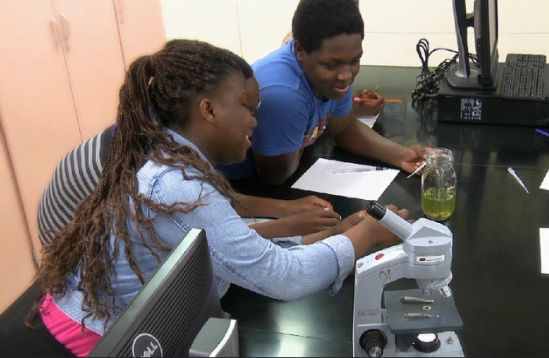
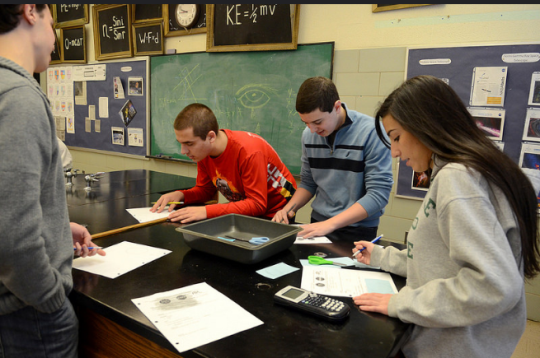


**Comprehensive Support and Improvement (CSI) School**

**Needs Assessment and Intervention Plan Template**

**2018-2019**

**<Insert School Name>, <Insert Local Education Agency>**

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**Overview**

All Maryland Comprehensive Support and Improvement (CSI) schools receiving Title I School Improvement Funds are required to complete the needs assessment, 3rd party root cause analysis, intervention plan, budget, and attestation. The needs assessment, 3rd party root cause analysis, intervention plan and budget must be developed collaboratively with stakeholders and approved by the school, the district, and the Maryland State Department of Education, which will be affirmed in the attestation.

The purpose of the needs assessment and intervention plan is to: (1) identify and reflect on strengths and challenges in order to identify prioritized needs based on data analysis and root cause analysis findings; and (2) develop SMART intervention goals as the driver for an intervention plan that contains evidence-based strategies to address prioritized needs.

The needs assessment and intervention plan are designed to be completed by a team and informed by data. The steps in the school improvement process, as outlined above, must be completed in partnership with stakeholders, including, but not limited to: the principal, other school leaders, teachers, representatives of teacher bargaining unit, community members, Local Education Agency (LEA) content specialists, parents, and early childhood, business, and higher education partners.

Questions about the needs assessment, 3rd party root cause analysis, intervention plan, and budget development process for CSI schools may be directed to:

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**Background**

**Maryland's Consolidated State Plan under the Every Student Succeeds Act**

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. It replaces No Child Left Behind (2002) and revises the Elementary and Secondary Education Act of 1965 (ESEA). Each state was charged with writing a Consolidated State Plan for ESSA implementation.

Maryland’s ESSA Consolidated Plan identifies long-term goals for academic achievement, graduation rate, and English language proficiency. Maryland's ESSA Consolidated Plan can be found here: http://www.marylandpublicschools.org/about/Documents/ESSA/ESSAMDSubmissionConsolidatedStatePlan011018.pdf

**Identification of Comprehensive Support and Improvement (CSI) Schools for 2018-2019**

Under the Every Student Succeeds Act (ESSA), Maryland is required to identify schools for Comprehensive Support and Improvement (CSI). The State must use the state-level accountability system developed under ESSA to identify CSI schools. CSI schools will be identified using all indicators in the State's accountability system, including academic achievement, academic progress, English language proficiency, and school quality/student success.   
  
There are four categories of CSI schools identified in Maryland's Consolidated Plan. They are:

* Lowest performing CSI schools: the lowest achieving five percent of Title I schools in the State based on the "all students" group.
* Low graduation rate CSI schools: all public high schools in the State failing to graduate one third or more of their students (i.e. less than 67% of students are graduating) based on the four-year adjusted cohort graduation rate.
* School Improvement Grant (SIG IV) Schools: Existing SIG IV schools will be included in the Maryland 2018-2019 CSI School list. The five Maryland SIG IV schools began implementation of a five-year SIG grant in 2016-2017. They will continue to utilize the Maryland Turnaround principles model, per the original grant application.
* Chronically low-performing: Any Title I school identified for targeted support and improvement for a low-performing or consistently underperforming student group that did not improve over three years. These schools will be identified for the first time in the 2021-2022 school year.

CSI schools will be identified for the 2018-2019 school year and will be identified at least once every three years. Schools will be required to update their Needs Assessment and Intervention Plan on an annual basis.

**Support for Comprehensive Support and Improvement (CSI) Schools for 2018-2019**

The MSDE will reserve seven percent of its annual Title I, Part A allocation for use in the 2018-2019 school year to support its CSI schools. For the 2018-2019 school year, these funds will be allocated by formula to LEAs with identified CSI schools for the implementation of their intervention plans based on a Per Pupil Allocation (PPA). Year 1 will focus on intervention planning/pre-implementation activities, implementation activities, and robust parent and family engagement.

Maryland is committed to the continuous improvement of the state’s CSI schools. The MSDE will support LEAs and schools in identifying and prioritizing school needs through the needs assessment, including the third party root cause analysis; developing an intervention plan with evidence-based strategies; and implementing and monitoring intervention plans. The MSDE will participate in LEA Central Support Team and Turnaround Executive Support Team meetings and conduct learning walks to view evidence-based strategies in action. The MSDE will also leverage cross-divisional support to aid in the implementation of approved school intervention plans.

**Needs Assessment**

[Research](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/NeedsAssessment-Final.pdf) says that a needs assessment is a systemic process that is used to:

* Determine strengths and weaknesses of a school and/or LEA,
* Understand the context and constraints of the school and/or LEA,
* Perform a root-cause analysis, and
* Develop an improvement plan outlining changes considered most likely to bolster or build on strengths and to remediate weaknesses.

