information effectively and efficiently. • Creating a PD schedule responsive to the personal and professional needs of the staff incorporating a team building stand to promote a shared vision for ongoing PD.	• **LL-** Students were not benefiting instructionally from teachers' PD. To ensure implementation, the PD strand for each teacher should be included as a part of their annual goal setting and appraisal process. • **AM-** Teachers were required to identify areas of PD needed during goal setting conferences. Moving forward, a PD teacher needs assessment will be given during teacher duty week to help guide a PD series. • **LL-** Instructional practices were not impacted by PD series. As such, the timing of the PD series is crucial to ensure staff attendance, effectiveness, and PD fidelity. • **AM-** The PD calendar was developed in the beginning of the school year and revised throughout based on need. Department chairs and curriculum offices provided monthly/weekly sessions focused on identified needs.

NCLB Corrective Action # 2: Extend length of the school year or school day.

Successes	Challenges	Lessons Learned & Adjustments Made
• Students attending tutoring sessions were significantly more prepared for MSA, as evidenced by MSA results. • Students attending the tutorial program improved academically in all core content classes. • Increased parental/guardian support of the extended-day programs, as evidenced by the increased number of students given parental/guardian permission to participate in the tutorial program and the number of parents/guardians requesting enrollment of their children in the tutorial program.	• Difficulty staffing the program with effective staff; most teachers are engaged in other activities outside of school. • After-school academic programs had to compete with students' other extracurricular activities. • Some parents/guardians of the targeted students did not reinforce their children's participation in the program. • Some students see little benefit in tutoring sessions and did not attend. • Some students do not appear to take the MSA seriously.	• **LL-**Unless the tutoring program meets students' instructional needs, students will not participate. Students' lack of participation impacted the teachers' ability to address students' deficit skills. • **AM-**Using short-cycle and benchmark assessments, students were identified and assigned to a review class during the day. • **LL-** Utilization of data to inform instructional practices was not occurring. Keeping track of data is crucial to the success of programs. Administrators, department chairs, and teachers need monitoring tools. • **AM-**Utilized the *Study Island* Program to document student performance data. Department chairs created data monitoring tools to chart student progress. • **LL-**When given the option, some parents/guardians will not sign up students for the tutoring programs. Therefore, students did not receive extended learning opportunities needed to improve their deficit skills. • **AM-**Sent letters home informing parents/guardians that their children were enrolled in the after-school program and informed parents of the dates. A follow-up letter with phone calls were used to remind parents/guardians of their children's need to attend the sessions.

3. STAKEHOLDER SUPPORT			
STAKEHOLDER ENGAGEMENT			
Stakeholders	**Dates**	**Forum (i.e., Q & A sessions, feedback forms, SIP meetings, information sharing, surveys, PTA, TCNA meetings, School Improvement Team meetings, etc.)**	**Number of people involved**
Parents/Guardians	9/10/08	• Back to School Night- discussion of AYP data and corrective action interventions	152
	10/22/08	• PTA Meeting- Discussion of AYP data and corrective action and associated interventions	31
	10/31/08	• Parent/Guardian notification letters sent out to notify parents of the school improvement phase, MSA data, and strategies the school will implement to increase student achievement	532
	9/9/09	• Back to School Night- discussion of AYP data and restructuring planning	101
	9/25/09	• Parent/Guardian notification letter sent out to notify parents/guardians of the school improvement phase, MSA data, and strategies the school will implement to increase student achievement	581
	10/22/09	• PTA Meeting- discussion and update on restructuring planning process	22
	11/20/09	• After school/Saturday reading tutorial programs letter sent out to parents/guardians to address needs that resulted in the school entering school improvement	581
	12/16/09	• PTA Meeting-continued discussion on the options for Alternative Governance (AG)	62
	12/21/09	• ConnectEd call out for parents/guardians to complete the climate survey and how the survey data will inform the restructuring planning process	499
	1/4/10	• Letter sent to parents/guardians explaining the purpose of the climate survey and to encourage them to complete the climate survey	581
	1/14/10	• Parent/Guardian Restructuring Conference- discussion of AG process; provide a forum for parents/guardians to provide feedback regarding the AG process	3
	2/25/10	• February Parent/Guardian Newsletter-included from the Maryland State Department of Education on planning for restructuring	581
Community Partners	1/7/10	• Conference with community members-discussion of the AG proposal and related reform efforts	2
	2/8/10	• Article in the newspaper describing the AG process at OCMS	
	2/18/10	• Community Awareness Meeting about the restructuring process; forum for community members to provide feedback into the process	3
	3/1/10	• Meeting with the Northwest Advisory Council –discussion relating to the AG proposal article in the Community Times describing the AG process at OCMS	4
School Staff	6/16/08-6/17/08	• Leadership Planning Sessions- Discussion relating to MSA data and corrective action interventions	14
	8/19/08	• Faculty Session- Discussion relating to School Improvement Plan (SIP), MSA data, and corrective action	49
	12/1/08	• Teacher Capacity Needs Assessment (TCNA) Introduction Meeting- Discussion of purpose of TCNA and how it relates to corrective action	34
	1/12/09	• Finalized TCNA Meeting to submit to the state because of corrective action status	11

