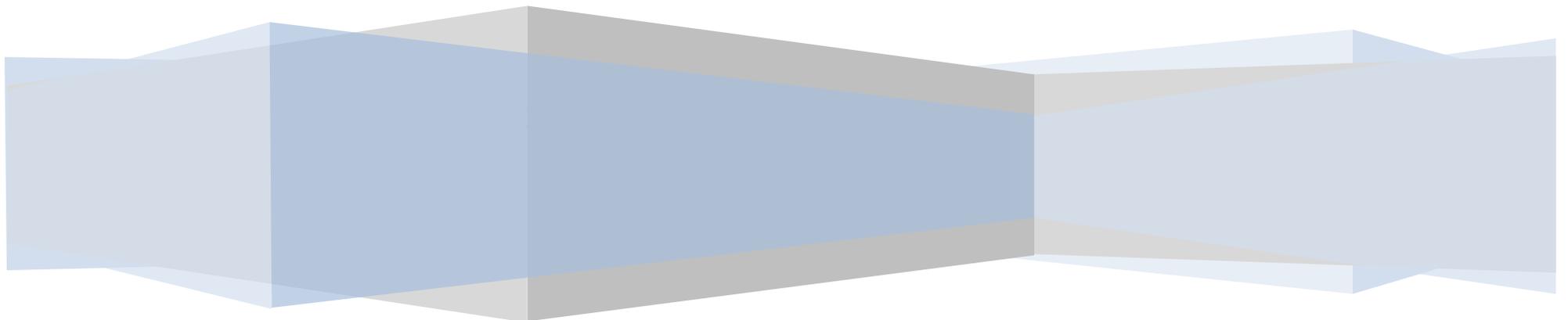




Maryland's Turnaround Principles Model

Insert School Name

Insert LEA Name



School Name and Number:

LEA:

Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL

Annual Goals for Reading/Language arts on State assessments for “all students” group and for each subgroup.

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for **SY 2017 only** (to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup **for SY 2017 only** (to be updated annually upon renewal of the grant)

School Name and Number:

Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL

Stakeholder Involvement:

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies that are necessary to meet this model's requirements in the first full year of implementation.

Alignment of Universal Design for Learning:

Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

Alignment of Resources:

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Family and Community Engagement:

LEA will describe how it will meaningfully engage families and the community in the selection and implementation of the intervention model.

Name of School:			
Maryland Turnaround Principles Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
REQUIRED COMPONENT 1: STRONG LEADERSHIP			
The LEA must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record and replace principal if such a change is necessary to ensure strong and effective leadership or			
<input type="checkbox"/> 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.			
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort.			
<input type="checkbox"/> 2b Prevent ineffective teachers from transferring to priority and focus schools.			
<input type="checkbox"/> 2c. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.			

Name of School:			
Maryland Turnaround Principles Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
REQUIRED COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 3a. Redesign the school day, week, or year to include additional time for student learning and collaboration.			
REQUIRED COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM			
The LEA must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
REQUIRED COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			

Name of School:			
Maryland Turnaround Principles Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.			
REQUIRED COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS			
The LEA must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as: students' social and emotional, and health needs.			
REQUIRED COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT			
The LEA must:			
<input type="checkbox"/> 7a. Ensure evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning			
<input type="checkbox"/> 7b. Ensure that families and community organizations are key partners in creating a culture of achievement and addressing			

Name of School:			
Maryland Turnaround Principles Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
students' social, emotional, and health needs (Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs)			
Other Actions the LEA will take in addition to the above Required Turnaround Principles			
Maryland Turnaround Principles	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)