A needs assessment should be part of an ongoing performance management cycle that includes both longer-range performance goals and shorter-cycle implementation targets. A needs assessment is not an isolated tool or practice, but should be part of a continuous improvement process. ([Reference](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/NeedsAssessment-Final.pdf))

Per the Every Student Succeeds Act (ESSA), a school-level needs assessment is required for each school identified for Comprehensive Support and Improvement (CSI). The CSI school intervention plan must be developed based on the data compiled and analyzed in the school-level needs assessment, including an analysis of strengths and challenges, and the outcomes of the 3rd party root cause analysis.



| **School Profile** | | | | |
| --- | --- | --- | --- | --- |
| **School Name** |  | | | |
| **School Address** |  | | | |
| **Local Education Agency (LEA)** |  | | | |
| **Grades Served** |  | | | |
| **Principal's Name** |  | | | |
| **Principal's Email Address** |  | | | |
| **School Phone Number** |  | | | |
| **Principal Supervisor's Name** |  | | | |
| **Principal Supervisor's Email** |  | | | |
| **Needs Assessment and Intervention Plan Planning Team:** The needs assessment and intervention plan are designed to be completed by a team, in partnership with stakeholders, and must align with school and LEA priorities and goals. In the space below, identify team members who contributed to completing the needs assessment and intervention plan. Mandatory stakeholder participants are listed in the position column. Add other participants based on individual school team composition, which should be driven by school context/need (i.e. school's with a high special education population should have a special education representative on the team).  ***NOTE:*** *The school should maintain SAN (sign-in, agenda, notes) documentation for each meeting held with the stakeholder planning team.* | | | | |
|
| **Name of Team Member** | | **Position** | **Years at this School for School Based Staff *or* Organization/ Affiliation for non-School Based Staff** | **Email** |
|  | | Principal |  |  |
|  | | Other School Leader |  |  |
|  | | Other School Leader |  |  |
|  | | Teacher |  |  |
|  | | Teacher |  |  |
|  | | Teacher Bargaining Unit Rep |  |  |
|  | | Parent |  |  |
|  | | Community Member |  |  |
|  | | Early Childhood Community Partner (preK or K to 5 or 8 schools only) |  |  |
|  | | Business Community Partner |  |  |
|  | | Higher Education Community Partner (6 or 9 to 12 schools only) |  |  |
|  | | LEA Content Support |  |  |
|  | | LEA Content Support |  |  |
|  | | Student |  |  |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
| **State Long Term Goals:** Maryland’s Every Student Succeed Act (ESSA) Consolidated Plan identifies long-term goals for academic achievement, graduation rate, and English language proficiency. Listed below are long-term goals and the page numbers in ESSA where the goals are located. Maryland's ESSA Consolidated Plan can be found here: <http://www.marylandpublicschools.org/about/Documents/ESSA/ESSAMDSubmissionConsolidatedStatePlan011018.pdf> | | | | |
|
| **Academic Achievement** | Reduce the number of non-proficient students by half by the year 2030 as measured by PARCC assessments. PARCC assessments have five performance levels. Maryland is proposing a proficiency level of four or five for the English Language Arts (ELA) and mathematics assessments; or a performance level of three or four on the Alternate Assessments. Accomplishing this goal will mean that the number of students across the state demonstrating grade-level proficiency in ELA and mathematics will nearly double. | | | |
| **Graduation Rate** | In 2011, Maryland established a goal to reduce the percentage of non-graduating students by half by 2020. Maryland is currently in a re-setting process. Data from 2019-2020 will be used as a baseline to determine the appropriateness of using a similar methodology as in 2011 of reducing the non-graduating students by half or to set a State goal for all students and student groups. | | | |
| **English Language Proficiency** | All Maryland English Learners to attain the State English language proficiency (ELP) level within a maximum of six years as measured by ACCESS 2.0. ACCESS 2.0 is an English language proficiency assessment administered to students who have been identified as English language learners. Proficiency attainment is an overall score of 5.0 or higher. | | | |
| **Local Educational Agency's Vision, Mission, and Goals:** School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals for the 2018-2019 school year. | | | | |
|
| **Vision** |  | | | |
| **Mission** |  | | | |
| **Goals** |  | | | |
| **School's Vision, Mission, and Goals:** School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2018-2019 school year. | | | | |
|
| **Vision** |  | | | |
| **Mission** |  | | | |
| **Goals** |  | | | |