	8/24/09	• Faculty Session-AYP discussion and provide information about the restructuring planning process	44
	9/09/09	• School Improvement Team (SIT)-Discussion SIP and impact on restructuring	16
	10/12/09	• Faculty meeting-discussion of MSA and strategies to improve achievement as outlined in the school improvement plan	42
	10/14/09	• SIT- Continued discussion of team's role in the restructuring process	10
	11/2/09	• Faculty meeting-discussion of MSA data to direct restructuring proposal and how assessment data informs the restructuring process	40
	11/16/09	• Grade Level Meetings-discussions of MSA data to determine AYP10 priorities and associated next steps	35
	11/30/09	• Faculty Meeting-TCNA Setting the Stage presentation	40
	12/14/09	• Grade Level Meetings-discussion of climate survey and restructuring planning update	31
	12/16/09	• SIT-discussion of Needs Assessment/School Inventory, staffing, scheduling for school year 2010-2011, and discussion relating this information to the restructuring process	11
	12/17/09	• TCNA Root Cause Analysis Sessions –discussion relating to how the root cause analysis informs the restructuring process.	13

2010 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 AG process.
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 AG.
4. Newly hired staff will agree to support the implementation of the school's AG.
5. Parents and community stakeholders have had meaningful input.

Name	Title / Grade and/or Subject	Signature	Date
Dr. Lynette Woodley	Principal		3/9/10
Christopher Parker	Assistant Principal		3/9/10
Jodi Pasquale	Assistant Principal		3/9/10
Delores Butler	Assistant Principal		3/9/10
Carl Alexander	PTA President Parent/Guardian/Community Representative		03/09/2010
Emily Wolfson	Community Member		03-09-2010
Angela Mellerson	Parent /Guardian/Community Representative		3/9/2010
Barbara Stancil	Science Department Chair		3/10/10
Mikesha Hayes	Mathematics Department Chair		3/10/10
Tiffany Brooks	SIT Chair/ Mathematics Teacher		3/10/10
Katina Harris	Social Studies Chair		3/10/10
Anthony Flowers	Science Teacher		3/10/10
Ann Branch	Language Arts Chair		3/9/10
David Hong	Science Teacher		3/10/10

Bette Odom-Holley	Language Arts Teacher	Bette Odom-Holley	3-9-10
Sandra DeMar	IEP Chair	Sandra DeMar	3/8/2010

4. SCHOOL ACADEMIC PROFILE

School Academic Profile

		2009-2010 Identify Current Instructional Practices by Grade Level and Number of Students Served, as appropriate.	Identify Newly Proposed Reforms and fill in requested information
1.	Name of core reading program	**Practice/s:** • Language arts curriculum for students in all grade levels. • Scotts Foresman Reading Program for 6th grade except students in the *Language!* Program (a reading acceleration program). **Grade Level/s:** 6, 7, 8 **# of Students Served:** 591	**Practice/s:** • The implementation of the language arts and reading core programs will continue. • Scotts Foresman Reading Program for 6th grade, except students assigned to a literacy course (one of several reading acceleration programs outlined in the district's Response to Intervention framework). • Integrate co-teaching model for students receiving special education services to promote differentiated and rigorous instruction for all students. • Implement horizontal and vertical alignment of grade levels to facilitate intra-grade and inter-grade collaboration to drive decision making and ongoing instructional modifications. **Grade Level/s:** 6, 7, 8 **# of Students Served:** 591
2.	Name of supplemental reading interventions provided to students not making AYP. Identify the number of students participating in supplemental reading interventions.	**Practice/s:** • *Language!* for students who scored basic on the 2009 reading MSA • Extended-day program for general education students who scored basic on the 2009 reading MSA • Extended-day program special education students. • Utilized pull-out general and special education groups to supplement regular instruction to improve deficit skills. • Extended-year program for students scoring basic on the 2009 reading MSA. **Grade Level/s:** 6, 7, 8 **# of Students Served:** 176	**Practice/s: Continue 2009-10 interventions with the following adjustments:** • Students in grades 6, 7, and 8 who score basic or at the 40th percentile or lower on the 2010 reading MSA will be assigned to a reading/literacy course for 45 minutes daily. • Implement *A Time for Kids,* a high interest reading program, during extended-day and extended-year programs for all students who scored basic on the 2010 reading MSA. • Extended learning intervention, Accelerated Learning Laboratory (ALL) will be a period built into the school day to address students' deficit skills as indicated on short-cycle and benchmark assessments. • Create, implement, and revise (as necessary) a daily drill series of skills associated with students' deficit skills on MSA 2010. **Grade Level/s:** 6, 7, 8 **Estimated # of Students Served:** Contingent on MSA 2010/2011 scores

