Exhibit X

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: April 5, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: <u>**CONSIDERATION OF THE ALTERNATIVE GOVERNANCE PLANS FOR LOCH RAVEN TECHNICAL ACADEMY AND GOLDEN RING MIDDLE SCHOOLS**</u>

ORIGINATOR: Manuel Rodriguez, Assistant Superintendent, Middle Schools

**RESOURCE
PERSON(S):**   Mandi Dietrich, Director, Special Projects
Penelope Martin, Assistant to the Assistant Superintendent, Middle Schools
Linda Marchineck, Accountability Coordinator, Research, Accountability and Assessment
Stacey Johnson, Principal, Loch Raven Technical Academy
Kandice Taylor, Principal, Golden Ring Middle School

RECOMMENDATION

Under the *No Child Left Behind Act of 2001*, Loch Raven Technical Academy and Golden Ring Middle were placed in School Improvement status. The schools did not make Adequate Yearly Progress (AYP) in the assessed areas of reading and math; both schools have not made AYP in special education for reading and math for consecutive years, and did not make AYP again in 2010. The Alternative Governance Plans set out to address the schools' areas of weakness and to improve instruction overall for the students in these communities.

* * * * *

Baltimore County Public Schools

**Alternative Governance Plans for
Golden Ring Middle School and
Loch Raven Technical Academy**

**Presentation to the
Board of Education of Baltimore County
April 5, 2011**

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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…
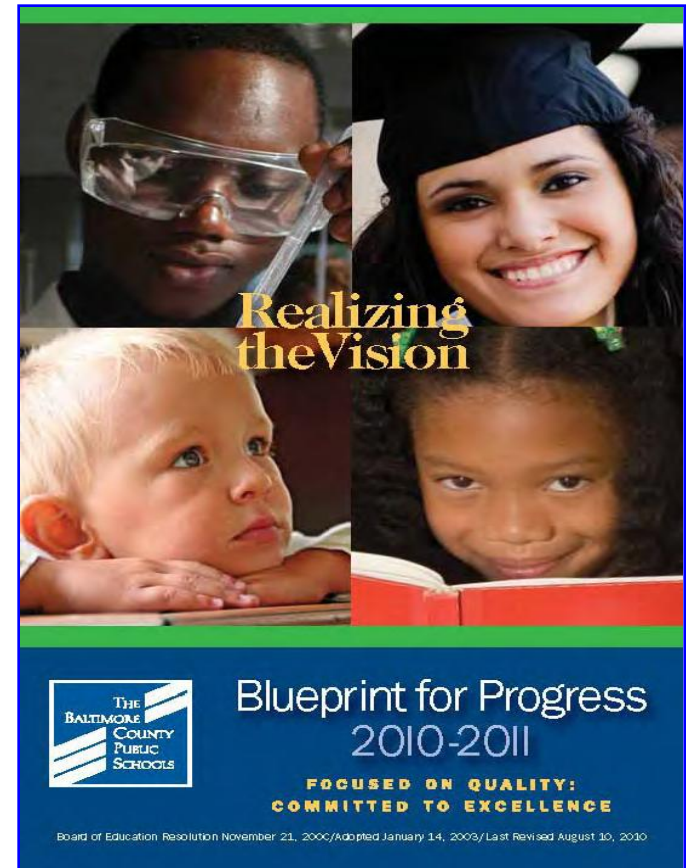
Baltimore County Public Schools: Prominent Profile

- 26th largest school district in the nation
- 3rd largest school district in Maryland
- 173 schools, centers, and programs
  - ➤ 106 elementary schools
  - ➤ 27 middle schools
  - ➤ 24 high schools
  - ➤ 4 Special Education
  - ➤ 5 Centers
  - ➤ 2 Programs
- 104,331 students
- 17,000 employees including 8,850 teachers

THE BALTIMORE COUNTY PUBLIC SCHOOLS

Alternative Governance in Baltimore County Public Schools

Since 2006-

- **Alternative Governance Option I**

  Replace all or most of the staff, which may include the principal, who are responsible for the school not meeting AYP.

- **Strengthen instructional programs**

  - Professional development, alignment of efforts, monitoring data and analysis, instructional adjustments.

- **Focused planning**

  - Collaboration with stakeholders

BCPS Alternative Governance/ Restructuring Results

As a result of the systems' school improvement efforts, the following schools exited school improvement after implementing their alternative governance plans:

Middle Schools
Woodlawn Middle

High Schools
Woodlawn High School
Dundalk High School

Woodlawn Middle School Exited School Improvement in 2009

Woodlawn Middle

READING	Entered School Improvement in 2002-2003	2003	2004	2005	2006	Implemented AG Plan in 2006-2007	2007	2008	2009	Exited School Improvement	2010
All Students		30.2	45.0	49.5	58.8		54.0	68.7	86.7		88.0
American Indian		na	na	na	na		na	na	na		na
Asian		na	na	na	na		na	na	na		na
African American		29.9	44.3	49.7	59.5		54.2	68.5	86.5		87.5
White		40.0	na	33.3	57.1		80.0	na	na		na
Hispanic		na	na	38.5	35.7		36.4	77.8	87.5		94.1
FARMS		23.2	42.5	47.5	57.6		52.6	67.1	86.3		88.0
Special Education		9.8	20.9	18.6	37.0		26.8	42.0	73.5		88.2
LEP		na	na	na	37.5		na	na	81.8		91.7
MATHEMATICS		2003	2004	2005	2006		2007	2008	2009		2010
All Students		8.0	26.6	30.4	46.6		35.3	55.0	74.3		79.0
American Indian		na	na	na	na		na	na	na		na
Asian		na	na	na	na		na	na	na		na
African American		7.9	25.8	30.3	46.8		35.1	54.5	74.0		77.8
White		na	na	22.2	83.3		100.0	na	na		na
Hispanic		na	na	30.8	23.1		18.2	61.1	75.0		94.1
FARMS		7.2	23.1	29.9	44.8		32.8	53.4	73.3		79.0
Special Education		7.3	16.3	14.0	28.6		12.4	36.6	76.5		91.8
LEP		na	na	na	25.0		na	na	72.7		91.7

AYP Not Met	

THE BALTIMORE COUNTY PUBLIC SCHOOLS

Woodlawn and Dundalk High Schools
Exited School Improvement in 2010

Woodlawn High

READING	2003	2004	Entered School Improvement in 2004-2005	2005	2006	2007	2008	Implementaed AG Plan in 2008-2009	2009	2010	Exited School Improvement
All Students	42.7	45.1		34.7	35.7	37.2	59.6		72.2	75.3	
American Indian	na	na		na	na	na	na		na	na	
Asian	56.3	45.0		40.0	41.7	21.7	50.0		63.6	75.0	
African American	42.1	44.4		33.7	35.3	36.7	59.5		72.7	75.7	
White	45.5	66.7		50.0	52.9	72.7	100.0		100.0	100.0	
Hispanic	40.0	50.0		37.5	0.0	36.4	44.4		50.0	50.0	
FARMS	38.1	37.6		36.0	32.9	34.4	58.2		73.2	74.4	
Special Education	5.1	11.1		14.8	3.5	18.9	33.3		57.5	74.2	
LEP	na	14.3		16.7	14.3	5.3	na		50.0	54.5	

MATHEMATICS	2003	2004		2005	2006	2007	2008		2009	2010	
All Students	9.5	11.9		14.6	26.4	26.2	54.8		62.7	65.9	
American Indian	na	na		na	na	na	na		na	na	
Asian	0.0	34.8		38.5	15.8	24.1	33.3		45.5	80.0	
African American	8.5	9.9		12.9	25.9	26.0	54.6		63.1	65.4	
White	62.5	30.8		29.6	43.8	31.3	85.7		80.0	66.7	
Hispanic	na	33.3		11.1	33.3	25.0	66.7		60.0	58.3	
FARMS	4.5	16.2		19.0	23.2	22.0	55.4		64.0	66.7	
Special Education	3.4	25.0		8.4	2.9	5.1	25.0		37.5	56.3	
LEP	na	33.3		13.3	9.5	15.4	40.0		66.7	66.7	
GRADUATION RATE	96.22	93.36		89.95	83.47	79.02	71.01		72.71	78.46	

AYP Not Met

Dundalk High

READING	2003	2004	Entered School Improvement in 2004-2005	2005	2006	2007	2008	Implemented AG Plan in 2008-2009	2009	2010	Exited School Improvement
All Students	52.5	69.5		41.3	55.4	51.0	55.6		65.9	77.5	
American Indian	80.0	60.0		na	na	50.0	na		na	na	
Asian	na	na		66.7	28.6	12.5	0.0		33.3	55.6	
African American	35.8	47.5		23.8	38.6	35.8	40.8		54.2	71.1	
White	55.8	75.8		46.0	63.0	59.3	63.5		72.9	82.0	
Hispanic	66.7	58.3		na	52.6	33.3	37.5		40.0	81.8	
FARMS	46.0	58.9		35.9	51.4	46.6	52.0		63.0	69.3	
Special Education	7.3	27.6		18.4	43.2	29.7	27.3		53.6	71.4	
LEP	na	na		33.3	50.0	0.0	na		33.3	40.0	

MATHEMATICS	2003	2004		2005	2006	2007	2008		2009	2010	
All Students	27.8	25.7		25.4	39.6	51.0	70.3		80.5	79.1	
American Indian	0.0	0.0		22.2	37.5	50.0	na		na	na	
Asian	na	na		14.3	33.3	30.0	40.0		71.4	77.8	
African American	19.4	12.8		18.2	31.9	34.3	60.0		72.9	67.1	
White	30.9	29.3		27.8	44.7	61.2	74.7		84.2	85.3	
Hispanic	25.0	29.4		30.0	16.7	42.9	75.0		70.0	72.7	
FARMS	21.1	24.6		19.8	37.3	46.0	68.1		80.5	75.2	
Special Education	5.3	17.4		12.7	24.1	23.3	35.3		69.2	64.3	
LEP	na	na		20.0	12.5	31.8	na		42.9	58.3	
GRADUATION RATE	78.55	74.16		72.19	69.06	69.64	62.11		66.46	78.37	

AYP Not Met

School Profiles:
Restructuring Planning for 2011-2012

- **Golden Ring Middle School**

  Located in the Northeast area of Baltimore County.

- **Loch Raven Technical Academy**
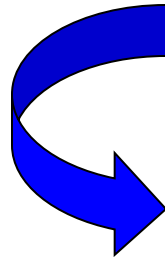
  Located in the Central area of Baltimore County.

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School Profiles:
Restructuring Planning for 2011-2012

Golden Ring Middle
Enrollment: 647
Mobility Rate: 26.8%
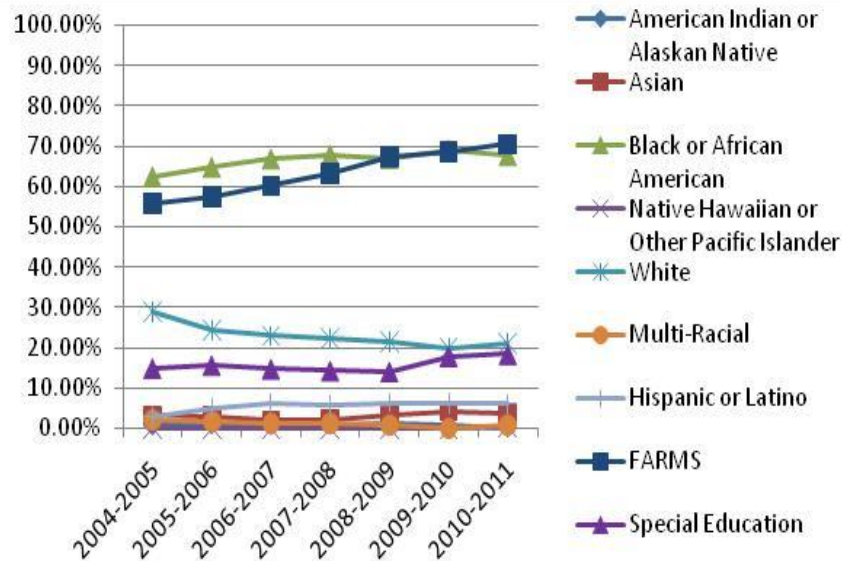
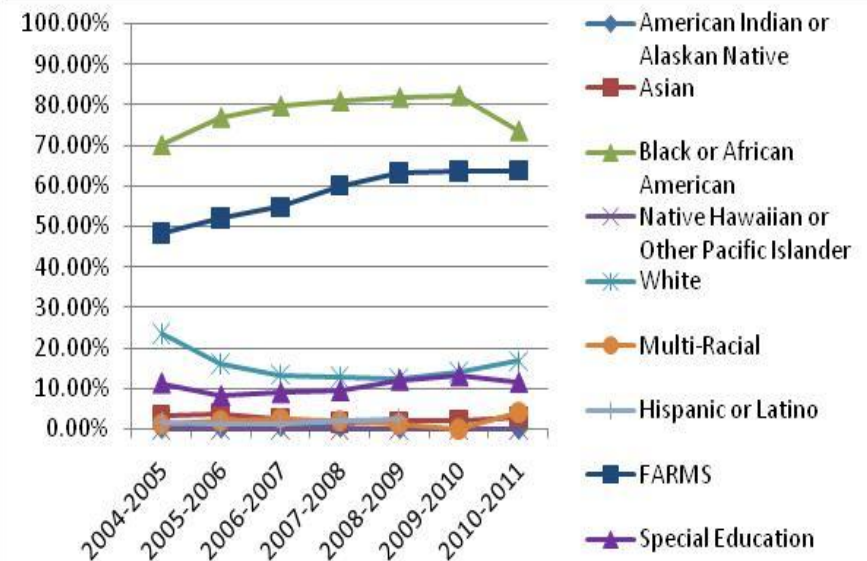**Loch Raven Technical Academy**
Enrollment: 669
Mobility Rate: 25.4%
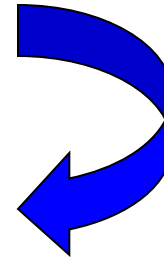
Mobility rates are attributed to an increase in families in transition, shared household families, kinship care families, and foster care families. All of these have contributed, in part, to the current mobility rate.