| **Student Profile Data** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **School Year** | | | **2017-2018** | **2016-2017** | **2015-2016** |
| **Total Student Enrollment:**  Identify the total number of students enrolled for each school year.  ***NOTE:*** *All enrollment data below reflects the number of students enrolled in the school as of September 30 of each year as reflected on Maryland Report Card. The number includes ungraded special education and pre-kindergarten students.* | | |  |  |  |
| **Grade Level Enrollment:** Identify the number of students enrolled in each grade level. | Pre-Kindergarten | |  |  |  |
| Kindergarten | |  |  |  |
| Grade 1 | |  |  |  |
| Grade 2 | |  |  |  |
| Grade 3 | |  |  |  |
| Grade 4 | |  |  |  |
| Grade 5 | |  |  |  |
| Grade 6 | |  |  |  |
| Grade 7 | |  |  |  |
| Grade 8 | |  |  |  |
| Grade 9 | |  |  |  |
| Grade 10 | |  |  |  |
| Grade 11 | |  |  |  |
| Grade 12 | |  |  |  |
|  | | | | | |
| **Gender:**  Identify the number of male and female students. | Male | |  |  |  |
| Female | |  |  |  |
|  | | | | | |
| **Race/Ethnicity:**  Identify the number of students in each group. | Black/African American | |  |  |  |
| Hispanic/Latino | |  |  |  |
| Asian | |  |  |  |
| White | |  |  |  |
| Multi-Racial/Other | |  |  |  |
| American Indian/Alaska Native | |  |  |  |
| Native Hawaiian/Other Pacific Islander | |  |  |  |
|  | | | | | |
| **Special Services:**  Identify the percentage of students in each group | English Learners | |  |  |  |
| Migrant | |  |  |  |
| Economically Disadvantaged | |  |  |  |
| Students with Disabilities | |  |  |  |
| Gifted and Talented | |  |  |  |
| Homeless | |  |  |  |
|  | | | | | |
| **Additional Data:**  Identify requested data for each category.  **Additional Data:**  Identify requested data for each category. | **Student Mobility** - Percentage of students that move from one school community to another as reflected on Maryland Report Card. | |  |  |  |
| **Student Attendance** - Percentage of students in school for at least half of the average school day during the school year, as reflected on Maryland Report Card. | |  |  |  |
| **Chronic Absenteeism** – Percentage of students absent 10 percent or more school days during the school year in membership at least ten days as reflected on Maryland Report Card. | |  |  |  |
| **Student Promotion** - Percentage of students promoted to grade six as reflected on Maryland Report Card. The Promotion rate reflects the percentage of students promoted during the school year. Students that advanced from one grade to a higher level are defined as promoted. | |  |  |  |
| **Student Promotion** - Percentage of students promoted to grade nine as reflected on Maryland Report Card. The Promotion rate reflects the percentage of students promoted during the school year. Students that advanced from one grade to a higher level are defined as promoted. | |  |  |  |
| **Student Promotion** - Percentage of students promoted to grade ten as reflected on Maryland Report Card. The Promotion rate reflects the percentage of students promoted during the school year. Students that advanced from one grade to a higher level are defined as promoted. | |  |  |  |
| **Dropout Rate -** Percentage of students dropping out of school in grades 9 - 12 in a single year as reflected on Maryland Report Card. | Grade 9 |  |  |  |
| Grade 10 |  |  |  |
| Grade 11 |  |  |  |
| Grade 12 |  |  |  |
| **Graduation Rate** - Percentage of students who graduate from high school as 4-year cohort as reported on Maryland Report Card. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. | |  |  |  |
| **Graduation Rate** - Percentage of students who graduate from high school as 5-year cohort as reported on Maryland Report Card. The five-year adjusted cohort graduation rate is the number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. | |  |  |  |
| **Certificate Rate** - Percentage of students who receive certificate of completion as reflected on Maryland Report Card. | |  |  |  |
|  | | | | | |
| **Disproportionality Rate:** The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with disabilities. ***If the Maryland State Department of Education identifies a school's discipline process as having a disproportionate impact on students of color or a discrepant impact on special education students, the local school system shall prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years (school year 2017-18 Root Cause Analysis; school year 2018-19 Full Implementation) COMAR 13A.08.01.21.***  The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison. | **Risk Ratio:** The risk ratio measure captures whether the “risk” of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree. | **Risk Ratio for Black/African American Students =** |  |  | N/A |
| **Risk Ratio for Students with Disabilities =** |  |  | N/A |

| **Student Profile Data** | |
| --- | --- |
| **Student Opportunities for Enrichment and/or Remediation:** List academic programs that provide opportunities for student enrichment and/or remediation available in the 2017-2018 school year. Example programs include: Credit Recovery, Extended Learning, etc. |  |
| **Student Opportunities for Acceleration and/or Enhancement:**  List academic programs that provide opportunities for student acceleration and/or enhancement for the 2017-2018 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc. |  |
| **Student Engagement:** List programs that focus on fostering supportive culture and climate within the school for the 2017-2018 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc. |  |
| **Opportunities for access to a well-rounded curriculum:**  Elementary: Percent of 5th grade students enrolled in science, social studies, fine arts, physical education, and health.  Middle: Percent of 8th grade students enrolled in fine arts, physical education, health, and computational learning.  High schools: Percent of students graduating or exiting with a certificate of program completion: enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course; participating in dual enrollment; or enrolled in an MSDE-approved Career and Technical Education program at the CTE concentrator level or higher.; For students pursuing a certificate of program completion- enrollment in a general education core academic and/or elective course. |  |

| **Student Achievement Data** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **School Year** | | | **2017-2018** | **2016-2017** | **2015-2016** |
| **State Assessment (PARCC): English Language Arts /Literacy** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | | Grade 3 |  |  |  |
| Grade 4 |  |  |  |
| Grade 5 |  |  |  |
| Grade 6 |  |  |  |
| Grade 7 |  |  |  |
| Grade 8 |  |  |  |
|  | | | | | |
| **State Assessment (PARCC): Mathematics** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | | Grade 3 |  |  |  |
| Grade 4 |  |  |  |
| Grade 5 |  |  |  |
| Grade 6 |  |  |  |
| Grade 7 |  |  |  |
| Grade 8 |  |  |  |
|  | | | | | |
| **State Assessment (PARCC):** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | | State Assessment (PARCC) English 10 |  |  |  |
| Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge. |  |  |  |
| State Assessment (PARCC) Algebra I |  |  |  |
| Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge. |  |  |  |
|  | | | | | |
| **Service-Learning Hours** | | Percentage of students that have completed less than 50% of service-learning hour requirements by grade 11. |  |  |  |
| Percentage of students that have completed service-learning requirements by grade 11. |  |  |  |
|  | | | | | |
| **On-track in 9th Grade** | | Percentage of 9th grade students passing “core” coursework – students earning at least four credits in any of: mathematics, English Language Arts, science, social studies, and/or world language |  |  |  |
| **Course Performance** | | Percentage of students that did not pass two or more courses in grade 9. |  |  |  |
| Percentage of students that did not pass two or more courses in grade 10. |  |  |  |
| Percentage of students that did not pass two or more courses in grade 11. |  |  |  |
|  | | | | | |
| **English Language Proficiency Assessment** Identify the percentage of students who have met the proficiency attainment goal of an overall score of 4.5 on *ACCESS for ELLs 2.0*. | | |  |  |  |
| **Student Growth/Progress Data** | | | | | |
| **State Assessment (PARCC): English Language Arts /Literacy** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | Grade 3 | | N/A | N/A | N/A |
| Grade 4 | | N/A | N/A | N/A |
| Grade 5 | | N/A | N/A | N/A |
| Grade 6 | | N/A | N/A | N/A |
| Grade 7 | | N/A | N/A | N/A |
| Grade 8 | | N/A | N/A | N/A |
|  | | | | | |
| **State Assessment (PARCC): Mathematics** Identify the percentage of students that have met or exceeded expectations as reflected on Maryland Report Card. | Grade 3 | | N/A | N/A | N/A |
| Grade 4 | | N/A | N/A | N/A |
| Grade 5 | | N/A | N/A | N/A |
| Grade 6 | | N/A | N/A | N/A |
| Grade 7 | | N/A | N/A | N/A |
| Grade 8 | | N/A | N/A | N/A |
|  | | | | | |
| **State Assessment (PARCC):** Identify the percentage of students that have met or exceeded growth targets | PARCC English 10 | | N/A | N/A | N/A |
| PARCC Algebra I | | N/A | N/A | N/A |