3.	Name of core mathematics program	**Practice/s:** • Grade 6- Mathematics 6 and GT 6 • Grade 7- Pre-Algebra • Grade 8- Algebra 1 & 2 • Grade 6- Algebraic Foundations • Grade 7- Algebraic Thinking 1 • Grade 8- Algebraic Thinking 2 **Grade Level/s:** 6, 7, 8 **# of Students Served:** 591	**Practice/s:** • Implementation of the mathematics core program will continue. • Students in Algebraic Foundations and Algebraic Thinking will take short-cycle and benchmark assessments, and teachers will use results to identify students for reteaching and/or to modify instruction. • Implement horizontal and vertical alignment of grade levels to facilitate intra-grade and inter-grade collaboration to drive decision making and ongoing instructional modifications. **Grade Level/s:** 6,7,8 **Estimated # of Students Served:** 591
4.	Name of supplemental mathematics interventions provided to students not making AYP. Identify the number of students participating in supplemental mathematics interventions.	**Practice/s:** • Skill of the Week program for all students. • Use pull-out sessions to supplement regular instruction. • Extended-day and year programs for students scoring basic on math MSA 2009. **Grade Level/s:** 6, 7, 8 **# of Students Served:** 111	**Practice/s: Continue 2009-10 interventions with the following adjustments:** • Integrate co-teaching model for students receiving special educational services to promote differentiated and rigorous instruction for all students. • Implement *Study Island,* an internet-based acceleration program, during extended-day and extended-year programs for all students who scored basic on the 2010 Mathematics MSA. • Extended learning intervention, Accelerated Learning Laboratory (ALL), will be a period built into the school day to address students' deficit skills as indicated on short-cycle and benchmark assessments. • Create, implement, and revise (as necessary) a daily drill series of skills associated with students' deficit skills on MSA 2010. **Grade Level/s:** 6, 7, 8 **Estimated # of Students Served:** Contingent upon MSA 2010/2011 scores/591.
5.	Content focus of the extended day program, targeted population, and the number of students served	**Practice/s:** • Focused on mathematics and reading. • Identified and enrolled students who scored within 40 points of the proficiency cut score on the 2009 reading and mathematics MSA in the extended-day program. **Grade Level/s:** 6, 7, 8 **# of Students Served:** 90	**Practice/s:** • The extended-day program will continue to target students who scored within 40 points of proficiency cut scores on the 2010 reading and mathematics MSA. The extended-day program will be year long. **Grade Level/s:** 6, 7, 8 **Expected # of Students Served:** Contingent upon the 2010/2011 MSA scores.
6.	Content focus of summer program, target populations, and the number of students served.	**Practice/s:** • Focused on mathematics and reading • All basic students were invited. **Grade Level/s:** 6,7 **# of Students Served:** 25	**Practice/s:** • The extended year/summer program will continue to focus on mathematics and reading. Students who are near proficient will be invited to attend. Students receiving special education services will be targeted. **Grade Level/s:** 6,7 **# of Students Served:** Contingent upon the 2010/2011 MSA scores.
7.	Description of instructional day (schedule) highlighting blocks of time for core academic/tested content areas, common	**Practice/s:** • Seven fifty-minute periods for all classes except for daily supplemental mathematics programs that are double periods. • Extended-day mathematics and reading programs occurred Tuesdays, Wednesdays, and Thursdays.	**Practice/s:** • School day will continue to be from 8:15 a.m.-2:45 p.m. • All standard classes will meet for 45 minutes; acceleration classes (*Algebraic Foundations* and *Algebraic Thinking 1 and 2)* are 90 minutes in length. • Extended learning intervention: 9:55 a.m.-10:25 a.m. • Common planning time for grade level teachers of the same content area for collaboration to analyze student

	planning time, PD, extended day, Supplemental Education Services, and Saturday programs.	• Saturday morning program focused on mathematics and reading. • Common planning time provided daily for the vast majority of staff on interdisciplinary teams. • PD days built into calendar; every Monday, one hour per week after school; mentor meets with new faculty at least once each week; PD offered through individual conferences and embedded through the appraisal process. **Grade Level/s:** 6,7,8 **# of Students Served:** 591	work, develop lessons and instructional practices, review performance data, and to identify effective strategies to improve achievement. • Monday faculty meetings will continue to occur; however, they will be used for, in part, the ongoing PD series. Instead of being announcement driven, the faculty meetings will be used for targeted, differentiated PD conducted by teacher-mentors, curriculum and support staff, and/or department chairs. PD will be aligned with the Maryland PD Standards. • Increase department chairs to 12-month status to provide time to plan and evaluate targeted in-school teacher PD focused on students' identified areas for growth. • Reduce department chairs teaching loads to provide time within the school day to facilitate collaborative planning conversations, offer personalized and small group PD, monitor daily instructional practices, and assist the administrative team to monitor and refine, as necessary, the instructional practices/interventions outlined in the SIP and the AG Proposal/Plan for improved student achievement. • Extended-day and summer programs will be used to strengthen students' skills in mathematics and reading. Due to limited student enrollment, the Saturday program will be suspended and more effort will be used to develop, implement, and refine the extended-day and summer programs. • Special education services will be provided through a co-teaching inclusion model and self-contained programs. **Grade Level/s:** 6, 7, 8 **Estimated # of Students Served:** 591
8.	Describe the school's instructional enrichment programs for gifted and talented student. Identify the number of students served.	**Practice/s:** • GT level courses for 6, 7, 8 grades • GT committee to review students' readiness for participation in the GT program **Grade Level/s:** 6,7,8 **# of Students Served:** 70 students Mathematics: 23 (Gr. 6), 20 (Gr. 7), 14 (Gr. 8) Reading: 24 (Gr. 6) Language Arts: 23 (Gr. 6), 27 (Gr. 7), 28 (Gr. 8) Social Studies: 21 (Gr. 6), 26 (Gr. 7) , 21 (Gr. 8) Science: 18 (Gr. 6), 26 (Gr. 7), 22 (Gr. 8)	**Practice/s:** • Continue to offer all GT courses and increase enrollment through an enhanced elementary school articulation effort and a reorganized GT committee focused on identifying students for GT. • Continue to monitor students' readiness for GT participation through the GT committee review process. • Provide school year and summer enrichment opportunities for all GT and those students being reviewed for GT. • Encourage staff participation in summer professional enrichment/learning experiences focused on infusing GT strategies into the curriculum in order to provide rigorous instruction for all students. **Grade Level/s:** 6,7,8 **Estimated # of Students Served:** 90