Enrollment Trends

Golden Ring Middle

Loch Raven Technical Academy

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Golden Ring Middle School
Adequate Yearly Progress (AYP) Trends

READING	2003	2004	2005	2006	2007	2008	2009	2010
All Students	51.4	55.3	64.3	56.3	54.5	63.1	71.7	70.0
American Indian	na	na	na	62.5	71.4	80.0	66.7	na
Asian	71.4	83.3	88.5	78.3	63.6	83.3	95.0	96.2
African American	41.6	49.6	60.4	53.4	51.1	60.0	67.8	67.6
White	61.3	61.6	72.2	59.9	63.8	71.0	81.5	76.5
Hispanic	60.0	55.6	47.4	61.5	51.2	60.5	71.1	56.8
FARMS	41.1	55.4	60.0	52.2	50.6	57.9	66.5	68.0
Special Education	14.9	37.5	45.6	29.9	23.1	26.0	34.7	43.0
LEP	na	na	na	36.4	66.7	50.0	72.7	50.0

MATHEMATICS	2003	2004	2005	2006	2007	2008	2009	2010
All Students	23.3	30.2	34.9	33.9	30.6	37.9	45.6	48.1
American Indian	na	na	na	25.0	14.3	40.0	0.0	na
Asian	42.9	100.0	61.5	56.5	72.7	83.3	95.0	92.3
African American	16.1	21.6	29.0	29.0	26.8	31.8	39.0	41.0
White	28.6	35.4	45.3	44.8	41.8	52.7	61.0	60.8
Hispanic	60.0	55.6	42.1	33.3	23.3	39.5	50.0	54.1
FARMS	15.3	25.7	31.9	31.5	28.8	32.4	39.8	44.6
Special Education	4.3	25.0	27.2	15.2	15.4	16.0	20.2	21.9
LEP	na	na	na	45.5	33.3	41.7	63.6	83.3

AYP Not Met	

Reading: All Students

% Proficient

+ 18.6 Percentage Points

2003 2004 2005 2006 2007 2008 2009 2010

Math: All Students

% Proficient

+ 24.8 Percentage Points
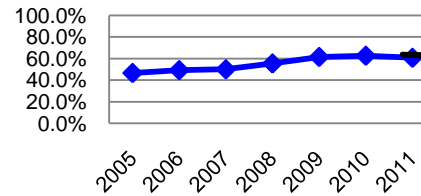
2003 2004 2005 2006 2007 2008 2009 2010
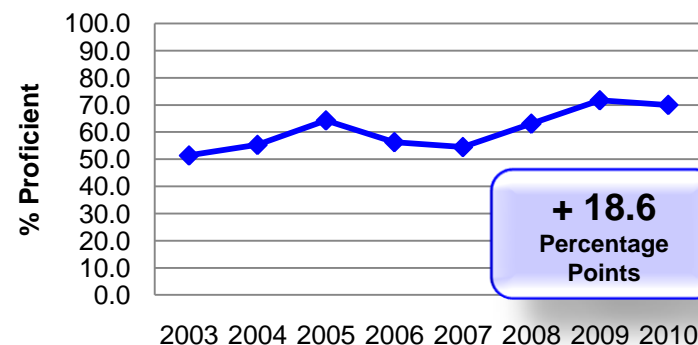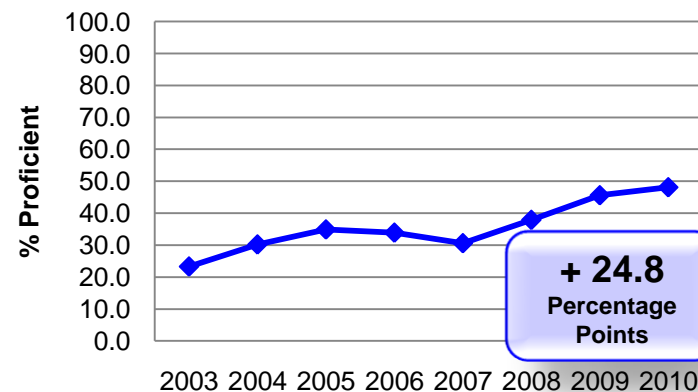
Golden Ring Middle School
Feeder Elementary Schools' 2010 AYP Results and FARMS
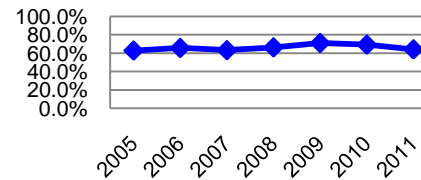
- **Elmwood Elementary (Title I)**
  - 81.4% Proficient Reading
  - 81.1% Proficient Math
  - AYP Met

  60.7% FARMS

- **Mc Cormick Elementary (Title I)**
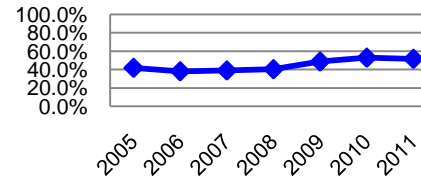 - 82.1% Proficient Reading
  - 86.2% Proficient Math
  - AYP Met

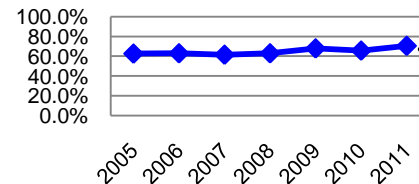 **64.2% FARMS**

- **Red House Run Elementary (Title I)**
  - 93.4% Proficient Reading
  - 91.4% Proficient Math
  - AYP Met

  51.6% FARMS

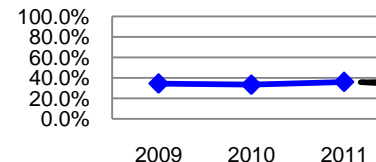- **Shady Spring Elementary (Title I)**
  - 84.4% Proficient Reading
  - 86.4% Proficient Math
  - AYP Not Met

  70.5% FARMS

- **Vincent Farm Elementary**
  - 95.6% Proficient Reading
  - 93.4% Proficient Math
 - AYP Met

  36.0% FARMS

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Loch Raven Technical Academy
Adequate Yearly Progress (AYP) Trends

READING	2003	2004	2005	2006	2007	2008	2009	2010
All Students	56.7	59.1	67.1	62.0	61.6	70.3	74.4	78.0
American Indian	na	na	na	na	na	na	na	na
Asian	55.6	75.0	73.3	82.1	82.4	88.9	100.0	100.0
African American	43.2	50.8	62.8	57.0	56.9	67.7	72.2	75.8
White	74.4	72.5	77.3	82.0	81.5	83.6	85.3	89.6
Hispanic	na	80.0	93.3	77.8	88.9	83.3	70.0	57.1
FARMS	36.6	46.8	60.3	54.4	52.0	66.1	69.1	73.6
Special Education	21.6	30.0	32.2	40.0	34.6	37.5	44.6	52.5
LEP	na	na	na	na	na	na	na	na

MATHEMATICS	2003	2004	2005	2006	2007	2008	2009	2010
All Students	26.6	35.3	44.1	38.6	45.4	53.4	55.7	59.3
American Indian	na	na	na	na	na	na	na	na
Asian	44.4	66.7	80.0	85.7	70.6	66.7	100.0	100.0
African American	13.6	24.6	36.1	32.2	40.2	50.3	51.8	56.4
White	43.4	50.5	61.3	59.0	66.3	73.8	76.5	70.1
Hispanic	na	60.0	66.7	55.6	88.9	58.3	50.0	57.1
FARMS	13.9	23.9	36.3	31.1	39.3	47.6	50.4	55.4
Special Education	0.0	7.5	12.2	15.0	21.2	23.8	33.8	36.3
LEP	na	na	na	na	na	na	na	na

AYP Not Met

Reading: All Students

+ 21.3 Percentage Points

Math: All Students
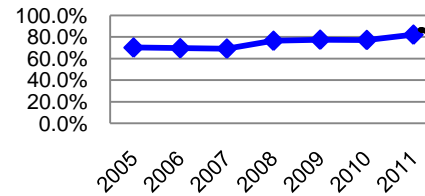
+ 32.7 Percentage Points

13
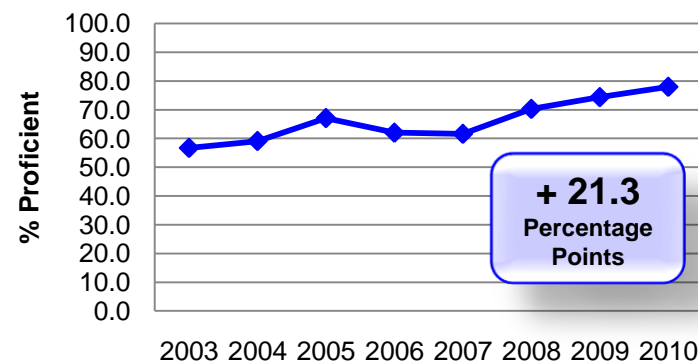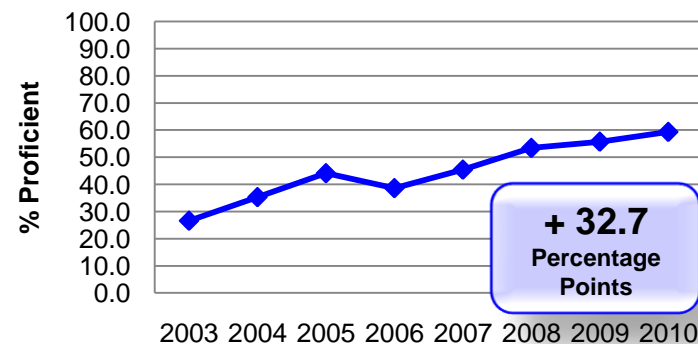
Loch Raven Technical Academy

Feeder Elementary Schools' 2010 AYP Results and FARMS

- **Halstead Academy (Title I)**
  - 71.3% Proficient Reading
  - 75.1% Proficient Math
  - AYP Not Met

  (chart: 2005–2011) — **82.1% FARMS**

- **Pleasant Plains Elementary (Title I)**
  - 80.0% Proficient Reading
  - 84.7% Proficient Math
  - AYP Met
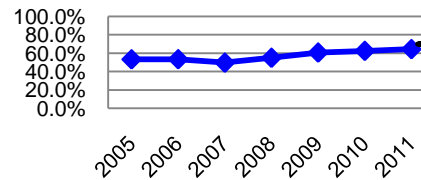
  (chart: 2005–2011) — **64.3% FARMS**

- **Villa Cresta Elementary**
  - 90.5% Proficient Reading
  - 90.5% Proficient Math
  - AYP Met
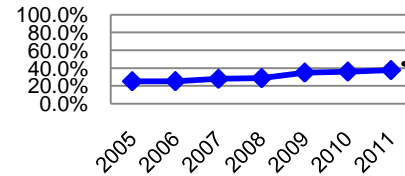
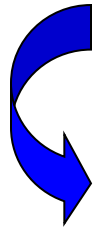 *(chart: 2005–2011)* — **37.7% FARMS**

Lessons Learned/Future Adjustments & Challenges

Golden Ring   **Loch Raven**

Reform efforts were not sufficient. **Challenges** to improve student learning and students achievement persist on both campuses…

Which led to…

Reform Efforts:
Corrective Action Plan 2009-2010

Golden Ring

- **Restructure the internal organization of the school.**
  - Interdisciplinary teams
  - Intervention period
  - Grade-level team meetings: problem solving, professional development on math, cross-curricular lesson planning, content-focused team meeting, model observation lessons, math-specific observation cycle, extended activities after school

Loch Raven

- **Restructure the internal organization of the school.**
- **Extend the school year or school day.**
  - A 30-minute period of daily skills instruction for math and reading
  - Professional development on data analysis to adjust instruction
  - Professional development focused on reading and aligning instruction to state curricula

Alternative Governance Restructuring Plans: 2011-2012

The Alternative Governance (AG) Plans respond to:

- Five-year trends of not meeting federal, state, or district standards
- Insufficient reform efforts from the 2009-2010 school year
- Lessons Learned (LL) from the implementation of the Corrective Action Plan
- Teacher Capacity Needs Assessment (TCNA)

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Golden Ring Middle School
Key Reforms

1. Mathematics

Master Schedule: common planning, co-teaching, intervention period, targeted professional development, data utilization, culturally responsive teaching, monitoring tool to assess student growth

2. Reading

Master Schedule: common planning, co-teaching, intervention period, targeted professional development, data utilization, culturally responsive teaching, monitoring tools to assess student growth

3. School Culture

AVID: High expectations, college prep

Action Team: orderly environment, teacher-based management strategies

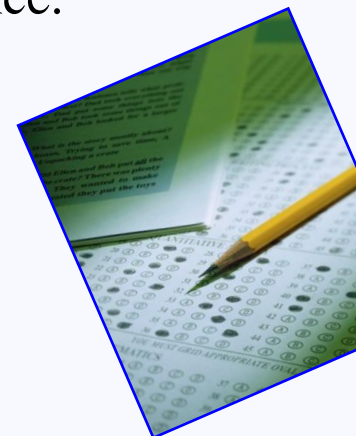# Loch Raven Technical Academy Key Reforms