| **Student Growth/Progress Data** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))**  *Example assessments include: iReady, MAP, ANET, Dibels, TRC, KRA* | | **2017-2018** | | | | | | | |
| **Total % of Students Tested** | | **% Above or On Grade Level** | | **% One-Two Grade Levels Below** | | **% More Than Two Grade Levels Below** | |
| Assessment Selected: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **BOY** | **EOY** | **BOY** | **EOY** | **BOY** | **EOY** | **BOY** | **EOY** |
| **Student Achievement and Growth: English Language Arts** Record the percent of students who are above, on, or below grade level. | Pre-Kindergarten |  |  |  |  |  |  |  |  |
| Kindergarten |  |  |  |  |  |  |  |  |
| Grade 1 |  |  |  |  |  |  |  |  |
| Grade 2 |  |  |  |  |  |  |  |  |
| Grade 3 |  |  |  |  |  |  |  |  |
| Grade 4 |  |  |  |  |  |  |  |  |
| Grade 5 |  |  |  |  |  |  |  |  |
| Grade 6 |  |  |  |  |  |  |  |  |
| Grade 7 |  |  |  |  |  |  |  |  |
| Grade 8 |  |  |  |  |  |  |  |  |
| Grade 9 |  |  |  |  |  |  |  |  |
| Grade 10 |  |  |  |  |  |  |  |  |
| Grade 11 |  |  |  |  |  |  |  |  |
| Grade 12 |  |  |  |  |  |  |  |  |
| **LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))**  *Example assessments include: iReady, MAP, ANET, Dibels, TRC, KRA* | | **2017-2018** | | | | | | | |
| **Total % of Students Tested** | | **% Above or On Grade Level** | | **% One-Two Grade Levels Below** | | **% More Than Two Grade Levels Below** | |
| Assessment Selected: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **BOY** | **EOY** | **BOY** | **EOY** | **BOY** | **EOY** | **BOY** | **EOY** |
| **Student Achievement and Growth: Mathematics** Record the percent of students who are above, on, or below grade level. | Pre-Kindergarten |  |  |  |  |  |  |  |  |
| Kindergarten |  |  |  |  |  |  |  |  |
| Grade 1 |  |  |  |  |  |  |  |  |
| Grade 2 |  |  |  |  |  |  |  |  |
| Grade 3 |  |  |  |  |  |  |  |  |
| Grade 4 |  |  |  |  |  |  |  |  |
| Grade 5 |  |  |  |  |  |  |  |  |
| Grade 6 |  |  |  |  |  |  |  |  |
| Grade 7 |  |  |  |  |  |  |  |  |
| Grade 8 |  |  |  |  |  |  |  |  |
| Grade 9 |  |  |  |  |  |  |  |  |
| Grade 10 |  |  |  |  |  |  |  |  |
| Grade 11 |  |  |  |  |  |  |  |  |
| Grade 12 |  |  |  |  |  |  |  |  |
|  | | | | | | | | | |

| **Staff Profile Data** | | | |
| --- | --- | --- | --- |
| **Principal and Administrators** | | | |
| Number of years of experience as a principal |  | | |
| Number of years at current school as an administrator |  | | |
| Number of Assistant Principals |  | | |
| **School Year** | **2017-2018** | **2016-2017** | **2015-2016** |
| Administrator Attendance (Average Daily Rate – Percent) |  |  |  |
| **Teachers** | | | |
| **School Year** | **2017-2018** | **2016-2017** | **2015-2016** |
| Number of Unfilled Vacancies |  |  |  |
| Percentage of first year teachers |  |  |  |
| Percentage of teachers with 1-3 years of experience |  |  |  |
| Percentage of teachers that meet applicable State Certification and Licensure requirements |  |  |  |
| Percentage of teachers with Conditional Certification or Uncertified |  |  |  |
| Percentage of teachers teaching one or more classes outside of their certification area |  |  |  |
| Percentage of teachers rated ineffective |  |  |  |
| Teacher Attendance (Average Daily Rate – Percent) |  |  |  |
| **Resource Inequities – Staff Disparities** | | | |
| **School Year** | **2017-2018** | **2016-2017** | **2015-2016** |
| Percent of Ineffective Teachers in the LEA |  |  |  |
| Disparity of Ineffective Teachers in this school compared to LEA |  |  |  |
| Percent of Inexperienced Teachers in the LEA (0-3 years of experience) |  |  |  |
| Disparity of Inexperienced Teachers in this school compared to the LEA |  |  |  |
| Percent of Out-of-Field Teachers in the LEA (teaching one or more classes outside of their certification area) |  |  |  |
| Disparity of Out-of-Field Teachers in this school compared to the LEA |  |  |  |
| **Paraprofessionals** | | | |
| **School Year** | **2017-2018** | **2016-2017** | **2015-2016** |
| Number of paraprofessionals |  |  |  |
| Percent of instructional paraprofessionals who are qualified |  |  |  |
| **Staff to Support Student Services** | | | |
| Staff to Support Student Services List type and quantity of the licensed staff positions providing support services. Examples include social workers, psychologists, nurses, professional school counselors, etc. |  | | |