5. BUILDING COHESIVE SCHOOL TEAMS

The principal will hold a two-day school leadership retreat (including parents/guardians and student representatives) in July 2010. The purpose will be to establish, build consensus, and commit to the beliefs, vision, and mission of the school, as well as to provide time for the leadership team to set standards for campus-wide expectations and initiate monitoring systems focused on teacher and student outcomes. In August 2010, prior to the start of the school year, all staff will be invited to a three-day PD retreat led by the leadership team in collaboration with staff from the department of PD. The purpose of the retreat is to engage the staff in authentic, hands-on PD activities that build staff cohesiveness and a commitment to the school's vision, mission, and beliefs. The vision, mission, and

beliefs will be shared by the leadership team during the sixth-grade orientation, at grade-level meetings, at Back-to-School-Night with parents/guardians and community members, and incorporated in all home-school communications in order to build community-wide support for Old Court Middle School's programs.

The administrative team will implement a two-year plan to provide PD that will develop and maintain cohesive school teams by focusing staff and students on rigorous instruction, high expectations for performance, and positive relationships. All PD topics will be built on the foundation of implementing differentiated instruction, using a co-teaching model to promote rigorous instruction for students receiving special education services and all other students, and team building to create a culture of teacher collaboration that is focused on continuous improvement. The faculty, staff, and students will demonstrate the school's motto, *A Positive Attitude plus Hard Work equals High Achievement*, by identifying and maintaining high expectations for student performance. All faculty meetings and differentiated PD opportunities will begin with team building activities focused on rigor, relevance, and relationships. Topics will include teacher collaboration; understanding and teaching the state and BCPS curriculum; using metacognitive strategies; planning and implementing engaging, rigorous instruction through the use of teacher facilitation characteristics; differentiation strategies; use of wireless science innovation labs to promote 21st century skills and enhanced mathematics, science, and reading student achievement; positive intervention strategies; building relationships with students through an Engagement Based Learning Teaching (EBLT) instructional technique; forging productive partnerships with families and community members; analyzing student performance data and student work to inform daily instructional practices; and implementing strategies for improving achievement among students receiving special education services, which includes effective utilization of a co-teaching model.

6. ALTERNATIVE GOVERNANCE & REFORMS

1. Selected alternative governance option:

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.

2. Content area/s and subgroups in which the school did not make AYP:

	All	American Indian	Asian/ Pacific Islander	African American	White	Hispanic	FARMS	Sp. Ed.	LEP
Reading								X	
Mathematics	X			X			X	X	

3. Final reforms and supporting action steps selected:

	Two to Three Final Reforms Most Impactful to Student Achievement during the 2011 and 2012 school years:
1	**In order to significantly reform mathematics/algebra for the following subgroups; All students, African American, FARMS, and Special Education, the school will:** • Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series for mathematics achievement focusing on effective data utilization to guide daily instructional practices and interventions. The leadership team (principal, assistant principals, and the department chairs) and mentor, in collaboration with the Offices of PD and Mathematics (**WHO**) will use the evaluative process (informal and formal observations) data and short-cycle and benchmark assessments data (**INSTRUMENTS**). The PD series will be reviewed biweekly (**HOW OFTEN**), and the PD series will evolve through the cross reference and triangulation of (1) a teacher professional needs assessment data, (b) student assessment data, and (3) teacher evaluative data. • Develop, implement, monitor, and evaluate an EBLT instructional technique in concert with Positive Behavior Intervention Support (PBIS) with a strategic focus on strengthening student engagement. The leadership team and the PBIS site coordinator (**WHO**) will use the evaluative process data and the PBIS participation data (**INSTRUMENTS**) to monitor the EBLT instructional technique. Implementation will be reflected in daily lesson plans, and the leadership team will monitor implementation biweekly (**HOW OFTEN**).