1. Reading

Targeted professional development, effective instruction, and data utilization.
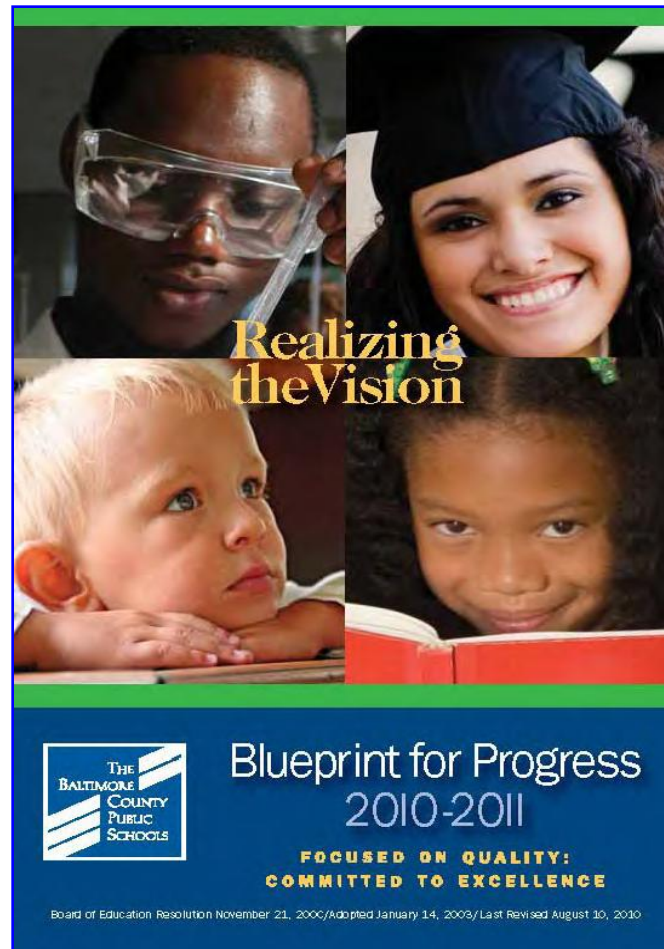
2. Mathematics

Common planning, horizontal alignment, co-teaching, data analysis.

3. Data Monitoring and Analysis

Data-driven decisions, immediate adjustments to teaching and learning, monitoring student and staff performance.

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Closure & Questions

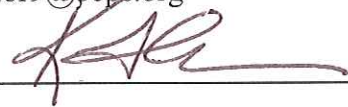# 2011 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number: Golden Ring Middle School

School Address: 6700 Kenwood Avenue   Baltimore, Maryland 21237

2010-2011 School Principal: Dr. Kandice W. Taylor

- **Principal's Phone:** 410.887.0130   **Fax Number:** 410.682.6750

- **Principal's Email:** ktaylor9@bcps.org

- **Principal's Signature:** _____

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Mandi Dietrich, Director of Special Projects, LEA /AG Coordinator

- **Phone Number:** 410-887-4340   **Fax Number:** 410-296-1838

- **Email:** mdietrich@bcps.org

- **Contact Person's Signature:** _____

Local Board of Education Approval

Local Board Approval Date: April 5, 2011

Superintendent's Printed Name: Joe A. Hairston

_____ Date_____

Superintendent's Signature

2. PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED

Section 2-PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED
NCLB Corrective Actions taken during the 2009-2010 School Year

Insert the name and number of the school's NCLB Corrective Action #: NUMBER: 6
NAME: Restructure the internal organization structure of the school

Successes	Challenges	Lessons Learned
Restructured master schedule adding common planning time by content area	30.0% of students continue to score basic in reading and 52.0% in mathematics	The master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students' academic needs
An intervention period was created and placed in the daily master schedule on a rotating basis by content	Lack of monitoring for student acquisition of deficit skills; students did not take responsibility	Students' performance results need to be continually monitored through on-going data analysis
Students were placed in targeted intervention groups	Teachers not consistently teaching the intervention lessons provided	Instructional program needs to be monitored to insure full, effective implementation of interventions

Section 2- PART A: LEARNING FROM THE PAST
THE YEAR OF CORRECTIVE ACTION REVISITED
Significant Reforms Efforts and Supporting Action Steps 2009-2010 School Year

Priority # 1: In order to significantly reform all teachers' use of reading/English data, a master schedule will be created that allows for teaming of teachers within grade levels. These interdisciplinary teams will meet regularly and have set agendas for analyzing reading data. By addressing students' reading performance as a team, deficits in reading skills are more likely to be identified and remediated sooner. The master schedule will also include time for collaborative planning between reading teachers of the same grade level.

Successes	Challenges	Lessons Learned & Future Adjustments
Interdisciplinary teams were developed	Teams did not follow an agenda focused on analyzing student achievement data	**LL-**An agenda and a systemic approach focused on data driven decision making is needed to guide data dialogues **FA-**Use systemic approach for data dialogues
Content teachers modified instruction based on student needs	Instructional adjustments were inconsistent and not sufficiently rigorous enough to improve student performance	**LL-**Interventions were not based on students' instructional needs **FA-** PD series focused on effective data utilization and successful instructional strategies
Restructured master schedule adding common planning time by content area	30.0% of students continue to score basic in reading	**LL-**Interdisciplinary teams were not effective **FA-** The master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students' academic needs

Priority # 2: In order to significantly reform teachers' ability to provide additional support to all students in reading and mathematics, the internal organizational structure of the school day will be modified to create an intervention period. Using students' most recent MSA scores, the reading and mathematics department chairs (DC) will sort students into quartile-based performance groups. During the intervention period, students will receive instruction in the reading and mathematics skills determined to be common weaknesses. The deficit reading skills will be reinforced on a daily basis through drills and warm-up activities in all academic content classes.

Successes	Challenges	Lessons Learned & Future Adjustments

An intervention period was created and placed in the daily master schedule on a rotating basis by content	Lack of monitoring for student acquisition of deficit skills; students felt no responsibility in this approach	**LL**- Students' performance results need to be continually monitored through on-going data analysis **FA**-PD series focused on effective data utilization
Students were placed in targeted intervention groups	Teachers not consistently teaching the intervention lessons provided Some teachers demonstrated a lack of confidence in analyzing data and teaching interventions outside their content are	**LL**-Interventions were not based on students' instructional needs **FA**-PD series focused on effective data utilization and successful instructional strategies.
Daily drills and warm-up activities in all academic content classes	52.0% of students continue to score basic in mathematics.	**LL**-Targeted intervention necessary to accelerate learning **FA**-Add SOLVE intervention in mathematics classes

Priority # 3: In order to significantly reform mathematics/algebra instruction for students, administrators and teachers will differentiate instruction by: Revising the master schedule to allow for grade level team meetings, implementing a topic upon which all teachers could focus, implementing consistent strategies to teach problem-solving, providing mathematics professional development to all teachers, implementing cross-curricular lesson planning, implementing content-focused team meetings, providing opportunities for model observation lessons within the school, implementing a mathematics-specific observation cycle, and reinstating the activity bus so that extended activities can be held after school.

Successes	Challenges	Lessons Learned & Future Adjustments
Restructured master schedule to allow for interdisciplinary grade level team meetings	52.0% of students continue to score basic in reading mathematics	**LL**-Interdisciplinary teams were not effective **FA**- The master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students' academic needs.
Implemented after-school mathematics programs	Increasing student participation in after-school program. Budgetary limitations impacted after-school transportation.	**LL**- Students unable to attend programs due to lack of transportation **FA**-Provide transportation for after-school programs

3. STAKEHOLDER SUPPORT

STAKEHOLDER ENGAGEMENT			
Stakeholders	**Dates**	**Forum**	**No. of People Involved**
Parents/Guardians	8/27/10	• Grade 6 orientation-discussion of AYP and restructuring planning	118
	8/27/10	• Parents/guardians participated in the School Climate Survey	20
	9/15/10	• Back to School Night- discussion of AYP and restructuring planning	148
	9/29/10	• Parents/guardians notification letter to notify parents/guardians of the school improvement phase, MSA data, and strategies to increase student achievement	647
	10/05/10	• PTA meeting-discussion on AG	9
	12/07/10	• PTA meeting-continued discussion on AG	5
	1/04/11	• PTA meeting-continued discussion on AG	6
	1/15/11	• Use of ConnectEd to survey regarding AG Plan and restructuring	647
	1/22/11	• Use of ConnectEd to survey regarding AG Plan and restructuring	647
	1/29/11	• Use of ConnectEd to survey regarding AG Plan and restructuring	647
	2/9/11	• Parents/guardians Restructuring Conference- discussion and update on the AG Plan; provided parents/guardians with an opportunity for feedback	10

Community Partners:	12/3/10	• Student meeting on MSA test results and input in the AG plans	14
	1/13/11	• Article in the East *County Times*	647
	2/9/11	• Parents/guardians community awareness meeting	10
School Staff	8/17/10	• Instructional Leadership Team (ILT)-AYP and restructuring planning	10
	8/23/10	• Faculty meeting- AYP, restructuring planning process, and MSA data	64
	9/07/10	• School Improvement Team (SIT)-and restructuring planning	11
	9/10/10	• Asst. superintendent school visit-discussion of restructuring	18
	10/25/10	• Faculty meeting-MSA data to direct restructuring proposal	47
	11/1/10	• SIT- Continued discussion of Restructuring Process and SIP	9
	11/10/10	• AG Meeting with LEA AG coordinator and Office of Accountability	5
	11/22/10	• Faculty meeting-AG Plan Components and Staffing for Restructuring	47
	11/30/10	• ILT-AG Plan Feedback	9
	1/03/11	• SIT-AG Plan Feedback	11
	1/11/11	• ILT-AG Plan Feedback	10
	2/7/11	• Faculty, clerical, paraprofessional meeting to discuss AG staffing	72

2011 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 alternative governance (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/guardians and community stakeholders have had meaningful input.

Name (Please print or type.)	Title / Grade and/or Subject (Please print or type.)	Signature	Date
Browne, Alexandria	PTA/Parent/Guardian/Community Representative	*[signature]*	2/18/11
Charles, Jaclyn	Teacher Mentor	*[signature]*	2/23/11
Evans, Dawn	PTA/Parent/Guardian/Community Representative	*[signature]*	2/28/11
Hines, Lakecia	Assistant Principal	*[signature]*	2/18/2011
Holland, Lisa	Mathematics Department Chairperson	*[signature]*	2/18/2011
Little, Linda	Reading Department Chairperson	*[signature]*	2/18/2011
Lunn, Asia	Guidance Department Chairperson	*[signature]*	2/18/2011
Nye, Kathy	Social Studies Department Chairperson	*[signature]*	2/18/11
Ohms, Diane	Special Education Department Chairperson	*[signature]*	2/18/11
Rollison, David	Language Arts Department Chairperson	*[signature]*	2/18/11
Salihi, Linda	Social Studies Teacher	*[signature]*	2/18/11
Sullivan, Matthew	Assistant Principal	*[signature]*	2/18/11
Taylor, Kandice	Principal	*[signature]*	2/18/11

4. SCHOOL ACADEMIC PROFILE

School Academic Profile

	Topic	2010-2011 Identify current instructional practices, grade level/s and number of students served, as appropriate.	2012 & 2013 Identify proposed changes to current instructional practices and fill in requested information OR If no change to the practice is anticipated in the next two years, delete cell contents and provide a justification as to why no change will occur.
1.	Name of core reading/English program	**Practice/s:** • Implemented language arts curriculum for students in all grade levels • Implemented Scotts Foresman	Practice/s: Continue current practices with the following adjustments: • Co-teaching model to promote differentiation of instruction • Schoolwide intervention and formative

		Reading Program for Grade 6 except students in the *Language!* program (a reading acceleration program) **Grade Level/s: 6, 7, 8** **# of Students Served: 647**	assessments • Horizontal alignment within grade levels to facilitate collaboration **Grade Level/s: 6,7,8** **Estimated # of Students to be Served: 640**
2.	Name of supplemental reading interventions provided to students not making AYP. <u>Identify the number of students participating in supplemental reading/English interventions.</u>	Practice/s: • Implemented *Language!* for students scoring basic on the MSA (173 students) • SOAPStone reading intervention to improve deficit skills • Recursive instruction to improve deficit skills • Daily intervention period to improve deficit skills **Grade Level/s: 6,7,8** **# of Students Served:647**	Practice/s: Continue current practices with the following adjustments: • Assign students with Inner Range Scores (IRS) of 1-4 on the MSA to a daily reading or *Language!* • Readings from a variety of genres for SOAPStone intervention • Uniform data collection and analysis to drive decision making and instructional modifications **Grade Level/s: 6,7,8** **Estimated # of Students to be Served: 640**
3.	Name of core mathematics/Algebra program	Practice/s: • Grade 6- Mathematics 6, GT 6, Algebraic Foundations • Grade 7- Pre-Algebra and Algebraic Thinking 1 • Grade 8- Algebra 1 & 2, Algebraic Thinking 2 **Grade Level/s: 6,7,8** **# of students served: 647**	Practice/s: Continue current practices with the following adjustments: • Co-teaching model to promote differentiation of instruction • Schoolwide intervention and formative assessments • Integrate horizontal alignment to facilitate inter-grade collaboration **Grade Level/s: 6,7,8** **Estimated # of Students to be Served: 640**
4.	Name of supplemental mathematics interventions provided to students not making AYP. <u>Identify the number of students participating in supplemental mathematics/Algebra interventions.</u>	Practice/s: • SOLVE intervention daily to improve deficit skills • Recursive instruction to improve deficit skills • Daily intervention period to improve deficit skills • Computer-based class using *Study Island* (144 students) • *Study Island* for an after-school program (92 students) **Grade Level/s: 6,7,8** **# of Students Served: 647**	Practice/s: Continue current practices with the following adjustments: • Assign students with an IRS of 1-4 on the MSA to a daily mathematics intervention period • Horizontally aligned MSA structured problems for SOLVE intervention • Uniform data collection and analysis to drive decision making and instructional modifications **Grade Level/s: 6,7,8** **Estimated # of Students to be Served: 640**
5.	Content focus of the extended day program, targeted population, and the <u>number of students served</u>	Practice/s: • Focused on mathematics • Invited all students to participate • Required students participating in after-school activities to participate **Grade Level/s: 6,7,8** -# of Students Served: 92	Practice/s: Continue current practices with the following adjustments: • Extended-day program for targeted students using *Study Island* • Extended-day program to occur prior to after-school activities **Grade Level/s: 6,7,8** **Estimated # of Students to be Served: 640**