| **Strengths**  ***Directions:*** Based on the data gathered in the needs assessment and other available quantitative and qualitative data, identify and explain the strengths in each domain using data to justify each response. Select school strengths from the domain practices and focus areas for each domain. Provide evidence from the needs assessment or another data source to support the selection of the identified strength. | | |
| --- | --- | --- |
| **Domain for Rapid School Improvement** | **School Strengths** | |
| **Turnaround Leadership**  **Domain Practices:**   * Prioritize improvement and communicate its urgency * Monitor short- and long-term goals * Customize and target support to meet needs   **Focus areas of this Domain:**   * Prioritize improvement * Communicate urgent need and vision * Policies, structures, personnel, resources * Organize coordinated efforts * Develop and execute data-informed plans that are customized for the school * Guide and monitor plans * Accept responsibility for results | School Strength #1 | Evidence to Support Strength #1 |
| School Strength #2 | Evidence to Support Strength #2 |
| School Strength #3 | Evidence to Support Strength #3 |
| School Strength #4 | Evidence to Support Strength #4 |
| School Strength #5 | Evidence to Support Strength #5 |
| **Talent Development**  **Domain Practices:**   * Recruit, develop, retain, and sustain talent * Target professional learning opportunities * Set clear performance expectations   **Focus areas of this Domain:**   * Identify, select, place, retain, and sustain competent and committed personnel at all levels and in all positions * Develop/revise/update policies and procedures for identification, selection, placement, retention, and sustaining staff (as needed) * Approach talent development with equity in mind * Review and utilize turnaround competencies to select and develop ALL staff * Building capacity – balancing support with accountability | School Strength #1 | Evidence to Support Strength #1 |
| School Strength #2 | Evidence to Support Strength #2 |
| School Strength #3 | Evidence to Support Strength #3 |
| School Strength #4 | Evidence to Support Strength #4 |
| School Strength #5 | Evidence to Support Strength #5 |
| **Instructional Transformation**  **Domain Practices:**   * Diagnose and respond to student learning needs * Provide rigorous evidence-based instruction * Remove barriers and provide opportunities   **Focus areas of this Domain:**   * GOAL: Increased student learning outcomes * Effective Practices * Standards-based instruction * Data-based planning * Differentiation and individualization * Evidence-based strategies – pedagogical approaches * Classroom management * Cultivate high expectations for all combined with support for all * Focused on in-school factors and non-school based factors | School Strength #1 | Evidence to Support Strength #1 |
| School Strength #2 | Evidence to Support Strength #2 |
| School Strength #3 | Evidence to Support Strength #3 |
| School Strength #4 | Evidence to Support Strength #4 |
| School Strength #5 | Evidence to Support Strength #5 |
| **Culture Shift**  **Domain Practices:**   * Build a strong community intensely focused on student learning * Solicit and act upon stakeholder input * Engage students and families in pursuing education goals   **Focus areas of this Domain:**   * Culture shift depends on many people working together to achieve extraordinary results * Needs both high academic expectations and effort * Work towards common goals * Creating a culture of mutual respect * Shared responsibility * Focus and attention on student learning * Engage families and school community to support culture both in and out of the school * Create or maintain a culture that values trust, respect, and high expectations | School Strength #1 | Evidence to Support Strength #1 |
| School Strength #2 | Evidence to Support Strength #2 |
| School Strength #3 | Evidence to Support Strength #3 |
| School Strength #4 | Evidence to Support Strength #4 |
| School Strength #5 | Evidence to Support Strength #5 |

| **Challenges**  ***Directions:*** Based on the data gathered in the needs assessment and other available quantitative and qualitative data, identify and explain the challenges in each domain using data to justify each response. Select school challenges from the domain practices and focus areas for each domain. Provide evidence from the needs assessment or another data source to support the selection of the identified challenge. | | |
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| **Domain for Rapid School Improvement** | **School Challenges** | |
| **Turnaround Leadership**  **Domain Practices:**   * Prioritize improvement and communicate its urgency * Monitor short- and long-term goals * Customize and target support to meet needs   **Focus areas of this Domain:**   * Prioritize improvement * Communicate urgent need and vision * Policies, structures, personnel, resources * Organize coordinated efforts * Develop and execute data-informed plans that are customized for the school * Guide and monitor plans * Accept responsibility for results | School Challenge #1 | Evidence to Support Challenge #1 |
| School Challenge #2 | Evidence to Support Challenge #2 |
| School Challenge #3 | Evidence to Support Challenge #3 |
| School Challenge #4 | Evidence to Support Challenge #4 |
| School Challenge #5 | Evidence to Support Challenge #5 |
| **Talent Development**  **Domain Practices:**   * Recruit, develop, retain, and sustain talent * Target professional learning opportunities * Set clear performance expectations   **Focus areas of this Domain:**   * Identify, select, place, retain, and sustain competent and committed personnel at all levels and in all positions * Develop/revise/update policies and procedures for identification, selection, placement, retention, and sustaining staff (as needed) * Approach talent development with equity in mind * Review and utilize turnaround competencies to select and develop ALL staff * Building capacity – balancing support with accountability | School Challenge #1 | Evidence to Support Challenge #1 |
| School Challenge #2 | Evidence to Support Challenge #2 |
| School Challenge #3 | Evidence to Support Challenge #3 |
| School Challenge #4 | Evidence to Support Challenge #4 |
| School Challenge #5 | Evidence to Support Challenge #5 |
| **Instructional Transformation**  **Domain Practices:**   * Diagnose and respond to student learning needs * Provide rigorous evidence-based instruction * Remove barriers and provide opportunities   **Focus areas of this Domain:**   * GOAL: Increased student learning outcomes * Effective Practices * Standards-based instruction * Data-based planning * Differentiation and individualization * Evidence-based strategies – pedagogical approaches * Classroom management * Cultivate high expectations for all combined with support for all * Focused on in-school factors and non-school based factors | School Challenge #1 | Evidence to Support Challenge #1 |
| School Challenge #2 | Evidence to Support Challenge #2 |
| School Challenge #3 | Evidence to Support Challenge #3 |
| School Challenge #4 | Evidence to Support Challenge #4 |
| School Challenge #5 | Evidence to Support Challenge #5 |
| **Culture Shift**  **Domain Practices:**   * Build a strong community intensely focused on student learning * Solicit and act upon stakeholder input * Engage students and families in pursuing education goals   **Focus areas of this Domain:**   * Culture shift depends on many people working together to achieve extraordinary results * Needs both high academic expectations and effort * Work towards common goals * Creating a culture of mutual respect * Shared responsibility * Focus and attention on student learning * Engage families and school community to support culture both in and out of the school * Create or maintain a culture that values trust, respect, and high expectations | School Challenge #1 | Evidence to Support Challenge #1 |
| School Challenge #2 | Evidence to Support Challenge #2 |
| School Challenge #3 | Evidence to Support Challenge #3 |
| School Challenge #4 | Evidence to Support Challenge #4 |
| School Challenge #5 | Evidence to Support Challenge #5 |