	• Develop and implement a master schedule that provides common planning periods, incorporation of a co-teaching model, and a new extended-time intervention aligned to the students' identified academic need. On a weekly basis **(HOW OFTEN),** the leadership team **(WHO)** will collect and review agenda copies and meeting notes **(INSTRUMENT)** from common planning meetings to document the frequency, content (use of extended-time intervention data and co-teaching model), and active participation in the collaborative planning. Once a quarter, this data will be cross referenced with evaluative process data **(INSTRUMENT)** to determine if the master schedule responds to the instructional needs of the school. • Develop and implement a monitoring tool for mathematics that continually assesses cohort growth. Through the analysis of student work, ongoing assessments (short cycle and benchmarks), and MSA/HSA, the monitoring tool **(INSTRUMENT)** will assess students' progress achieving the Maryland State Curriculum and BCPS Essential Curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed quarterly **(HOW OFTEN)**. The analysis and next steps, as appropriate, will occur with the leadership team and mathematics department **(WHO)**. • Identify and utilize Science, Technology, Engineering, and Mathematics (STEM) initiatives focused on accelerating student learning through the appropriate utilization of technology. Biweekly **(HOW OFTEN)**, the leadership team, science department chair, and the mathematics department chair **(WHO)** will monitor implementation through the evaluative process **(INSTRUMENT)**. • Develop, enhance, and build capacity among community-based partnerships focused on academic excellence. The principal and the school improvement team **(WHO)** will invite one community organization to each of their monthly meetings to explore a possible partnership. On a monthly basis **(HOW OFTEN)**, the principal in consult with the school improvement team will follow up with each invited community organization to determine the feasibility of forming a partnership. Anecdotal documentation notes regarding the process will be maintained by the principal **(INSTRUMENT)**.
2	In order to significantly reform reading for students receiving special education services, the school will: • Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series for mathematics achievement focusing on effective data utilization to guide daily instructional practices and interventions. The leadership team (principal, assistant principals, and the department chairs) and mentor, in collaboration with the Offices of PD and Mathematics **(WHO)** will use the evaluative process (informal and formal observations) data and short-cycle and benchmark assessments data **(INSTRUMENTS).** The PD series will be reviewed biweekly **(HOW OFTEN)**, and the PD series will evolve through the cross reference and triangulation of (1) a teacher professional needs assessment data, (b) student assessment data, and (3) teacher evaluative data. • Develop, implement, monitor, and evaluate an EBLT instructional technique in concert with Positive Behavior Intervention Support (PBIS) with a strategic focus on strengthening student engagement. The leadership team and the PBIS site coordinator **(WHO)** will use the evaluative process data and the PBIS participation data **(INSTRUMENTS)** to monitor the EBLT instructional technique. Implementation will be reflected in daily lesson plans, and the leadership team will monitor implementation biweekly **(HOW OFTEN).** • Develop and implement a master schedule that provides common planning periods, incorporation of a co-teaching model, and a new extended-time intervention aligned to the students' identified academic need. On a weekly basis **(HOW OFTEN),** the leadership team **(WHO)** will collect and review agenda copies and meeting notes **(INSTRUMENT)** from common planning meetings to document the frequency, content (use of extended-time intervention data and co-teaching model), and active participation in the collaborative planning. Once a quarter, this data will be cross referenced with evaluative process data **(INSTRUMENT)** to determine if the master schedule responds to the instructional needs of the school. • Develop and implement a monitoring tool for mathematics that continually assesses cohort growth. Through the analysis of student work, ongoing assessments (short cycle and benchmarks), and MSA/HSA, the monitoring tool **(INSTRUMENT)** will assess students' progress achieving the Maryland State Curriculum and BCPS Essential Curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed quarterly **(HOW OFTEN)**. The analysis and next steps, as appropriate, will occur with the leadership team and mathematics department **(WHO)**. • Identify and utilize STEM initiatives focused on accelerating student learning through the appropriate utilization of technology. Biweekly **(HOW OFTEN)**, the leadership team, science department chair, and the language arts/reading department chair **(WHO)** will monitor implementation through the evaluative process **(INSTRUMENT)**. • Develop, enhance, and build capacity among community-based partnerships focused on academic excellence. The principal and the school improvement team **(WHO)** will invite one community organization to each of their monthly meetings to explore a possible partnership. On a monthly basis **(HOW OFTEN)**, the principal in consult with the school improvement team will follow up with each invited community organization to determine the feasibility of forming a partnership. Anecdotal documentation notes regarding the process will be maintained by the principal **(INSTRUMENT)**.

1. Describe the process used to replace all or most of the staff by answering the following questions.

a. Identify the academic qualifications needed in new staff members in order to support the school's ability to make AYP;

All teaching staff will be content certified and meet highly qualified requirements. Preference will be given to staff with proven experience and effectiveness in improving student achievement and a commitment to fulfilling the vision and mission of OCMS. The staff members selected will be steadfast in their dedication to help students achieve academically and develop socially, demonstrate high expectations for their own performance and their students' achievement, have the ability to participate as collaborative team members, exhibit leadership potential, bring added value to the classroom and the school community, and make a long-term commitment to OCMS.

b. Retain, hire, and/or replace staff with these needed qualifications;

All school staff members (including administrative team members) have been required to complete a new Declaration of Intent Form due to the AG Option selected. Teachers and administrators who elect to transfer and teachers and administrators identified as relevant to the school's inability to make adequate yearly progress will be transferred. Department of Human Resources staff, the area assistant superintendent, and the current principal will review the administrative team and other school leaders to identify staff members who will be transferred. Under the guidance of the Department of Human Resources staff and the area assistant superintendent, the current administrative team and content chairs will interview all staff members who indicated interest in remaining at the school and all staff who apply to replace those leaving. The administrative team and content chairs 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 OCMS's students and programs. The superintendent will have final approval of the re-staffing plan. This is a model that has been effective in re-staffing other BCPS schools during the restructuring planning years, rather than waiting until the first year of implementation.

c. Resolve collective bargaining agreements and contractual issues;

All collective bargaining and contractual agreements with employee groups will be upheld throughout the re-staffing process.

d. Build positive public relations between the school and its students, staff, administration, parents, and community through the period of change;

The principal, in consultation with the area office, will provide the community with routine updates on the AG process through newsletters, school and community-based meetings, local newspaper articles, flyers, and ConnectEd (automated telephone) announcements. The principal will elicit input through school improvement team members and other activities involving students, staff, administrative team members, parents/guardians, and community members.

e. Ensure that all school staff will be in place prior to the opening of the 2011 and 2012 school years?