6.	Content focus of summer program, target populations, and the number of students served.	-Practice/s: • No summer program was implemented **Grade Level/s: 6, 7, 8** **# of Students Served: 0**	-Practice/s: • Extended-day program for targeted students using *Study Island* • Students receiving special education services targeted **Grade Level/s: 6,7,8** **Estimated # of Students to be Served: 640**
7.	Description of instructional day (schedule) highlighting blocks of time for core academic/tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs.	Practice/s: • Each class is 45 minutes in length • Intervention period daily for mathematics and reading • Provided common planning time for content teachers • Weekly PD days built into calendar • Conducted MSA simulations in January and February • Provided special education inclusion model and self-contained classes **Grade Level/s: 6,7,8** **Estimated # of Students Served: 647**	Practice/s: Continue 2010-2011 practices with the following adjustments: • Targeted and differentiated PD with an emphasis on culturally responsive instruction • Tested content areas and special education department chair (DC) from 10 to 12-month status • Compliance DC for special education • Reduce DC teaching loads to facilitate additional content support to teachers • Use extended-day and summer programs to strengthen students' skills • Co-teaching model to promote differentiation of instruction **Grade Level/s: 6,7,8** **Estimated # of Students to be Served: 640**
8.	Describe the school's instructional enrichment programs for gifted and talented students. Identify the number of students served.	Practice/s: • Students were diagnostically placed based on MSA scores • GT level courses for all grades • GT committee to review students' readiness for participation in the GT program -Grade Level/s: 6,7,8 -# of Students Served: 91	Practice/s: • Students will be diagnostically placed based on MSA scores • Summer enrichment opportunities • PD focused on infusing GT strategies into the curriculum -**Grade Level/s: 6,7,8** -**Estimated # of Students to be Served: 110**

5. BUILDING A COLLABORATIVE SCHOOL CULTURE SUPPORTIVE OF REFORM IMPLEMENTATION

Timeline	Participants Identify the Lead Person with *	Forum	Culture Enhancing Activities
July 2011	Principal*, leadership team including representatives from parents/guardians, student, and community	Stakeholder Retreat	• Establish, build consensus and commit to the beliefs, vision, mission of the school • Set standards for schoolwide expectations and monitoring of achievement • Identify Action Teams selected by teachers based on interest
July 2011	Teacher Mentor/DC* and all new teachers	New Teacher Retreat	• Establish, build consensus and commit to the beliefs, vision, mission of the school • Set standards for schoolwide expectations and monitoring of achievement
August 2011	Principal with assistance from PD staff*, all staff will be invited	Teacher Opening Day	• Establish, build consensus and commit to the beliefs, vision, mission of the school • Set standards for schoolwide expectations and monitoring of teacher and student achievement • Facilitate and communicate Action Teams
August 2011	Principal*, leadership team,	Stakeholder	• Schedule community meeting for support

	community members	Retreat	• Communicate standards for schoolwide expectations and student achievement
August 2011	Principal*, all staff, Grade 6 parents/guardians and students	Schoolwide Orientation	• Communicate standards for schoolwide expectations and student achievement • Introduce teachers and open dialogue with new parents/guardians
September 2011	Principal*, all staff, all grade level parents/guardians and students	Back to School Night	• Communicate standards for schoolwide expectations and student achievement • Introduce teachers/dialogue with parents/guardians
March 2012	Principal*, all staff, all students	Schoolwide Prep Rally	• Celebrate student achievement • Motivate and raise the bar for higher achievement on the MSA
June 2012	Principal*, leadership team and stakeholders	Stakeholder Retreat	• Collaborate and review AG plan • Reflect and evaluate 2011-2012

6. ALTERNATIVE GOVERNANCE & REFORMS

Check Off	AG Option	NCLB Alternative Governance Options Refer to **Attachment A** for a more detailed description of each of these options *(Charts may be completed in 10 pt. font and expanded as needed.)*
√	1	<u>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.</u>

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

Two to Three Reforms Most Impactful to Student Achievement
during the 2012 and 2013 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:
   - Reevaluate, realign, and monitor a master schedule that provides common planning periods, incorporation of a co-teaching model, and an intervention period aligned to the students' identified academic needs. On a (**HOW OFTEN**), weekly basis, the (**WHO**) leadership team (principal, assistant principals, DC, and mentor) will collect and review (**INSTRUMENT**) agenda copies and meeting notes from common planning meetings to document the frequency, content (use of intervention period data and co-teaching model), and active participation in the collaborative planning. Once a quarter, this data will be cross-referenced with (**INSTRUMENT**) evaluative process data to determine if the master schedule responds to the instructional needs of the school.
   - Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series for mathematics achievement focusing on effective data utilization and culturally responsive teaching strategies to guide daily instructional practices and interventions. The (**WHO**) leadership team (principal, assistant principals, DC, and mentor) in collaboration with the Offices of PD and Mathematics will use (**INSTRUMENTS**) the evaluative process (informal and formal observations) data and short-cycle and benchmark assessments data. The PD series will be reviewed (**HOW OFTEN**) biweekly; and the PD series will evolve through the cross reference and triangulation of (1) a teacher professional needs assessment data, (2) student assessment data, and (3) teacher evaluative data.
   - Develop and implement a monitoring tool for mathematics that continually assesses cohort growth. Through the analysis (**INSTRUMENT**) of student work, ongoing assessments (short-cycle and benchmarks), and MSA/HSA, the monitoring tool will assess students' progress achieving the State Curriculum and BCPS curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed (**HOW OFTEN**) quarterly. The analysis and next steps, as appropriate, will occur with the (**WHO**) leadership team (principal, assistant principals, DC, and mentor) and mathematics department.

	2.	In order to significantly reform reading/English for the following subgroups; All students, African American, FARMS, Hispanic, and Special Education, the school will:
		• Reevaluate, realign, and monitor a master schedule that provides common planning periods, incorporation of a co-teaching model, and an intervention period aligned to the students' identified academic needs. On a (**HOW OFTEN**) weekly basis, the (**WHO**) leadership team (principal, assistant principals, and the DC) will collect and review (**INSTRUMENT**) agenda copies and meeting notes from common planning meetings to document the frequency, content (use of intervention period data and co-teaching model), and active participation in the collaborative planning. Once per quarter, this data will be cross-referenced with (**INSTRUMENT**) evaluative process data to determine if the master schedule responds to the instructional needs of the school. • Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series for focusing on effective data utilization and culturally responsive teaching strategies to guide daily instructional practices and interventions. The (**WHO**) leadership team (principal, assistant principals, DC, and mentor) in collaboration with the offices of PD and language arts will use (**INSTRUMENTS**) the evaluative process (informal and formal observations) data and short-cycle and benchmark assessment data. The PD series will be reviewed (**HOW OFTEN**) biweekly; and the PD series will evolve through the cross reference and triangulation of (1) a teacher professional needs assessment data, (2) student assessment data, and (3) teacher evaluative data. • Develop and implement a monitoring tool for mathematics that continually assesses cohort growth. Through the analysis (**INSTRUMENT**) of student work, ongoing assessments (short-cycle and benchmarks), and MSA/HSA, the monitoring tool will assess students' progress achieving the State Curriculum and BCPS Essential Curriculum standards, indicators, and objectives. Utilization of the monitoring tool will be reviewed and analyzed (**HOW OFTEN**) quarterly. The analysis and next steps, as appropriate, will occur with the (**WHO**) leadership team (principal, assistant principals, DC, and mentor) and reading/English department.
	3.	In order to significantly reform school culture for the following subgroups; All students, African American, FARMS, Hispanic, and Special Education, the school will:
		• Develop, implement, monitor, and evaluate the expansion of Advancement Via Individual Determination (AVID) strategies schoolwide with a focus of improving students' organizational and college preparatory strategies. The (**WHO**) leadership team (principal, assistant principals, DC, and mentor), AVID site team comprised of the AVID coordinator/elective teacher, DC from four core subject areas, one counselor, and one special educator will use (**INSTRUMENTS**) the evaluative process data, anecdotal notes, and short-cycle and benchmark data to monitor student achievement. Students in Grade 8 will access and participate in the PSAT. Implementation will be reflected systemically throughout the school, in lesson plans; and the leadership team will monitor implementation (**HOW OFTEN**) quarterly. • Develop, implement, monitor, and evaluate an action team to function as a part of the focus on safe and orderly environment and teacher-based management strategies. (**WHO**) Leadership team (principal, assistant principals, DC, and mentor) in collaboration with teachers will be part of the governance process through their engagement in action teams. Teachers' input will provide the foundation for a positive school culture, cohesive organization, and effective leadership. A summer 2011 committee will be formed to finalize the support structure and create the documentation method/monitoring tool to be used during the course of the school year. The action teams will meet monthly. The (**INSTRUMENT**) monitoring tool will assess consistent classroom management policies, schoolwide enforcement of policies, and discipline interventions. Utilization of the monitoring tool will be reviewed and analyzed (**HOW OFTEN**) monthly using discipline data from STARS and PBIS.

1. Describe the **process** used to replace all or most of the staff by answering the following questions. How will the school/LEA…

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

   All staff will be content-certified and meet highly qualified requirements. Preference will be given to staff with proven experience, effectiveness in improving student achievement, and a commitment to fulfill the vision and mission of GRMS. The staff members selected will be

steadfast in their dedication to help students achieve academically and develop socially; demonstrate high expectations for their 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 GRMS.

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. The Department of Human Resources staff and the support of the Middle School Office, 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 assistant superintendent of middle schools, the current administrative team and curriculum chairs will interview all staff members who indicate 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 prospective teachers, and select candidates based upon the "best fit" for GRMS'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 year 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 AG process.

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

The principal, in consultation with the middle schools office, will provide the community with routine updates on the AG process through newsletters, school and community-based meetings, local newspaper articles, flyers, and Connect Ed (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 first day of teacher pre-service orientation for the 2011 and 2012 school years?

The following timeline will enable the school to be re-staffed prior to the opening of the 2011-2012 school year:

February 1, 2011 - HR and the assistant superintendent for middle schools will discuss the staff restructuring plan for Golden Ring Middle School with certificated staff and support staff. Online Declaration of Intent (DOI) instructions provided to certificated staff; support staff will be provided with intent forms.

February 9, 2011-Meeting with the assistant superintendent for middle schools to discuss content of the Restructuring Plan for Golden Ring Middle School with the principal.

February 11, 2011-Meeting with the assistant superintendent for middle schools to review content of the Restructuring Plan for Golden Ring Middle School

February 14, 2011 - DOI must be entered online for certificated staff and submitted by form for support personnel by the end of the school day.

February 15, 2011 – April 1, 2011 – The current administrative team and department chairs will review observations, evaluations, student performance data and other related data of current staff who wish to stay at the restructuring school. The administrative team will make a written recommendation to the named principal regarding the selection of current staff members for the 2011-2012 school year. Interviews will be conducted as necessary. The named principal will make the final decision in selecting all staff for the 2011-2012.

March 1, 2011 - Department chairs and all content teaching positions and support staff positions will be posted.

April 1, 2011 – April 10, 2011 - Interviews will be conducted and the selection of new department chairs will be made.

April 1, 2011 (Ongoing) - Interviews and selection of all content area teachers and support staff to fill vacancies due to transfers, resignations, and approved leave will be conducted.

April 14, 2011 (Ongoing) - DOI Amendments Online must be entered by certificated staff and from all staff and department chairs not selected to remain at restructured school.