**Root Cause Analysis – Timeline**

***Directions:*** School teams should complete the chart below with the proposed timeframe and meeting dates for the completion of the steps in the root cause analysis process. This should be completed in collaboration with the LEA, the stakeholder team, and the 3rd party conducting the root cause analysis.

| **Root Cause Analysis Timeline** | |
| --- | --- |
| **Step** | **Proposed Timeframe/Meeting Dates** |
| 1. Planning and Preparation    1. Needs assessment completion, including identification of strengths and challenges    2. The school and LEA will identify stakeholders for participation in the needs assessment, root cause analysis, and intervention plan development    3. The school and LEA will meet with 3rd party to establish a schedule of meetings |  |
| 1. Causal Factor Charting    1. The school and LEA will participate in the causal factor charting process with the 3rd Party    2. All stakeholder participants, including the LEA and school, will be involved in this process |  |
| 1. Root Cause Identification    1. With the support of the 3rd party, the LEA, school and stakeholder team will use a decision diagram to begin root cause identification in order to identify the underlying reason or reasons for each causal factor |  |
| 1. Recommendation Generation and Implementation    1. The 3rd party will facilitate a stakeholder discussion, including the LEA and school, to generate actionable recommendations to address outcomes of the root cause(s) for school performance problems    2. Recommendations must be aligned with evidence-based interventions |  |
| 1. Root Cause Analysis Report Review    1. Upon receipt of the report of findings and recommendations from the 3rd party, stakeholders, including the LEA and school, will review and provide input on the draft report    2. LEA, School and stakeholder team input will be used to revise the draft for the final report |  |

**Root Cause Analysis – Tools and Outcomes**

This section will be updated with the tools and/or results from the 3rd party root cause analysis once they are available. These tools

and processes are to be determined as they will be developed, with input from MSDE, by the 3rd Party.

**Intervention Planning Guide**

The Maryland State Department of Education (MSDE) uses The Center on School Turnaround at West Ed’s [Four Domains for Rapid School Improvement: A Systems Framework](https://centeronschoolturnaround.org/resource/four-domains-for-rapid-school-improvement-a-systems-framework/) as the State framework for school improvement. Comprehensive Support and Improvement (CSI) school leaders will use this framework along with the templates on the following pages to prioritize needs and identify evidence-based strategies and action steps to address identified needs. Intervention plans must be collaboratively developed with stakeholders and approved by the school, the Local Education Agency (LEA), and the MSDE.



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| **Prioritized Needs**  ***Directions:*** Following analysis of the qualitative and quantitative data in the needs assessment and 3rd party root cause analysis and identification of the school strengths and challenges, school teams should identify the 3-4 highest-leverage prioritized needs that will increase student achievement for all students. Prioritized needs should focus on areas that will increase achievement for all students and narrow the scope for the development of SMART intervention goals, outcomes, and action steps. A justification, based on data analysis from the needs assessment and 3rd party root cause analysis, should be provided for each prioritized need. | |
| **Identify Prioritized Needs**  What are the 3-4 highest-leverage prioritized needs that must be addressed to increase student achievement? | **Justification through Data Analysis**  What data or findings from the needs assessment and 3rd party root cause analysis led the team to identify this prioritized need? |
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| **SMART Intervention Goals**  ***Directions:*** Based on the prioritized needs, the school should develop 3-4 SMART intervention goals. Goals must be specific, measurable, achievable, realistic, and time-bound (SMART). Provide a rationale, supported with data, for each SMART intervention goal. For each SMART intervention goal, identify one or more domains to which the goal aligns. | | | | |
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| **Domains for Rapid School Improvement** | **SMART Intervention Goal** | **What data will be gathered and analyzed to measure this goal annually?**  **(Outcomes)** | **What data will be gathered and analyzed to measure this goal quarterly/ monthly?**  **(Progress Indicators)** | **Rationale**  *Provide a detailed rationale, supported with qualitative and quantitative data, justifying the selection of the specific SMART intervention goal.* |
| Turnaround Leadership  Talent Development  Instructional Transformation  Culture Shift | **EXAMPLE:** During the 2018-2019 school year, the percent of 3rd through 5th graders that will be reading on or above grade level will increase from 30% to 35% as measured by the iReady end-of-year assessment.  **Specific:** Is the goal clearly defined?  **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal?  **Achievable:** Does the goal stretch the school while still being attainable?  **Realistic:** Does the goal relate to student learning and achievement? Is it data-based?  **Time-bound:** Is the timeframe appropriate for accomplishment of the goal? | The goal will be measured annually using the percent of 3rd, 4th and 5th grade students reading on or above grade level via the iReady end of year assessment. | Quarter 1: Baseline data is collected via iReady.  Quarter 2: Middle of year iReady data collected to determine student growth. 2% growth is expected by mid-year.  Quarter 3: End of year iReady data collected. Target of 35% increase in reading on or above grade level should be met or exceeded. | The grade 3, grade 4 and grade 5 iReady reading scores show significant decreases compared to grades 1 and 2, with 75% of the students reading at least two grade levels below. Additionally, the teaching teams in grades 3, 4, and 5 have almost 80% inexperienced teachers, who need additional support scaffolding and differentiating the curriculum for all learners. |
| Turnaround Leadership  Talent Development  Instructional Transformation  Culture Shift |  |  |  |  |
| Turnaround Leadership  Talent Development  Instructional Transformation  Culture Shift |  |  |  |  |
| Turnaround Leadership  Talent Development  Instructional Transformation  Culture Shift |  |  |  |  |
| Turnaround Leadership  Talent Development  Instructional Transformation  Culture Shift |  |  |  |  |