The following timeline will enable the school to be re-staffed prior to the opening of the 2010-2011 school year:

- **10/28/09**-Possible administrative vacancy announcements were posted.
- **2/1/10**-Human resources/personnel met with all school staff and provided Priority Declaration of Intent Forms.
- **2/5/10**-Priority Declaration of Intent Forms were returned to principal.
- **2/15/10-4/1/10**-In consultation with the Department of Human Resources and the area office, the current administrative team and department chairs will review teacher observations and evaluations, student performance data, and other performance data related to the staff members to

provide written recommendations regarding which current staff members should remain at the school for the 2010-2011 school year.

- **3/1/10**-Open position announcements will be posted for department chairs and teachers.
- **4/1/10-4/10/10**-Interviews to select new department chairs.
- **4/1/10 and ongoing**-Interviews and selection of teachers to fill vacancies resulting from transfers.

7. POTENTIAL CHALLENGES TO IMPLEMENTATION OF REFORMS

POTENTIAL CHALLENGES TO IMPLEMENTATION OF REFORMS

Reforms and Supporting Action Steps	Challenges/barriers to Reforms	PLANS FOR RESOLUTION	
		When & how will it be addressed?	Position of person responsible for confronting, managing, and monitoring these challenges/barriers
In order to significantly reform mathematics/algebra for the following subgroups: all students, African American, FARMS, and special education, the school will: • Develop and maintain a professional learning community committed to excellence… • Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD in mathematics… • Develop, implement, monitor, and evaluate an EBLT instructional technique in concert with PBIS with a strategic focus on strengthening student engagement … • Develop and implement a master schedule that provides ongoing differentiated PD through structured collaborative planning dialogues, incorporation of a co-teaching model, and a new extended-time intervention … • Implement a new extended-time intervention aligned to the students' identified needs in the area of mathematics… • Identify and utilize STEM initiatives focused … • Develop and implement a monitoring tool for mathematics that continually assesses cohort growth… • Develop, enhance, and build capacity among community-based partnerships focused on academic excellence…	• Providing a sufficiently large pool of qualified and effective candidates. • Providing high quality PD in a timely fashion to promote rigorous instruction and effective program implementation using data analysis to make informed decisions.	**How:** Replace all staff relevant to the school's inability to make adequate progress in mathematics. **When:** 2/1/10-7/1/10 **How:** Establish a culture of high academic and other performance expectations built on strong working relationships, implement a needs-based PD plan (weekly and monthly, in and out-of-school), and reduce teacher isolation and improve performance by using common teacher planning to increase collaboration. **When:** 2/1/10-10/1/10 **How:** Redesign the master schedule and plan school organization for maximum effectiveness **When:** 7/1/10-7/1/11	Assistant Superintendent of Human Resources Principal Leadership Team Executive Director of Professional Development Principal Leadership Team
In order to significantly reform reading for students receiving special education services, the school will: • Develop and maintain a professional learning community committed to excellence…	• Providing high quality PD in a timely fashion to promote rigorous instruction and effective program implementation using data analysis to	**How:** Replace all staff relevant to the school's inability to make adequate progress in mathematics. The administrative team in collaboration with the	Assistant Superintendent of Human Resources

• Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD in reading… • Develop, implement, monitor, and evaluate an EBLT instructional technique in concert with PBIS with a strategic focus on strengthening student engagement… • Implement a master schedule that provides ongoing differentiated PD through structured collaborative planning dialogues, incorporation of a co-teaching model, and a new extended-time intervention… • Identify and utilize STEM initiatives focused… • Develop and implement a monitoring tool for reading that continually assesses cohort growth… • Develop, enhance, and build capacity among community-based partnerships focused on academic excellence…	make informed decisions. • Providing a sufficiently large pool of qualified and effective candidates to replace resistant teachers who struggle with co-teaching ability.	Department of Human Resources will develop a plan for appropriately staffing the campus. **When:** 2/1/10-7/1/10 **How:** Establishing a culture of high academic expectations and achievement built on strong working relationships. Incorporate common teacher planning to increase collaboration. **When:** 2/1/10-10/1/10 **How:** Initiate PD designed to meet individual teacher needs, reduce teacher isolation, provide weekly and monthly in school as well as out-of-school PD. **When:** 7/1/10-7/1/11 **How:** Redesign the master schedule and plan school organization for maximum effectiveness **When:** 7/1/10-7/1/11	Principal Leadership Team Principal Leadership Team Executive Director of Professional Development Principal Leadership Team

7. LEA's TWO-YEAR COMMITMENT TO SUPPORT THE IMPLEMENTATION OF ALTERNATIVE GOVERNANCE OPTIONS AND REFORMS

1. 2010 LEA Alternative Governance Board Attestation

LEA Alternative Governance Board Membership

By Signing this Attestation, AGB members accept Board responsibilities as stated on page 14 of the 2010 AG Guidelines.