POTENTIAL CHALLENGES TO IMPLEMENTATION OF EACH REFORM' SUPPORTING ACTION STEPS

Insert the complete Reform "STEM" statement from Section 6.3	PLANS FOR RESOLUTION		Other than the principal, identify the position of the person responsible for confronting, managing, and monitoring these challenges/barriers
	Overall challenges/barriers to implementing this Reform and its supporting action steps	How and when will the challenge/barrier be addressed?	
Reform 1: In order to significantly reform mathematics/algebra for the following subgroups; All students, African American, FARMS, and Special Education, the school will: * Reevaluate, realign, and monitor a master schedule… * Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD series… * Develop and implement a monitoring tool for mathematics that continually assesses cohort growth…	1. Providing a sufficiently large pool of qualified and effective teachers.	**1. How & When:** Replace staff with a highly qualified pool of teachers 2/1/11-7/1/11	Assistant Principal, Mathematics Department Chair
	2. Providing high quality PD to promote rigorous instruction and effective program implementation utilizing data analysis.	**2. How & When:** Establish a culture of high academic expectations built on strong working relationships, implement a culturally responsive PD plan (weekly and monthly, in and out-of-school), Monitor PD to ensure that teachers implemented the strategies identified with fidelity 2/1/11-10/1/11	Assistant Principal, Mathematics Department Chair, Mentor
	3. Creating a monitoring tool that will assist in the gathering of cohort mathematics data in order to move achievement. Utilizing the monitoring tool consistently as a part of instruction.	**3. How & When:** Design, evaluate, and reevaluate a monitoring tool and schedule in order to address cohort growth using data collection and analysis plan 7/1/11-7/11/12	Director of Mathematics, Assistant Principal, Mathematics Department Chair
Reform 2: In order to significantly reform reading/English for the following subgroups; All students, African American, FARMS, Hispanic, and Special Education, the school will: * Reevaluate, realign, and monitor a master schedule…	1. Providing a sufficiently large pool of qualified and effective candidates.	**1. How & When:** Replace staff with a highly qualified pool of teachers 2/1/11-7/1/11	Assistant Principal, Language Arts Department Chair

	How & When	Responsible
2. Providing high quality PD in a timely fashion to promote rigorous instruction and effective program implementation using data analysis for informed decisions.	2. **How & When:** Establish a culture of high academic expectations built on strong working relationships, implement a culturally responsive PD plan (weekly and monthly, in and out-of-school), Monitor PD to ensure that teachers implemented the strategies identified with fidelity 2/1/11-10/1/11	Assistant Principal, Language Arts, Department Chair, Teacher Mentor
3. Creating a monitoring tool that will assist in the gathering of cohort mathematics data in order to move achievement. Utilizing the monitoring tool consistently as a part of instruction.	3. **How & When:** Design, evaluate, and reevaluate a monitoring tool and schedule in order to address cohort growth using data collection and analysis plan 7/1/11-7/1/12	Director of Mathematics, Assistant Principal, Language Arts, Department Chair
Reform 3: In order to significantly reform school culture for the following subgroups; All students, African American, FARMS, Hispanic, and Special Education, the school will: * Develop, implement, monitor, and evaluate the expansion of AVID strategies school-wide... * Develop, implement, monitor, and evaluate an action team to function as a part of the focus on safe and orderly environment and teacher-based management strategies.	1. **How & When:** Establish a culture of high academic expectations built on strong working relationships, implement a culturally responsive PD plan (weekly and monthly, in and out-of-school), Monitor PD to ensure that teachers implemented the strategies identified with fidelity 2/11-10/1/11	Assistant Principal, Content Department Chairs, Teacher Mentor
2. Changing the perception of the remaining staff and building a high level of consistency based on communication.	2. **How & When:** Replace all staff relevant to the need to shift the paradigm 07/1/11-07/1/12	Assistant Principal, Content Department Chairs
3. Isolating staff based on action teams selection.	3. **How & When:** Initiate PD designed to meet individual teacher needs and reduce teacher isolation; provide weekly and monthly in school as well as out of school PD. Monitor PD to ensure that teachers implemented the strategies identified with fidelity. 7/1/11-7/1/12	Assistant Principal, Content Department Chairs, Teacher Mentor

2011 LEA Alternative Governance Board Attestation

LEA Alternative Governance Board Membership
*By signing this Attestation, AGB members accept Board responsibilities
as stated on page 18 of the 2011 AG Guidelines.*

Print Name Identify the lead person/chair of the Board with an asterisk and the support person responsible for the day-to-day operations of the AGB with an "S".	Print Title & Expertise	Responsibilities related to the implementation of Alternative Governances and Reforms across the LEA. (It is expected that the AGB will spend approximately two hours per month advising, working, and/or monitoring AG Options and Reforms implementation across the LEA.)	Signature and Date
Dr. Manuel Rodriguez*	Asst. Supt., Co-chair	Provide direction to and monitor schools, access resources; ensure that schools meet compliance requirements; assist schools in planning and implementing effective improvement plans; review plans and other documents for appropriateness, sufficiency, quality, and accuracy.	
Mandi Dietrich*/S	Dir. Spec. Proj.; AG Coord.; Co-chair	School improvement accountability and compliance requirements, oversight and monitoring, logistical and procedural support.	*Mandi Diehl*
Dr. John Quinn	Exec. Dir. of STEM	Provide technical assistance related to curriculum and instruction to the committee and schools.	
William Burke	Exec. Dir., Prof. Dev.	Provide technical assistance related to professional development to the committee and schools.	
Barbara Burnopp	Chief Financial Officer	Provide technical assistance related to finance to the committee and schools.	
Margaret Johnson	Dir., World Lang. (ELL)	Provide technical assistance related to English language learners to the committee and schools.	
Sonja Karwacki	Exec. Dir. of Liberal Arts (Title I, Soc. Stud., World Lang., Lang. Arts)	Provide technical assistance related to areas of responsibility to the committee and schools.	
Kathleen McMahon	Exec. Dir. Of Spec. Prog. (Spec. Ed., Gifted and Talented, Fine Arts, Counseling)	Provide technical assistance related to areas of responsibility to the committee and schools.	
Kalisha Miller	Dir. of Spec. Ed.	Provide technical assistance related to special education to the committee and schools.	
Dr. Don Peccia	Asst. Supt. Human Resources	Provide technical assistance related to HR to the committee and schools.	
Dr. Roger Plunkett	Asst. Supt., C&I	Provide technical assistance related to curriculum and instruction.	
Dale Rauenzahn	Exec. Dir. Student Support Services	Provide technical assistance related to SSS to the committee and schools.	

| Dr. Tom Rhoades | Exec. Dir., Research, Account., and Assess. | Provide technical assistance related to research and assessment/testing to the committee and schools. | |

*All committee members will, as appropriate:
- Provide input, guidance, and monitoring related to all aspects of the restructuring process.
- Access services/resources to implement the LEA's restructuring process and support school-based alternative governance teams as needed.
- Provide resources in the form of assigned staff to provide technical assistance, guidance, and support to schools during restructuring planning/implementation in order to assist schools to meet compliance requirements and develop effective plans and/or AG proposals aligned with the *Blueprint for Progress* and the schools' identified areas for improvement.
- Monitor restructuring planning/implementation processes and school progress.
- Communicate the progress of restructuring planning and implementation processes to stakeholder groups and staff.
- Elicit input from community partners, teachers' union, and other stakeholder groups.

1. 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/issues ___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. **LEA MONITORING**: 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 short-cycle and periodic benchmark assessments. Short-cycle assessments are ongoing, diagnostic, formative assessments that provide information to guide, inform, and differentiate instruction. Benchmark assessments are summative indicators of success used to determine how students are performing in relationship to the State Curriculum and Core Learning Goals. The short-cycle and benchmark assessments provide performance results in the core academic areas at the individual student level, class, grade and other levels. In addition, the data are disaggregated by subgroup. These assessments, in concert with the state and other assessments, provide a comprehensive profile of all students and student groups, enabling the school and LEA to identify content standards that have or have not been achieved and strategize to improve student achievement.

The LEA will monitor the effectiveness and alignment of the curriculum and instructional program using a two-step process. Step one will consist of school-level administrators including the principal, assistant principal, department chairs, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings, observation of instruction, and regular analysis and communication of student achievement, attendance, and other data. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussion and decision making in response to data analysis. The administration and leadership

team will continuously monitor progress for all students. Goal conferences (December 2011/ January 2012) 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 assistant superintendent and content office staff. Additional technical assistance for monitoring will be provided by other central office staff including assistance with data analysis and interpretation related to alignment of the instructional program with the system's *Blueprint for Progress* and the school improvement plan. Staff from the Division of Curriculum and Instruction will monitor the school's implementation of the curriculum (instruction and assessment) to ensure alignment with system standards.

PART B: The Implementation of the AG Option and Reforms.

The LEA has made this school a priority and is providing additional financial and personnel resources to support the restructuring effort. The Department of Human Resources' staff will provide assistance with all phases of the re-staffing of the school. System divisions/departments/offices represented on the LEA AG Oversight committee including Research, Accountability, 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 assist with monitoring progress.

The assistant superintendent will monitor the principal's performance 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 includes 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 middle schools office staff (at least monthly), the system's executive leadership team (the assistant superintendent meets monthly as a member of this group), and the system's AG committee.

4. RESOURCES

LEA PROPOSED TWO-YEAR ADDITIONAL RESOURCE COMMITMENT TO SCHOOLS PLANNING FOR RESTRUCTURING IMPLEMENTATION					
School Name & Number: Golden Ring Middle School 1451					
Category	Description	FY12 Amount & Source of Funds	Check if amt. exceeds the regular LEA allocation to schools.	FY13 Amount & Source of Funds	Check if amt. exceeds the regular LEA allocation to schools.
Personnel (salaries & fixed charges)	Teachers (FTE) Mathematics Language Arts Teacher/Facilitator	5	✓	5	✓
	Para-Educators (FTE)	2	✓	2	✓
Professional Development	PD Series	$10,000	✓	$10,000	✓
	Leadership Retreat	$1,000	✓	$1,000	✓
	New Teacher Retreat	$2,000	✓	$2,000	✓
	Substitutes for PD coverage	$5,000	✓	$5,000	✓
Material and equipment	Mathematics Resources	$10,000	✓	$10,000	✓
	Reading Resources	$5,277	✓	$5,277	✓
	Special Education Resources	$10,000	✓	$10,000	✓
	AVID Resources	$5,000	✓	$5,000	✓
	Mathematics/reading software (Extended day/year program)	$5,000	✓	$5,000	✓
	Parent/Family Communication	$3,000	✓	$3,000	✓

Contracted services	Transportation (for students attending the extended-day and year programs)	$15,000	✓	$15,000	✓
	Extended-day and Extended-year Program (salary, student snacks)	$17,000	✓	$17,000	✓
	PBIS Student Incentives	$5,000	✓	$5,000	✓
	Printing	$5,000	✓	$5,000	✓
	School Culture/Management	$5,000	✓	$5,000	✓
Other	Extended Yr. Employ. -75 Days	(TBD)	✓	(TBD)	✓
Total		$103,277	$103,277	$103,277	

9. STATE BOARD OF EDUCATION SUMMARY

State Board of Education Summary
2011 AG for School Improvement

Identify the NCLB Alternative Governance Option selected: _____ **1** _____

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

SCHOOL SECTION:

1. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

Baltimore County Public Schools has a proven track record of effectively transforming schools based upon the systems' *Blueprint for Progress*, which contains specific performance indicators for students, teachers, and administrators, and by selecting Option 1 for the alternative governance model. In alignment with the system's *Blueprint for Progress* and Master Plan, the reforms identified for both schools are focused on the full and effective implementation and monitoring of the district's core curriculum including ensuring that ALL students have access to the rigorous core curriculum and access to intervention and enrichment, as appropriate. The identified reforms were found to be effective for improving both reading and mathematics achievement in other Baltimore County Public Schools (BCPS) at this stage of school improvement, thus the same or similar reforms were selected for both schools in restructuring planning this year. The schools' district and school-level comprehensive needs assessments support the selection of these reforms.

During the 2009-2010 school year, the Corrective Action included restructuring the internal organizational structure of the school to include interdisciplinary intervention teams and common planning periods for content area teachers. Through the implementation of the Corrective Action, the following was learned: (1) the master schedule needs to be refined to incorporate a co-teaching model and an intervention period aligned to students' academic needs and (2) structured ongoing data dialogs are necessary to ensure students' performance results are continually monitored. As importantly, the implementation of the significant reforms revealed: (1) insufficient monitoring of programs inhibited informed decision making and appropriate refinement of instructional efforts to improve student achievement and (2) some teachers demonstrated a lack of confidence in analyzing data and teaching interventions outside their content area.

As evidenced by the system's proven track record of effectively transforming schools, utilizing a comprehensive monitoring plan coupled with an oversight component using multiple school-based and district-level staff will facilitate an enhanced program monitoring process. Providing adequate PD to assist staff in implementing the monitoring process will increase the effectiveness of the plan. To specifically address the identified challenges, (1) the master schedule will be refined to incorporate a co-teaching model and an intervention period aligned to students'

academic needs, (2) an on-going differentiated and targeted PD series focused on effective data utilization and culturally responsive instruction will be developed, implemented and monitored, (3) a monitoring tool to assess students' progress toward mastering the State Curriculum and BCPS Essential Curriculum standards, indicators, and objectives will also be developed, implemented and monitored, and (4) a structured, systematic framework for data dialogues will be implemented and monitored.

Also evidenced by the success of other schools in school improvement, creating a fluid master schedule inclusive of sound instructional practices, interventions, and all BCPS core curriculums will improve student achievement. District-level support staff will assist school-based staff to create a responsive master schedule to promote flexible grouping, collaborative planning, effective utilization of a co-teaching model, and extended learning opportunities for students, especially students with special needs. A new master schedule that provides daily instruction using culturally responsive instruction coupled with data-driven interventions will improve student achievement and student accountability in the learning process.

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, effective utilization of inclusion teachers for an optimal co-teaching model, and a commitment to a rigorous daily instructional program with AVID strategies that is monitored through appropriate data-informed lesson and unit planning and through the evaluation process. Hiring highly qualified teachers and requiring a commitment to the school will improve teacher quality and retention. This includes a commitment to increased instructional time and necessary schedule changes needed to personalize instruction. The school will be transformed by leadership team members and teachers who are committed to all students achieving at high levels, high expectations for staff and student performance, collaboration among teachers, parents/guardians and community members, participation in high quality PD focused on student achievement outcomes, active involvement and participation in school improvement processes, extended learning opportunities for student acceleration, re-teaching and enrichment, and fidelity of implementation of curricula and academic interventions.

2. STAKEHOLDER INVOLVEMENT

Beginning July 2010, staff, parents/guardians, and community members participated in faculty meetings, school improvement team meetings, PTA meetings, and other activities such as Back to School Night 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.