| **Select Evidence-Based Strategies**  ***Directions:*** For each SMART intervention goal, identify an appropriate evidence-based strategy that will be used to address the prioritized need. Once evidence-based strategies have been selected for each SMART intervention goal, school teams will provide the level of evidence for the selected strategy, a summary of the evidence highlighting school context, and the source citation for the evidence level. Additionally, school teams will identify professional learning needs, staffing needs, and resource needs for each evidence-based-strategy.  ***NOTE:*** *No specific vendors should be named or selected as evidence-based strategies. According to ESSA, a strategy is evidence-based if the activity, strategy, or intervention demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of three levels of evidence.* | | | | | | | | |
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| **SMART Intervention Goal Number** | **Evidence-Based Strategies**  Identify the strategies that will be used to address the need identified by the SMART Intervention Goal. | **Level of Evidence**  (Level 1, Level 2, Level 3) | **Evidence summary and evidence source/citation**  (include citation link or reference) | **Evidence that strategy fits school context**  (e.g. demographics, location, grade level) | **Professional Learning Needs to implement the evidence-based strategy** | **Staffing Needs to implement the evidence-based strategy** | **Resource Needs to implement the evidence-based strategy** | **Structures Needed for Implementation** (Readiness evaluation - examples include master schedule, technology, curriculum, etc.) |
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**Action Steps for Each Evidence-Based Strategy**

***Directions****:* Using the tables provided, define the specific actions steps for the implementation of each evidence-based strategy. For each action step, include the indicator of success/benchmark, the timeline, the persons responsible, and the persons involved. Add additional charts, as needed.

| Goal #: | | | | |
| --- | --- | --- | --- | --- |
| Evidence-Based Strategy #1: | | | | |
| **Implementation Plan:**  Action Steps for Implementation  (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
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| Goal #: | | | | |
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| Evidence-Based Strategy #2: | | | | |
| **Implementation Plan:**  Action Steps for Implementation  (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
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| Goal #: | | | | |
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| Evidence-Based Strategy #3: | | | | |
| **Implementation Plan:**  Action Steps for Implementation  (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
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| Goal #: | | | | |
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| Evidence-Based Strategy #4: | | | | |
| **Implementation Plan:**  Action Steps for Implementation  (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
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| Goal #: | | | | |
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| Evidence-Based Strategy #5: | | | | |
| **Implementation Plan:**  Action Steps for Implementation  (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
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| Goal #: | | | | |
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| Evidence-Based Strategy #6: | | | | |
| **Implementation Plan:**  Action Steps for Implementation  (all actions should address the prioritized need) | **Indicator of Success/Benchmark** | **Timeline** | **Person(s) Responsible** *(list by job title/role, not by name)* | **Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)* |
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**Budget**

All budgets will be completed in Microsoft Excel as an addendum to the application.

[Link to 2018-2019 CSI School Budget Template](http://s000.tinyupload.com/index.php?file_id=00207354643198711755)

**Attestation**

Section 1111 (d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

1. IN GENERAL.—Each State educational agency receiving funds under this part shall notify each local educational agency in the State of any school served by the local educational agency that is identified for comprehensive support and improvement under subsection (c)(4)(D)(i).
2. LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—
3. is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals;
4. includes evidence-based interventions;
5. is based on a school-level needs assessment;
6. identifies resource inequities, which may include a review of local educational agency and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
7. is approved by the school, local educational agency, and State educational agency; and
8. upon approval and implementation, is monitored and periodically reviewed by the State educational agency.

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| **School Level Attestation** | | | | | |
| I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the school. | | | | | |
| Principal Name: |  | Principal Signature: |  | Date: |  |

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| **Local Education Agency (LEA) Attestation** | | | | | |
| I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the local education agency. | | | | | |
| LEA Rep Name: |  | LEA Rep Signature: |  | Date: |  |

| **Maryland State Department of Education (MSDE) Attestation** | | | | | |
| --- | --- | --- | --- | --- | --- |
| I acknowledge and confirm that the needs assessment and intervention plan have been received for review and approval by MSDE. | | | | | |
| MSDE Rep Name: |  | MSDE Rep Signature: |  | Date: |  |
| 1st Submission Received: |  | 2nd Submission Received: |  | 3rd Submission Received: |  |
| 1st Submission Feedback Sent to LEA |  | 2nd Submission Feedback Sent to LEA: |  | 3rd Submission Feedback Sent to LEA: |  |
| I acknowledge and confirm that the needs assessment and intervention plan have been approved by the MSDE. | | | | | |
| MSDE Rep Name: |  | MSDE Rep Signature: |  | Date: |  |