Print Name	Print Title & Expertise	Responsibilities related to the implementation of Alternative Governances and Reforms across the LEA.[1]	Signature and Date
Kendra Johnson*	Area Asst. Superintendent Co-chair	Provide direction to and monitor schools' implementation and progress, access resources; ensure that schools meet compliance and other requirements; assist schools in planning and implementing effective improvement plans; review plans and other documents for appropriateness, sufficiency, quality, and accuracy according to established standards.	K Johnson 3-9-10
Mandi Dietrich*/S	Dir. Spec. Proj./ AG Coordinator; Co-chair	Provide oversight and monitoring related to school improvement and AG compliance requirements, provide logistical, and procedural support.	Mandi Dietrich 3/9/10
Don Peccia	Asst. Supt. of Human Resources	Provide technical assistance related to HR and staff relations (bargaining units) to the committee and schools.	Donald Peccia 3-9-10
Barbara Burnopp	Chief Financial Officer	Provide technical assistance related to finance to the committee and schools.	B L Burnopp 3/10/10
Judith Smith	Exec. Dir., Liberal Arts	Provide technical assistance related to curriculum and instruction to the committee and schools.	Judith Smith 3/10/10

John Quinn	Exec. Dir., STEM	Provide technical assistance related to curriculum and instruction to the committee and schools.	3/9/10
Tom Rhoades	Exec. Dir., Research, Account. and Assessment	Provide technical assistance related to research and assessment/testing to the committee and schools.	3/10/10
Barbara Bisset	Exec. Dir., Prof. Dev.	Provide technical assistance related to professional development to the committee and schools.	3/9/10
Anjanette Dixon	Legal Counsel	Provide technical assistance related to legal issues to the committee and schools.	3/10/10
Patricia Lawton	Director of Special Education	Provide technical assistance related to special education to the committee and schools.	
Margaret Johnson	Director, World Languages (ELL)	Provide technical assistance related to English language learners to the committee and schools.	
Dale Rauenzahn	Exec. Dir., Student Support Services	Provide technical assistance related to pupil services to the committee and schools.	3/10/10
Sonja Karwacki	Exec. Dir., Spec, Prog, (Title I, Gifted & Talented)	Provide technical assistance related to Title I and Gifted and Talented to the committee and schools.	3-9-10

[1] All committee members will, as appropriate:
- Provide input, guidance, and monitoring related to all aspects of the restructuring processes.
- Access services/resources (including staff in other divisions, departments, and offices, as needed) to implement the LEA's restructuring plans and support school-based AG teams as needed.
-Provide resources in the form of assigned staff to provide technical assistance, guidance, and support to schools in restructuring planning/implementation in order to assist schools to meet compliance requirements and develop AG proposals aligned with the *Blueprint for Progress* and schools' identified areas for improvement.
-Monitor the restructuring planning/implementation processes and school progress through communication with assigned resource staff and reports from AG liaisons (assistants to the area assistance superintendents) and AG team leaders (principals).
-Communicate the progress of the restructuring planning and implementation process to stakeholder groups and staff.

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:

__X__ 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	__X__ yes	_____ no
Class schedules	__X__ yes	_____ no
Selecting consultants	__X__ yes	_____ no
School-based budget decisions	__X__ yes	_____ no
Professional development attendance	__X__ yes	_____ no

3. **Describe how the LEA/Alternative Governance Board (AGB) will monitor:**

PART A: Student Achievement:

Baltimore County Public Schools (BCPS) has implemented a systemwide 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 the district's short-cycle and 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 to 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 be the responsibility of school-level instructional leadership including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators and other instructional leaders 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 2010 January 2011) 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 curriculum office staff. Additional technical assistance for monitoring will be provided by other central office staff (the AG oversight committee and assigned support staff from the various offices) 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 and the state curriculum.

4. **Describe how the LEA/Alternative Governance Board (AGB) will monitor:**

PART B: The Implementation of the Alternative Governance Option and Reforms

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 (AG board) 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 programs and data analysis and will be part of the ongoing monitoring process.

The area assistant superintendent will monitor the principal's performance continuously using the AG 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 AG model will be monitored through formal and informal meetings with the principal conducted by area office staff (at least monthly), the system's executive leadership team (the area assistant superintendent meets monthly as a member of this group), and the system's AG committee (ongoing by department or office and whole-group meetings).

5. LEA PROPOSED TWO-YEAR ADDITIONAL RESOURCE COMMITMENT TO SCHOOLS PLANNING FOR RESTRUCTURING IMPLEMENTATION

Old Court Middle School /0252

Category	Description	FY11 Amount & Source of Funds	Check if amount exceeds the regular formulas allocated to schools in restructuring	FY12 Amount & Source of Funds	Check if amount exceeds the regular formulas allocated to schools in restructuring
Personnel (salaries & fixed charges)	3.5 FTE Reading and Mathematics - 1.5 FTE Mathematics Instruction - 1.0 FTE Core Dept. Chairs-12 month - 1.0 FTE Decrease Dept. Chair Teaching Load	Operating Budget	X	Operating Budget	X
PD	PD Series Leadership Retreat	$40,000 $2,000	X	$40,000 $2,000	X
Material and equipment	Mathematics Resources Reading Resources Special Education Resources Science Innovation Labs	$10,000 $10,000 $10,000 $42,000	X	$10,000 $10,000 $10,000 $42,000	X
Contracted services	Transportation (for students attending the extended-day and year programs) Extended-day and Extended-year Program (salaries and student snacks) PBIS/EBLT Student Incentives Printing Data Clerks	$15,000 $25,000 $15,000 $6,000 $10,000	X	$15,000 $25,000 $15,000 $6,000 $10,000	X
Other	Substitutes for PD coverage	$5,000	X	$5,000	X
Total		$190,000	X	$190,000	X

8. STATE BOARD OF EDUCATION

State Board of Education Summary
2010 Alternative Governance for School Improvement

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.