On Monday, August 23, 2010, initial faculty and parent/community meetings were conducted to discuss the four options for AG. The purpose of the meetings was to collaborate and to elicit stakeholders' input. 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 2010/2011, the parents/guardians and community stakeholders were actively involved in the AG process through participation in events such as Panther Prep (Grade 6 orientation), Back to School Night, PTA meetings, surveys, and restructuring planning meetings.

Since the initial meetings and forms of communication, the school's faculty, staff, parents/guardians, and the community have been informed on the restructuring process. More importantly, all stakeholders were invited to participate in the process. The administration worked with the PTA president to hold a meeting in December. Additional opportunities for input and feedback have been provided via meetings and e-mails to stakeholders. The school will continue

to take the lead in establishing, maintaining, and building upon stakeholder involvement in order to improve student achievement.

LEA SECTION:
3. LEA MONITORING OF STUDENT ACHIEVEMENT

Baltimore County Public Schools utilizes its data warehouse to collect data including state and local assessments, attendance, behavior, parent participation, and other data to provide schools with individual school reports that are used to inform school improvement plans. In addition, the school will use other curriculum-based formative and summative assessments and a learning preferences inventory to determine student progress and needs. The school improvement plan (SIP), developed to support the implementation of the alternative governance option and aligned with the system's *Blueprint for Progress* and Master Plan, will provide a framework for the school and the system to monitor the school's progress toward improving achievement for all students. The SIP, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data used to measure progress will include staff attendance, staff participation in PD and other school improvement initiatives, teacher and administrator observations, mid-year review conferences, end-of-the year evaluations, and parent/community compacts and contacts.

The assistant superintendent will monitor the implementation of the SIP through regular, frequent principal conferences, announced and unannounced monitoring school visits, review of and written feedback on the SIP, teacher and student focus groups, mid-year principal evaluation, and classroom observations. BCPS system-level leadership teams will be provided with regular reports of the school's progress.

4. LEA RESTRUCTURING OVERSIGHT

The Department of Human Resources' staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices/departments/divisions (the AG oversight committee/board and assigned staff) will continue to be available to provide the principal with support for effective implementation of programs and effective use of data analysis and will be part of the ongoing monitoring progress. The school's assistant superintendent will monitor the principal's performance 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 the assistant superintendent (at least monthly), the system's executive leadership team (the assistant superintendent meets monthly as a member of this group), and the system's AG committee.

5. 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 include resources above the regular formula for the operating budget. Furthermore, the LEA has provided seven additional full-time employees (FTE). The Department Human Resources' staff will provide assistance with all phases of the restaffing of the school. System offices/departments/divisions represented on the LEA AG Oversight Committee including Research, Accountability, Assessment; Curriculum and Instruction; and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs, data analysis, and progress monitoring.

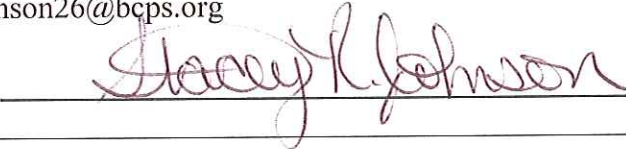# 2011 Alternative Governance for School Improvement Proposal

1. MARYLAND STATE DEPARTMENT OF EDUCATION COVER PAGE

School Contact Information

School Name and Number: Loch Raven Technical Academy; 0954

School Address: 8101 LaSalle Road; Baltimore, Maryland 21286

2010-2011 School Principal: Stacey R. Johnson

- **Principal's Phone:** (410) 887-3518   **Fax Number:** (410) 821-6398

- **Principal's Email:** sjohnson26@bcps.org

- **Principal's Signature:** _____

LEA Contact Information

Local Educational Agency (LEA): Baltimore County Public Schools

LEA Contact Person Name and Title: Mandi Dietrich, Director of Special Projects, LEA AG Coordinator

- **Phone Number:** 410-887-4340   **Fax Number:** 410-296-1838

- **Email:** mdietrich@bcps.org

- **Contact Person's Signature:** _____

Local Board of Education Approval

Local Board Approval Date: April 5, 2011

Superintendent's Printed Name: Joe A. Hairston

_____Date_____

Superintendent's Signature

2. PART A: LEARNING FROM THE PAST THE YEAR OF CORRECTIVE ACTION REVISITED		
NCLB Corrective Actions taken during the 2009-2010 School Year		
NCLB Corrective Action # 5: Extend the school year or school day for the school.		
Successes	**Challenges**	**Lessons Learned**
1. **Study Island Skills Class** Minimal increases in reading and mathematics achievement may be related to this effort.	1. *Study Island* program did not address district benchmark and short-cycle assessment results.	1. A more focused approach to daily skills instruction to accelerate student learning and achievement is necessary to improve student achievement. A 30-minute daily skills instructional period will focus on analysis of disaggregated data from formative assessments.
2. **After-School Tutoring Sessions** Minimal increases in reading and mathematics achievement may be related to this effort.	2. Inconsistent student attendance in after-school tutoring sessions.	2. Need for communication with parents/guardians intended to have them assist and share with the students the responsibility for increasing learning and achievement.
NCLB Corrective Action # 6: Restructure the internal organizational structure of the school.		
Successes	**Challenges**	**Lessons Learned**
1. **Increase in Reading Achievement** Minimal increases in reading achievement may be related to this effort.	1. Improving student achievement for students in the Special Education and FARMS subgroups continues to be a challenge.	1. In addition to daily skills instruction, a strategic intervention specific to reading will be used.
2. **Increase in Mathematics Achievement** Minimal increases in mathematics achievement may be related to this effort.	2. Improving student achievement for all students as well as students in the Special Education, FARMS, and African American subgroups continues to be a challenge.	2. In addition to daily skills instruction, a strategic intervention specific to mathematics will be used.

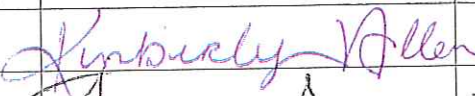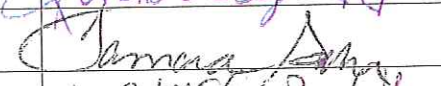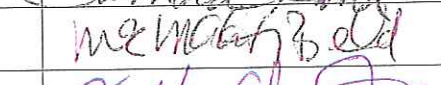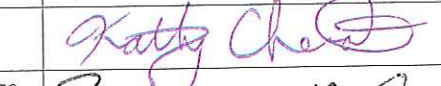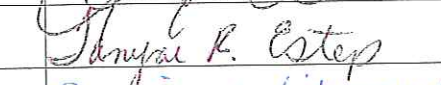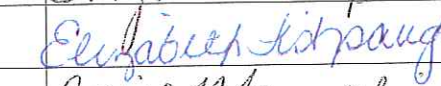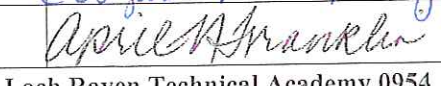| Section 2- PART A: LEARNING FROM THE PAST THE YEAR OF CORRECTIVE ACTION REVISITED Significant Reforms Efforts and Supporting Action Steps 2009-2010 School Year		
Priority# 1: In order to significantly reform Reading for the student groups All Students, FARMS, and Special Education, all teachers in all content areas will participate in intensive, ongoing professional development focused on reading and aligning instruction with the State Curriculum.		
Successes	**Challenges**	**Lessons Learned & Future Adjustments**
1. Implementing reading instruction and interventions aligned with the State Curriculum resulted in a minimal increase in student achievement.	1. The curriculum must be implemented with fidelity.	1. **LL** - Ensuring that the curriculum is implemented with fidelity. **FA** - Administrators will monitor implementation of the curriculum for at least two hours each day and expect 85% active student engagement in every classroom.
2. Implementing daily skills instruction resulted in a minimal increase in student achievement in reading.	2. Deficiencies in the program resulted in ineffective instruction and skill acquisition by students.	2. **LL** - Ensuring that skills instruction is differentiated to meet the needs of students. **FA** - Teachers will implement differentiated, extended-time lessons developed by department chairs.
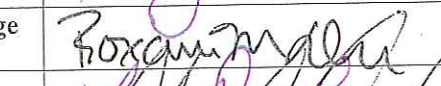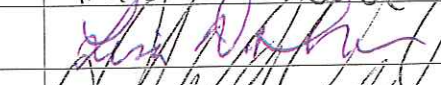
3. Aligning instruction, instructional materials, and formative assessments with the State Curriculum resulted in minimal increase in student achievement in reading.	3. Effective instruction was not aligned with county and state standards based on formative assessment data.	3. **LL** - Ensure alignment with instruction and BCPS curriculum and assessments. **FA** - Effective instruction aligned to BCPS curricula and analysis of data from formative assessments to adjust instruction.

Priority # 2: In order to significantly reform Mathematics for the student groups All Students, FARMS, and Special Education, the master schedule will be adjusted to include thirty minutes of daily skills instruction in Mathematics and Reading.

Successes	Challenges	Lessons Learned & Future Adjustments
1. Implementing mathematics instruction and interventions aligned with State Curriculum resulted in a minimal increase in student achievement.	1. The curriculum must be implemented with fidelity.	1. **LL** - Ensuring that the curriculum is implemented with fidelity. **FA** - Administrators will monitor implementation of the curriculum for at least two hours each day and expect 85% active student engagement in every classroom.
2. Implementing daily skills instruction resulted in a minimal increase in student achievement in reading.	2. Deficiencies in the program resulted in ineffective instruction and skill acquisition by students.	2. **LL** - Ensuring that skills instruction is differentiated to meet the needs of students. **FA** - Teachers will receive lessons created for extended time by department chairpersons that will be tailored to meet the needs of all students.
3. Aligning instruction, instructional materials, and formative assessments with the State Curriculum resulted in minimal achievement in mathematics.	3. Effective instruction was not aligned with county and state standards based on formative assessments.	3. **LL** - Ensure alignment with instruction and BCPS curriculum and assessments. **FA** - Effective instruction aligned to BCPS curricula and analysis of data from formative assessments to adjust instruction.

Priority # 3: In order to significantly reform the use of data to monitor learning for the student groups All Students, FARMS, and Special Education by providing professional meeting time and agendas designed to focus on the analysis and use of benchmark/short-cycle/classroom data to inform and adjust instruction.

Successes	Challenges	Lessons Learned & Future Adjustments
1. Minimal increases on MSA reading and mathematics may be related to staff analyzing data.	1. Increase the staff's capacity to analyze data.	1. **LL** - Leadership team and teachers need professional development on using data effectively to adjust instruction. **FA** – Institute schoolwide focus on using data to inform and adjust instruction.
2. Focusing weekly and monthly meetings on the use of data to improve and adjust instruction resulted in minimal increases in student achievement.	2. Ensuring that the focus of all professional meetings is on data analysis in order to increase student achievement.	2. **LL** - Members of the administrative team need to work consistently with team/grade-level leaders to create agendas for meetings and attend all team meetings to ensure focus on achievement through data analysis. **FA** - Members of the administrative team will create agendas, attend all team and grade-level meetings, and monitor results of meetings.
3. Infusing the *Study Island* program into daily skills instruction provided for immediate formative assessment data.	3. Resources were not available for each teacher to access all formative assessment data in a timely manner.	3. **LL** – Teachers must access formative assessment in a timely manner in order to adjust instruction. **FA** - Resources will be allocated to ensure sufficient technology and time for all teachers to access formative assessment data in a timely manner.

3. STAKEHOLDER SUPPORT
STAKEHOLDER ENGAGEMENT

Stakeholders	Dates	Forum	No. of People Involved
Parents/ Guardians	9/9/2009	The *Raven Report* newsletter	600
	10/1/2009	Principal sent letter to notify parents/guardians of school improvement status	600
	10/20/2009	School Improvement Team Meeting	10
	11/17/2009	School Improvement Team Meeting	16
	1/19/2010	School Improvement Team Meeting	18
	9/15/2010	Back To School Night	336
	10/1/2010	Principal sent letter to notify parents/guardians of school improvement status	675
	10/6/2010	LRTA Magnet Open House	117
	11/15/2010	American Education Week	147
	1/25/2011	School Improvement Team Meeting	14
Community Partners	10/21/2010	Community Advisory Board Meeting	12
	01/20/2011	Community Advisory Board Meeting	3
	03/17/2011	Community Advisory Board Meeting – to be advertised in the *Towson Times*	TBD
School Staff	8/24/2010	Clerical Meeting	6
	9/13/2010	Faculty Meeting	50
	10/14/2010	School Leadership Team Meeting	14
	11/3/2010	School Leadership Team Meeting	17
	1/3/2011	Faculty Meeting	49
	1/5/2011	School Leadership Team Meeting	15
	1/24/2011	Professional Development Day/Faculty Meeting	56
	1/25/2011	Administrative Team Meeting	4
	1/31/2011	Faculty Meeting	53
	2/2/2011	School Leadership Team Meeting	18

2011 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 alternative governance (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 (Please print or type.)	Title / Grade and/or Subject (Please print or type.)	Signature	Date
Kimberly Allen	Parent	*Kimberly Allen*	2/25/11
Tamara Anderson	Parent	*Tamara Ana*	2/28/11
Maire McCarthy-Bollard	Parent/PTSA President	*McMahon Bell*	2/25/11
Kathy Chenowith	Content Leader – Art	*Kathy Che*	2/25/11
Roxann Dirie	Department Chair – Language Arts	*Roxann Mal*	2/25/11
Lisa Donoho	Teacher – Language Arts	*Lisa*	2/25/11
Michelle Dressel	Department Chair – Social Studies	*signature*	2/25/11
Tanyae Estep	Parent	*Tanyae R. Estep*	2/26/11
Elizabeth Fishpaugh	Administrative Assistant	*Elizabeth Fishpaugh*	2/25/11
April Franklin	Assistant Principal	*April Franklin*	2/25/11