**Resources**

| **Resource Name** | **Publisher** | **Description** |
| --- | --- | --- |
| [The Every Student Succeeds Act (ESSA)](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf) |  | The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.  The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. |
| [The Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan](http://www.marylandpublicschools.org/about/Documents/ESSA/MarylandSubmissionConsolidatedStatePlan052318rev.pdf) | The Maryland State Department of Education | On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education worked with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan. The final version of Maryland’s ESSA Consolidated State Plan is provided for reference. Earlier drafts of the plan can be found [here](http://www.marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx). |
| [The MSDE Resource Hub](https://www.marylandresourcehub.com/) | The Maryland State Department of Education | The MSDE Resource Hub has a variety of resources related to school improvement, leadership development, and selecting evidence-based interventions. The focus of the resources on the hub is customized support, data-informed results and evidence-based solutions. |
| [The MSDE Cycle of Continuous Improvement](https://docs.wixstatic.com/ugd/59f0a8_a027076b8bbe41baa6bb7035d544f5c7.pdf) | The Maryland State Department of Education | The Cycle of Continuous Improvement is utilized as part of the school improvement process in Maryland. Schools, school districts, and MSDE offices are encouraged to immerse themselves in the Cycle of Continuous Improvement as they work to tackle school improvement challenges. Within the cycle, there are four steps: 1) define the problem of practice, 2) select evidence-based solutions, 3) implement a plan, and 4) adjust continue to stop solution. |
| [Four Domains for Rapid School Improvement: A Systems Framework](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Four-Domains-Framework-Final.pdf) | The Center of School Turnaround at WestEd | The Center on School Turnaround at WestEd (CST) has released the Four Domains for Rapid School Improvement. This framework is designed to assist states, districts, and schools in leading and managing rapid improvement efforts. The framework shares, in practical language, the critical practices of successful school turnaround in four domains, or areas of focus, that research and experience suggest are central to rapid and significant improvement: turnaround leadership, talent development, instructional transformation, and culture shift. At a more fine-grained level, the framework then offers examples of how each practice would be put into action at each level of the system. |
| [Four Domains for Rapid School Improvement: An Implementation Framework](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Four%20Domains%20for%20Rapid%20School%20Improvement.pdf) | The National Implementation Research Network and the National Center for School Turnaround | The National Implementation Research Network (NIRN) and the National Center for School Turnaround (2018) published the Four Domains for Rapid School Improvement: An Implementation Framework as a companion to the Center for School Turnaround’s (2017) recent publication of The Four Domains for Rapid School Improvement: A Systems Framework. The aim of this companion paper is to describe **how**to use the improvement domains in practice. |
| [Four Domains for Rapid School Improvement: Indicators of Effective Practice](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Indictors-Effective-Practice-Four-Domains.pdf) | The Center of School Turnaround at WestEd | This document, which is intended to facilitate educators’ ability to take and track action within each domain, provides the specificity of indicators for each practice identified in the framework. An indicator of effective practice is what Redding (2013) calls a concrete behavioral expression of a particular professional practice that research has shown to contribute to student learning. The indicators presented in this document are expressed in plain language so school, district, and state teams can identify with greater certainty whether a relevant practice from the four domains is standard and routinely operational or whether more work is needed. |
| [Prioritizing Talent in Turnaround: Recommendations for Identifying, Hiring and Supporting Principals and Teachers in Low-Performing Schools](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Prioritizing-talent-in-turnaround_FINAL.pdf) | The Center of School Turnaround at WestEd | Specifically, this report conveys what researchers and field team members have learned from a project examining how districts prioritizing their lowest-performing schools attract and recruit high-potential candidates for principalships and teaching positions. The report also describes what was learned from the project in terms of districts’ strategic and innovative approaches for identifying the fit between an applicant and a school, and for supporting talent in the long term. |
| [Professional Standards for Educational Leaders](http://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf) | National Policy Board for Educational Administration | Professional Standards for Educational Standards, PSEL, formerly known as the ISLLC Standards, were developed in 2015 by National Policy Board for Educational Administration. In 2017, Maryland State Department of Education adopted PSEL to guide administrator preparation, licensure, and evaluation in Maryland. |
| [Promising Leadership Practices for Rapid School Improvement that Lasts](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Promising-Practices-2_15_17.pdf) | The Center of School Turnaround at WestEd | This report presents promising practices for how to sustain the advances made in schools that have demonstrated rapid improvement. There is much to learn from schools that demonstrate sustained improvement and those who lead them. There is also much to learn from other fields, such as business, where research has focused on organizational turnaround. |
| [Recruit, Select, and Support: Turnaround Leader Competencies](https://centeronschoolturnaround.org/resource/recruit-select-and-support-turnaround-leader-competencies/) | The Center of School Turnaround at WestEd | Research shows that there are specific competencies that school leaders need for successful turnaround efforts. This professional learning module can help staff learn how to use these competencies to recruit, select, and provide ongoing support to school principals working in a turnaround context. |
| [Support for Rapid School Improvement: How Federal Dollars Can be Leveraged for Systematic Improvement](https://centeronschoolturnaround.org/wp-content/uploads/2018/06/CST_Leveraging-Federal-Dollars.pdf) | The Center of School Turnaround at WestEd | This document is designed to serve as a guide for the purpose of aligning spending to support turnaround efforts and offers examples of how federal funds may be used to support a framework designed to produce a coherent strategy for school turnaround. |
| [The Engagement Playbook: A Toolkit for Engaging Stakeholders Around the Four Domains of Rapid School Improvement](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Engagement-Toolkit.pdf) | The Center of School Turnaround at WestEd and the National Center for Systemic Improvement | This toolkit supports the collaboration of decision-makers and stakeholders involved in the school improvement process at the local-level by analyzing the intersections between the Four Domains for Rapid School Improvement and Leadership by Convening, which focuses on the human side of change. |
| [The Hexagon Tool – Exploring Context](https://implementation.fpg.unc.edu/resources/hexagon-tool-exploring-context) | The National Implementation Research Network | The Hexagon Tool can help states, districts, and schools appropriately select evidence-based strategies by reviewing six broad factors in relation to the program or practice under consideration.  *Additional Resources:*  <https://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf>  <https://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-TheHexagonDiscussionandAnalysisTool.pdf> |
| [Transforming Schools – How distributive leadership can create more high-performing schools](http://www.bain.com/Images/BAIN_REPORT_Transforming_schools.pdf) | Bain & Company | This 2016 report by Bain & Company focuses on how distributive leadership can be used in school improvement practices. The report discusses that an essential ingredient for any significant school improvement is transformational leadership. |
| [Using Needs Assessments for School and District Improvement](https://centeronschoolturnaround.org/wp-content/uploads/2018/04/NeedsAssessment-Final.pdf) | The Center of School Turnaround at WestEd and the Council of Chief State Schools Officers | This guide describes the core components for developing and administering needs assessments for improvement. The guide includes information on ESSA requirements, planning a needs assessment, designing a needs assessment, how a needs assessment is part of the improvement process, and key decision points.  *Additional Resources:*  <https://centeronschoolturnaround.org/wp-content/uploads/2018/04/Worksheets-from-Needs-Assessment.docx> |