	All	American Indian	Asian/ Pacific Islander	African American	White	Hispanic	FARMS	Sp. Ed.	LEP
Reading								X	
Mathematics	X			X			X	X	

1. SCHOOL SECTION:

ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS:

During the 2008-2009 school year, the Corrective Action Plan included the extended-day and PD options for improvement. Through the implementation of the Corrective Action Plan, the following was learned: (1) students who attended the extended-day program on a regular basis achieved academic gains as evidenced by qualitative and quantitative data, and (2) teachers who utilized strategies and associated knowledge presented through the PD sessions experienced a higher student success rate, as evidenced by assessment data. As importantly, the implementation of the Corrective Action Plan revealed: (1) students not taking advantage of the extended-day programs and (2) teachers not consistently implementing the strategies and associated knowledge presented through the PD sessions. Regrettably, some teachers did not participate regularly in PD sessions.

A challenge to the school is the low level of participation of students in extended-day, Saturday, and extended-year programs. This contributes to the staff's inability to address targeted students' most deficit skills. Developing an extended learning intervention within the school day will address all students' deficit skills. In addition, an extended learning opportunity will be a responsive intervention to address the low level of student participation in programs offered outside of the school day.

Insufficient monitoring of teachers' implementation of content presented during PD sessions inhibited the successful transfer into teachers' daily instructional practices. Providing adequate PD based on teachers' PD needs and student assessment data will promote consistent and rigorous daily instruction. To institutionalize transfer of PD content, a comprehensive monitoring plan, which includes structured, collaborative planning conversations coupled with an aligned evaluative process will be implemented.

With the replacement of all or most of the school staff who are relevant to the school's inability to make adequate progress, a culture of high expectations will be developed through a quality PD series, a master schedule that includes horizontal and vertical alignment of grade levels, and a commitment to a rigorous daily instructional program that is monitored through appropriate lesson planning, unit planning, and the evaluative process. Changing the school culture through enhancement of the professional capacities of the staff will shift thinking and ultimately improve daily instructional practices by utilizing characteristics of teacher facilitation, incorporating best practices associated with science innovation labs, using of research-based instructional interventions, re-energizing their enthusiasm for teaching, and increasing student engagement and accountability through the use of the EBLT approach.

STAKEHOLDER INVOLVEMENT:

Beginning in August 2008, staff, parents/guardians, and community members participated in faculty meetings, school improvement team meetings, PTA meetings, and other activities to engage in school improvement and AYP-related discussions and data presentations to ensure that everyone involved had a common understanding of the school's improvement status and implementation of the selected corrective actions.

Parent/Guardian, community and staff involvement, and support for the adoption of the AG and selected reforms was extensive, timely, and engaging. In the Fall/Winter of 2009/2010, the parents and community stakeholders were actively involved in the AG process through participation in events such as Back to School Night, parent/guardian notification letters, ConnectEd calls, and PTA/community conversations.

Throughout the fall/winter 2009/2010, the school staff was engaged in the AG process through faculty, SIT, grade level discussions, the TCNA, and a climate survey. The school will continue to take the lead in establishing, maintaining, and building upon stakeholder involvement in order to improve student achievement.

2. LEA SECTION

LEA MONITORING OF STUDENT ACHIEVEMENT:

Baltimore County Public Schools (BCPS) has implemented a systemwide 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 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 State Curriculum. 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 be the responsibility of school-level instructional leadership including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators and other instructional leaders will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings, observation of instruction, 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 2010 and January 2011) 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 student achievement will be provided by other central office staff (the AG board and assigned support staff from the various offices) 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 and the state curriculum.

LEA RESTRUCTURING OVERSIGHT:

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 (the Alternative Governance oversight committee/board) including the Area Office, Fiscal Services, Research, Accountability, Assessment, Curriculum and Instruction (Liberal Arts and STEM), PD, Legal Counsel, Special Education, World Languages (for English Language Learners), Title I, Gifted and Talented, and Student Support Services will continue to be available to provide the principal and school with support for effective implementation of programs and effective use of data analysis and will be part of the ongoing monitoring process.

The area assistant superintendent will monitor the principal's performance continuously using the AG 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 AG model will be monitored through formal and informal meetings with the principal conducted by area office staff (at least monthly), the system's executive leadership team (the area assistant superintendent meets monthly as a member of this group), and the system's AG committee (ongoing by department or office and quarterly or biannual whole-group meetings).

LEA COMMITMENT:

The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The LEA has committed to providing supplementary funds, which includes $190,000 above the regular formula for operating budget allocations. Furthermore, the LEA has provided an additional 3.5 full-time employees (FTE) for personnel support. 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, data analysis, and the monitoring process.