August Galluzzo	BCPS Specialist/Magnet Programs	*(signature)*	2/25/11
Karen Gantz	Assistant Principal	*(signature)*	2/25/11
Melanie Harris	School Nurse	*(signature)*	2/28/11
Carey Hayes	Parent	*(signature)*	2/25/11
Leslie Johnson	Resource Teacher, Office of Mathematics	*(signature)*	2-25-11
Stacey Johnson	Principal	*(signature)*	2-25-11
Pat Larkin	Department Chair – Mathematics	*(signature)*	2/25/11
Joel Latorre	Teacher – Mathematics	*(signature)*	2-25-11
Kathy Luby	Content Leader – Physical Education	*(signature)*	2/28/11
Melissa Magsamen	Teacher – Mathematics	*(signature)*	2/25/11
Ann Meckel	Department Chair – Science	*(signature)*	2-25-2011
Susan Mettee	Teacher – Language Arts	*(signature)*	2/25/11
Joyce Olive	Parent	*(signature)*	2/25/11
Ann Prizzi	Content Leader – Music	*(signature)*	2/25/11
Mary Jayne Read	Assistant Principal	*(signature)*	2/25/2011
Sally Roberts	Department Chair – Special Education	*(signature)*	2-25-2011
Shanile Shakoor	Parent	*(signature)*	2/25/11
Mary Catherine Trader	Library/Media Specialist	*(signature)*	2-25-11
Alex Wolf	Teacher – Social Studies	*(signature)*	2/28/11
Cheryl Womack-Whye	Teacher Mentor	*(signature)*	2-25-11

		4. SCHOOL ACADEMIC PROFILE	
School Academic Profile			
	Topic	**2011-2012** Identify current instructional practices, grade level/s and number of students served, as appropriate.	**2012 & 2013** Identify proposed changes to current instructional practices and fill in requested information OR If no change to the practice is anticipated in the next two years, delete cell contents and provide a justification as to why no change will occur.
1.	Name of core Reading/ English program	Practice/s: • Language arts curriculum for students in all grade levels. • Scotts Foresman Reading Program for Grade 6 students except for students in Sopris West *Language!* program (a reading acceleration program). Grade Level/s: 6, 7, 8 # of Students Served: 661	Practice/s: Continue with the following adjustments: • Continue with language arts curriculum, Scott Foresman Reading and Sopris West *Language!* program. • Reinforce and monitor the inclusive alternative co-teaching model for students receiving special education services to promote differentiated and rigorous instruction. • Time will be included in the master schedule for content area teachers to meet at least once per week to plan and analyze data to improve English/reading teaching and learning. Grade Level/s: 6, 7, 8 Estimated # of Students to be Served: 686 **Justification for no change:** • The language arts curriculum, Scott Foresman Reading and Sopris West *Language!* Programs are systemic.
2.	Name of supplemental Reading interventions provided to students not making AYP. Identify the number of students participating in supplemental Reading/ English interventions.	Practice/s: • Sopris West *Language!* program for students who scored basic on the 2010 MSA or who tested into the course. • Extended-day program (EIS after-school program and Imagine Me Saturday Academy) for students who had inner range scores of 4 or 5 on the 2010 reading MSA. Grade Level/s: 6, 7, 8 # of Students Served: 244	Practice/s: Continue with the following adjustments: • Every student who scored basic on the MSA will participate in an extended-learning period for reading to address students' knowledge and skill gaps as indicated on the MSA and short-cycle and benchmark assessments. Differentiated lessons will be created by department chairs. • Each language arts teacher will create targeted lessons that will focus on students' knowledge and skill gaps in reading. Grade Level/s: 6, 7, 8 Estimated # of students to be served: Contingent on 2011 MSA reading and mathematics scores

3.	Name of core Mathematics/ Algebra program	Practice/s: • Grade 6 – Mathematics 6 and GT 6 • Grade 7 – Pre-Algebra and Algebra 1 • Grade 8 – Algebra 1 and 2 • Grade 6 – Algebraic Foundations • Grade 7 – Algebraic Thinking 1 • Grade 8 – Algebraic Thinking 2 Grade Level/s: 6, 7, 8 # of Students Served: 661	Practice/s: Continue with the following adjustments: • 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 modify instruction to address students' knowledge and skill gaps. • Time will be included in the master schedule for content area teachers to meet at least once per week to plan and analyze data to improve mathematics teaching and learning. Grade Level/s: 6, 7, 8 Estimated # of students to be served: 686 **Justification for no change:** • The mathematics core programs are systemic.
4.	Name of supplemental Mathematics interventions provided to students not making AYP. <u>Identify the number of students participating in supplemental Mathematics/Algebra interventions.</u>	Practice/s: • Algebra With Assistance Grade Level/s: 8 # of Students Served: 32	Practice/s: Continue with the following adjustments: • Every student who scored basic on the MSA will participate in an extended-learning period for mathematics to address students' knowledge and skill gaps as indicated on the MSA and short-cycle and benchmark assessments. Differentiated lessons will be created by department chairs. • Each mathematics teacher will create targeted lessons that will focus on students' knowledge and skill gaps in mathematics. • A Pre-Algebra with Assistance class will be included in the master schedule for students who need additional support with the content. Grade Level/s: 6,7, 8 Estimated # of students to be served: Contingent on 2011 MSA reading and mathematics scores
5.	Content focus of the extended-day program, targeted population, and the <u>number of students served</u>	Practice/s: • MSA reading and mathematics after-school program (after-school/ weekly/ October through March). • MSA Saturday Program Grade Level/s: 6, 7, 8 # of students served: 74	Practice/s: Continue with the following adjustments: • The extended-day program will continue to target students who scored basic on the 2011 reading and mathematics MSA. • The extended-day program will be a year-long program. • An incentive program will be implemented to increase student participation. Grade Level/s: 6, 7, 8 Estimated # of students to be served: Contingent on 2011 MSA reading and mathematics scores
6.	Content focus of summer program, target populations, and <u>the number of students served.</u>	Practice/s: • A summer program was not implemented. Grade Level/s: N/A # of students served: N/A	Practice/s: • Implement a summer program focusing on reading and mathematics for incoming Grade 6 students and students currently in grades 7 and 8 who scored in inner range of 4 or 5. • All students who scored basic on the reading and mathematics MSA will be invited. • Students receiving special education services will be targeted. Grade Level/s: 6, 7, 8 Estimated # of students to be served: Contingent upon 2011 MSA scores.

| 7. | Description of instructional day (schedule) highlighting blocks of time for core academic/ tested content areas, common planning time, professional development, extended day, Supplemental Education Services, and Saturday programs. | Practice/s:
• Four 85-minute class periods on an A, B, C, and D-day schedule and a 30-minute extended-time period that will focus on deficit reading and mathematics skills.
• Common planning time for interdisciplinary teams once per week.
• PD sessions built into the calendar every other Monday for an hour.
• Each teacher offers coach class at least once per week; MSA after-school program is offered twice per week.
• Special Education services provided via inclusion model and self- contained Behavioral Learning Support/Academic Learning Support/Functional Academic Learning Support classrooms.
Grade Level/s: 6, 7, 8
# of Students served: 661 | Practice/s: Continue with the following adjustments:
• School day will continue to be from 8:15 a.m. – 2:45 p.m.
• The class schedule will remain the same.
• Common planning time will be implemented for content area teachers to meet with department chairs; and department chairs' teaching loads will be reduced so they can focus on analyzing data, developing next steps to improve student achievement from data analysis, preparing lessons integrating next steps, offering PD, and assisting the administrative team to monitor and refine instructional practices and interventions.
• Monday faculty meetings will continue; however, part of the meeting will be used for PD topics determined from ongoing needs assessment, topics will be prioritized.
• 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 and to develop detailed lesson plans for the extended-time period.
Grade Level/s: 6, 7, 8
Estimated # of Students to be served: 686
Justification for no change:
• The length of the school day schedule is systemic. |
| 8. | Describe the school's instructional enrichment programs for gifted and talented students. Identify <u>the number of students served.</u> | Practice/s:
GT Level courses for grades 6,7, 8
GT Committee to review students' readiness for participation in the GT program
Grade Level/s: 6, 7, 8
# of Students served: 213 | Practice/s: Continue with the following adjustments:
• Continue to offer all GT courses and increase enrollment through an enhanced elementary school articulation effort.
• Continue to monitor students' readiness for GT participation through the GT committee review process.
• Provide year-round enrichment opportunities for all GT students and those students being reviewed for GT.
• Encourage staff participation in PD focused on infusing GT strategies into the curriculum.
Grade Level/s: 6, 7, 8
Estimated # of Students to be served: Additional 15% (250)
Justification for no change:
• The GT committee review process has proven to be effective based upon MSA data; 89% of GT students were proficient or advanced in mathematics and 97% were proficient or advanced in reading. |

5. BUILDING A COLLABORATIVE SCHOOL CULTURE SUPPORTIVE OF REFORM IMPLEMENTATION

Timeline	Participants Identify the Lead Person with *	Forum	Culture Enhancing Activities
8/2011	School Leadership Team; Principal*	Leadership Retreat	• Establish, build consensus, and commit to the beliefs, vision, mission of the school • Set standards for schoolwide expectations and monitoring of achievement

				• Review student achievement data and future plans of LRTA.
8/2011	Faculty, Staff, Parents/Guardians Students; Principal*	Open House		• Establish, build consensus, and commit to the beliefs, vision, mission of the school • Review student achievement data and future plans of LRTA.
9/2011	Faculty, Staff , Parents/Guardians, Students; Principal*	Back to School Night		• Establish, build consensus, and commit to the beliefs, vision, mission of the school • Review student achievement data and future plans of LRTA
8/2011- 6/2012	Faculty, Staff; Principal*	Faculty/PD Meetings		• Staff celebrations, review of current assessment data, needs assessment-based PD related to AG plan.
8/2011- 6/2012	Community/Business Partners; Principal*	Community Advisory Board		• Establish, build consensus, and commit to the beliefs, vision, mission of the school • Collaborate and review AG plan • Review student achievement data and future plans of LRTA.

6. ALTERNATIVE GOVERNANCE & REFORMS

Check Off	AG Option	NCLB Alternative Governance 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	X	
Mathematics	X			X			X	X	

	Two to Three Reforms Most Impactful to Student Achievement during the 2012 and 2013 school years
1.	In order to significantly reform reading for the student groups All Students, FARMS, and Special Education, the school will conduct on-going, intensive professional development in reading for all teachers across all content areas: Develop, implement, monitor, and evaluate ongoing, differentiated, and targeted PD in reading and language arts focusing on effective instruction and data utilization to guide daily instructional practices and interventions. **(WHO)** The instructional leadership team, with support from central offices including professional development and language arts. **(INSTRUMENT)** Evaluative process, short-cycle and benchmark assessment data. **(HOW OFTEN)** Professional development will be evaluated monthly and adjusted through the cross-referencing of identified teacher needs and student assessment data.
2.	In order to significantly reform mathematics for the student groups All Students, FARMS, and Special Education, the school will adjust the Master Schedule to include thirty minutes of daily skills instruction: Develop and implement a master schedule that provides common planning periods, incorporation of the alternative co-teaching model with the general and special educator and extended time addressing students' identified academic needs. **(HOW OFTEN)** On a monthly basis, **(WHO)** the leadership team will collect and review **(INSTRUMENT)** agendas and meeting notes from common planning meetings to document the frequency, content, and active participation in the collaborative planning. **(HOW OFTEN)** Once per quarter, these data will be cross referenced with **(INSTRUMENT)** evaluative process, assessment, and other data to determine if the master schedule is appropriate for the instructional needs of the students.
3.	In order to significantly reform the use of data to monitor learning for the student groups All Students, FARMS, and Special Education, the school will provide common planning time to focus on data analysis: **(WHO)** The administrative team will construct the master schedule to include common planning time by grade level and tested content area to facilitate horizontal planning and data analysis to ensure optimum

effectiveness in student learning. **(INSTRUMENT)** The master schedule will be evaluated **(HOW OFTEN)** on an annual basis to determine adjustments based upon the effectiveness of common planning time by grade level and content.

<div align="center">

OPTION ONE – Replace Staff
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.

</div>

1. Describe the **process** used to replace all or most of the staff by answering the following questions. How will the school/LEA...
   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 Loch Raven Technical Academy. 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 Loch Raven Technical Academy.
   b. **Retain, hire, and/or replace staff with these needed qualifications;** all school staff 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. The Department of Human Resources (HR) staff, the assistant superintendent, and the current principal will review the administrative team and other school leaders to identify staff members who will be transferred. The campus leadership team will interview all staff members who indicate 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 HR to identify openings, interview prospective teachers, and select candidates based upon the "best fit" for Loch Raven Technical Academy'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 year 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 students, staff, administration, parents, and stakeholders throughout the period of change;** the principal, in consultation with the assistant superintendent's 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 from school improvement team members, as well as students, staff, administrative team members, parents/guardians, and the community.
   e. **Ensure that all school staff will be in place prior to the first day of teacher pre-service orientation for the 2011 and 2012 school years; January 31, 2011** – human resources and the assistant superintendent for middle schools discussed the staff restructuring plan for Loch Raven Technical Academy with certificated staff and support staff. Online Declaration of Intent (DOI) instructions were provided to certificated staff; support staff

were provided with intent forms. **February 14, 2011** - DOI were entered online for certificated staff and submitted by form for support personnel.

February 15, 2011 – April 1, 2011 - Current administrative team and department chairs will review observations, evaluations, student performance data, and other related data for current staff who wish to remain at the school. The administrative team will make a written recommendation to the named principal regarding the selection of current staff members for the 2011-2012 school year. Interviews will be conducted, as necessary. The named principal will make the final decision in selecting all staff.

March 1, 2011 – Position announcements for department chair and content teaching positions and support staff positions

April 1, 2011 – April 10, 2011 - Interviews conducted and department chairs selected.

April 14, 2011 –Amended DOIs submitted by staff not selected to remain at school.

April 1, 2011 (Ongoing) - Interviews and selection of all content area teachers and support staff to fill vacancies due to transfers, resignations, and approved leaves.

7. POTENTIAL CHALLENGES TO IMPLEMENTATION OF REFORMS

POTENTIAL CHALLENGES TO IMPLEMENTATION OF EACH REFORM'S SUPPORTING ACTION STEPS

Insert the complete Reform "STEM" statement From Section 6.3	Overall challenges/barriers to implementing this Reform and its supporting action steps	PLANS FOR RESOLUTION	
		How and when will the challenge/barrier be addressed?	Other than the principal, identify the position of the person responsible for confronting, managing, and monitoring these challenges/barriers
Reform 1: In order to significantly reform reading for the student groups All Students, FARMS, and Special Education, the school will implement ongoing professional development in reading for all teachers-across all content areas.	1. Providing high quality professional development.	**1. How & When:** Develop and implement a PD plan based on teacher needs and students' identified deficit knowledge and skill areas to ensure that professional development is effective.	**1.** Assistant Principals, Language Arts and Special Education Department Chairs
	2. Having qualified teachers for providing and teaching rigorous lessons.	**2. How & When:** Replace staff with a qualified pool of teachers and create a master schedule to ensure time for collaboration and planning. 7/1/11 – 7/1/12	**2.** Assistant Principals
Reform 2: In order to significantly reform mathematics for the student groups All Students, FARMS, and Special Education, the school will adjust the master schedule to include daily skills instruction.	1. Providing high quality lessons for extended time and building a master schedule with time built in for PD.	**1. How & When:** Provide department chairs with time to construct differentiated lesson plans in response to disaggregated data. 7/1/11 – 8/30/11	**1.** Assistant Principals, Mathematics and Special Education Department Chairs
Reform 3: In order to significantly reform the use of data to monitor learning for the student groups All Students, FARMS, and Special Education, the school will provide common planning time to focus on data analysis.	1. Building a master schedule with time for horizontal planning for content areas.	**1. How & When:** Create a master schedule to ensure time for content meetings. 7/1/11 – 7/1/12	**1.** Assistant Principals, Special Education Department Chair
	2. Monitor/support teacher efforts to collaborate, plan, and adhere to agendas.	**2. How & When:** Monitor and support teachers' efforts on a weekly basis and after formative assessments. 7/1/11 – 7/1/12	**2.** Assistant Principals

2011 LEA Alternative Governance Board Attestation

LEA Alternative Governance Board Membership
Copy this page as needed.
By signing this Attestation, AGB members accept Board responsibilities
as stated on page 18 of the 2011 AG Guidelines.

Print Name	Print Title & Expertise	Responsibilities related to the implementation of Alternative Governances and Reforms across the LEA.	Signature and Date
Dr. Manuel Rodriguez*	Assistant Superintendent; Co-Chair	Provide direction to and monitor schools, 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.	
Mandi Dietrich*/S	Director Special Projects; AG Coordinator; Co-Chair	School improvement accountability and compliance requirements, provide logistical and procedural support.	*[signature]*
Dr. John Quinn	Exec. Dir. of STEM	Provide technical assistance related to curriculum and instruction to the committee and schools.	
William Burke	Exec. Dir., Prof. Dev.	Provide technical assistance related to professional development to the committee and schools.	
Barbara Burnopp	Chief Financial Officer	Provide technical assistance related to finance to the committee and schools.	
Margaret Johnson	Dir., World Lang. (ELL)	Provide technical assistance related to English language learners to the committee and schools.	
Sonja Karwacki	Exec. Dir. of Liberal Arts (Title I, Soc. Stud., World Lang., Lang. Arts)	Provide technical assistance related to areas of responsibility to the committee and schools.	
Kathleen McMahon	Exec. Dir. Of Spec. Prog. (Spec. Ed., Gifted and Talented, Fine Arts, Counseling)	Provide technical assistance related to areas of responsibility to the committee and schools.	
Kalisha Miller	Dir. of Spec. Ed.	Provide technical assistance related to special education to the committee and schools.	
Dr. Don Peccia	Asst. Supt. Human Resources	Provide technical assistance related to HR to the committee and schools.	
Dr. Roger Plunkett	Asst. Supt., C&I	Provide technical assistance related to curriculum and instruction.	
Dale Rauenzahn	Exec. Dir. Student Support Services	Provide technical assistance related to SSS to the committee and schools.	

Dr. Tom Rhoades	Exec. Dir., Research, Account., and Assess.	Provide technical assistance related to research and assessment/testing to the committee and schools.	

*All committee members will, as appropriate:
- Provide input, guidance, and monitoring related to all aspects of the restructuring process.
- Access services/resources to implement the LEA's restructuring process and support school-based alternative governance teams as needed.
- Provide resources in the form of assigned staff to provide technical assistance, guidance, and support to schools during restructuring planning/implementation in order to assist schools to meet compliance requirements and develop effective plans and/or AG proposals aligned with the *Blueprint for Progress* and the schools' identified areas for improvement.
- Monitor restructuring planning/implementation processes and school progress.
- Communicate the progress of restructuring planning and implementation processes to stakeholder groups and staff.
- Elicit input from community partners, teachers' union, and other stakeholder groups.

1. 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/issues	__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. **LEA MONITORING**: 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 short-cycle and periodic benchmark assessments. Short-cycle assessments are ongoing, diagnostic, formative assessments that provide information to guide, inform, and differentiate instruction. Benchmark assessments are summative indicators of success used to determine how students are performing in relationship to the State Curriculum and Core Learning Goals. The short-cycle and benchmark assessments provide performance results in the core academic areas at the individual student level, class, grade and other levels. In addition, the data are disaggregated by subgroup. These assessments, in concert with the state and other assessments, provide a comprehensive profile of all students and student groups, enabling the school and LEA to identify content standards that have or have not been achieved and strategize to improve student achievement.

The LEA will monitor the effectiveness and alignment of the curriculum and instructional program using a two-step process. Step one will consist of school-level administrators including the principal, assistant principal, DC, and team leaders. At this level, building administrators will ensure that the curriculum is implemented consistently through regular, structured monitoring of all classroom and departmental/team planning meetings, observation of instruction, and regular

analysis and communication of student achievement, attendance, and other data. Monitoring mechanisms, planning tools, and meeting agendas will be used to guide discussion and decision making in response to data analysis. The administration and leadership team will continuously monitor progress for all students. Goal conferences (December 2011/ January 2012) 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 assistant superintendent and content office staff. Additional technical assistance for monitoring will be provided by other central office staff and will include 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.

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. The Department of Human Resources' staff will provide assistance with all phases of the re-staffing of the school. System divisions/departments/offices represented on the LEA AG Oversight committee including Research, Accountability, 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 assist with monitoring progress.

The assistant superintendent will monitor the principal's performance 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 the assistant superintendent for middle schools (at least monthly), the system's executive leadership team (the assistant superintendent meets monthly as a member of this group), and the system's AG committee.

4. RESOURCES

LEA PROPOSED TWO-YEAR ADDITIONAL RESOURCE COMMITMENT TO SCHOOLS PLANNING FOR RESTRUCTURING IMPLEMENTATION					
School Name & Number: Loch Raven Technical Academy, 0954					
Category	Description	FY12 Amount & Source of Funds	Check if amt. exceeds the regular LEA allocation to schools	FY13 Amount & Source of Funds	Check if amt. exceeds the regular LEA allocation to schools
Personnel (salaries & fixed charges)	Teachers (FTE) Mathematics Language Arts Social Studies	5	✓	5	✓
	Para-Educators (FTE)	2	✓	2	✓
Professional Development	PD Series	$5,000	✓	$5,000	✓
	Leadership Retreat	$2,000	✓	$2,000	✓
Material and Equipment	Mathematics Resources	$10,000	✓	$10,000	✓
	Reading Resources	$10,000	✓	$10,000	✓
	Special Education Resources	$10,000	✓	$10,000	✓
	Parent/Family Communication	$3,000	✓	$3,000	✓
	Study Island	$5,000	✓	$5,000	✓

Contracted Services	Transportation (for students attending the Extended Day and Year programs)	$15,000	✓	$15,000	✓
	Extended Day and Extended Year Program (Salaries, Instructional Materials and Student Snacks)	$41,144.80	✓	$41,144.80	✓
	Printing	$6,000	✓	$6,000	✓
Other	Extended Year Employ.-75 Days	(TBD)	✓	(TBD)	✓
Total		$107, 145	$107, 145	$107, 145	

9. STATE BOARD OF EDUCATION SUMMARY

State Board of Education Summary
2011 Alternative Governance for School Improvement

Identify the NCLB Alternative Governance Option selected: _____1_____

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

SCHOOL SECTION:

1. ALIGNMENT OF SCHOOL NEEDS TO SELECTED REFORMS

There have been many lessons learned during the year of Corrective Action. The first lesson being that instruction must be monitored frequently and consistently. Implementing formal and informal observation schedules that provide for a minimum of two hours of classroom observation each day and frequent data analysis facilitated by administrators and department chairs will improve instruction because it will be closely monitored. Another lesson learned was that teachers were not provided with sufficient professional development to plan effective lessons for the 30-minute period of skills instruction. That problem will be addressed in the future because teachers will receive lessons for the extended-time period that will be created by department chairpersons to meet the needs of all students. Teachers also were not ensuring that the skills that they were teaching were aligned with BCPS curriculum. This problem will be addressed by workgroups that will be formed including curriculum office personnel, school leadership, department chairpersons, and teachers who will ensure that the instruction that is taught is aligned with BCPS curriculum. They will also analyze formative and summative assessment data in order to drive instruction.

The teachers also had to be taught how to find and triangulate data. This issue has been addressed with ongoing professional development from BCPS offices regarding the use of the data warehouse in order to adjust instruction and to increase student achievement. Another issue was the administrative team who needed to work with team/grade-level leaders to create agendas for meetings and to attend all team meetings in order to direct staff's attention to student achievement through data analysis. One of the final lessons learned was that resources need to be targeted to ensure that all teachers have access to assessment data in a timely manner. Resources will be re-allocated so that formative assessment data are available in a timely manner for lesson planning, programmatic adjustment, and student feedback.

2. STAKEHOLDER INVOLVEMENT

Beginning September 2009, the principal sent home an edition of the monthly newsletter that included information about MSA and the Alternative Governance process. In October 2009, and in October 2010, the principal sent a letter to parents/guardians notifying them of Loch Raven's

school improvement status. School improvement team meetings were held during which Alternative Governance was discussed to encourage stakeholders to engage in the process. Information was shared during Back to School Night, the Magnet Open House, and American Education Week. Community Advisory Board Meetings were held with local business owners and other community members to share information about the Alternative Governance process. Meetings were also held with school staff members to provide information about the Alternative Governance Process. Beginning August 2010, a meeting was held with clerical staff followed by a series of faculty meetings and school leadership team meetings. There was also an administrative team meeting where the Alternative Governance Process was the focus of the meeting.

LEA SECTION:

3. LEA MONITORING OF STUDENT ACHIEVEMENT

Baltimore County Public Schools utilizes its data warehouse to collect data including state and local assessments, attendance, behavior, parent participation, and other data to provide schools with individual school reports that are used to inform school improvement plans. In addition, the school will use other curriculum-based formative and summative assessments and a learning preferences inventory to determine student progress and needs. The School Improvement Plan (SIP), developed to support the implementation of the alternative governance option and aligned with the system's *Blueprint for Progress* and Master Plan, will provide a framework for the school and the system to monitor the school's progress toward improving achievement for all students. The SIP, which will include interim and annual achievement targets, will provide the basis for monitoring student and staff performance. Other data used to measure progress will include staff attendance, staff participation in professional development and other school improvement initiatives, teacher and administrator observations, mid-year review conferences, end-of-the year evaluations, and parent/guardian/community compacts and contacts.

The assistant superintendent will monitor the implementation of the SIP through regular, frequent principal conferences, announced and unannounced monitoring school visits, review of and written feedback on the SIP, teacher and student focus groups, mid-year principal evaluation, and classroom observations. BCPS system-level leadership teams will be provided with regular reports of the school's progress.

4. LEA RESTRUCTURING OVERSIGHT

The Department of Human Resources' staff will provide assistance with all phases of the re-staffing of the school. Representatives from system offices/departments/divisions (the Alternative Governance oversight committee/board) including Assistant Superintendents of Schools, Fiscal Services, Research, Accountability, and Assessment, Curriculum and Instruction, Professional Development, Legal Counsel, Special Education, World Languages, Title I, Gifted and Talented, and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs and effective use of data analysis and will be part of the ongoing monitoring progress.

The assistant superintendent will monitor the principal's performance 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 the assistant superintendent for middle schools (at least monthly), the system's executive leadership team (the 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).

5. 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 above the regular formula for operating budget allocations. Furthermore, the LEA has provided seven additional full-time employees (FTE). The Department of Human Resources' staff will provide assistance with all phases of the re-staffing of the school. System offices/departments/divisions represented on the LEA AG Oversight Committee including Research, Accountability, Assessment; Curriculum and Instruction; and Student Support Services will continue to be available to provide the principal with support for effective implementation of programs, data analysis, and progress monitoring.