

Teacher Capacity Needs Assessment
Top Ten Academic Action Steps in Rank Order

School Name and Number: Bladensburg High School - 0208

LEA: PGCP/16

TOP TEN ACTION STEPS	
1.	Bring the entire staff back to school four days early for a focused professional development program that will set the agenda of building strong literacy skills across curriculum and giving all staff members a common language and strategies to help students bridge literacy skills in all aspects of their education. The program would focus on four key elements needed to promote student success. (1) reviewing with the staff the Core Learning Goals for English; (2) working with the HSA rubrics and the SAT rubric, teachers will practice scoring and developing appropriate writing assignments for their discipline; (3) strategies to develop critical reading skills in the content area will be reviewed by returning teachers and introduction to reading in content for new teachers (4) language acquisition training by the ESOL Office. Sessions will include professional development on the use of technology, flexible small grouping, and classroom management strategies. Teachers will have an opportunity to develop their opening week lessons to include these crucial strategies and to allow peer review. Administrators will be trained to look for these strategies as they do informal walk throughs and formal observations.
2.	During core content collaborative planning meetings there will be a strategic staff development plan in place that will be facilitated by the Teacher Coordinator supported by the HSC staff, Curriculum and Instruction and the Instructional Specialist. The training will focus on differentiated instruction and developing meaningful engaging lessons that follow the VSC and the PGCP/16 pacing guides. The training will begin piggy backing on the literacy training provided to staff during opening week and will have the ninth grade teachers looking at SRI and MSA results for incoming students and how to deliver the differentiated instruction so all students are learning the needed skills and concepts to get them ready for HSA testing.
3.	Provide more training on using Edusoft and Performance Matters to be able to identify student progress on a unit-by-unit basis to allow for regrouping and re-teaching of key indicators and outcomes. The Core Content teachers will learn how to create a test on Edusoft so that we can develop standardized chapter/Unit exams and have data to review. Algebra and Biology have them created from the Curriculum and Instruction. We need to create these tests in English 10 and LSN so we can track progress. It also is essential that we will need to be able to gather that type of information for all the 9 th grade core classes so students, teachers and parents can begin to have meaningful discussions regarding specific outcomes. The training for teachers to understand the report possibilities from EduSoft, we allow us to track Special Education, ELL and RELLP progress.
4.	Establish a "teacher academy" for new teachers. The purpose of the Teacher Academy is to give these teachers needed support on an ongoing basis. Bladensburg High School has had approximately a thirty percent turnover in staff every year. The Academy will be lead by the Instructional Coach, mentors and members of the leadership team. The focus will be classroom management, school and PGCP/16 policy, expectations, and lesson design and delivery. The meetings will be held once a month on Wednesday mornings before school. Other topics to be covered: grading and parent conferencing

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| 5. | Develop and implement a comprehensive parent-training program in English and Spanish to assist parents in getting students motivated and focused on academic success. The workshops will be developed with the Parent Liaison, professional school counselors and the Leadership Team. Topics to be covered include understanding the CLG and VSC indicators and how they can support these efforts at home; data; preparing for after graduation; support services available to parents and issues raised by the parents. Spanish and English meetings will be held separately, but cover the same information modified for the audience. A calendar will be created and workshops will be held at a variety of times (during the school day, immediately after school, evening meetings and different days of the week to address the work and family schedules). |
| 6. | Create support classes for assessments in English 10, Algebra, Biology and Government during the school day for elective credit. Students who have failed the HSA by more than 30 points but have completed and passed the tested area classes will be placed in a support class for the specific test. There will be a class taught for English 10, Algebra, Biology and local State and Government. |
| 7. | Ongoing training by the HSC technology staff and media specialist so that all staff members can use the technology equipment available in the building. Making sure teachers know how to incorporate "Clicker" for every student response activity in the classroom; Smart Boards; White Boards; use computers for peer editing, critical reading activities and mdk12.org modules; use "Safari Montage"; use the computers for differentiated instruction, and make lesson student centered and engaging.. |
| 8. | Develop and implement training for all teachers in language acquisition best practices that could be used to assist all students especially ELL and Special Education. Many of our students have exited the ESOL program but still need support in mastering English The training would begin during the opening week activities continue at staff meetings, collaborative planning meetings and staff development opportunities. |
| 9. | Establish an advisory program that would assist students in connecting to Bladensburg and developing short/long term academic and personal goals and develop the skills to make them a reality. The advisory groups would focus on College Summit for all the seniors and a college readiness for the 11 th graders. |
| 10. | Establish four-week summer bridge programs for incoming 9 th graders, special education students, ELL students to support each groups specific academic needs. The ninth grade program will include literacy skills, mathematics skills, goal setting and team building. The Special Education students in all grade level will be working to build on their literacy and math skills. ELL students will be working to build literacy skills. SRI, MSA, HSA test scores, report cards and teacher assessments will be used to determine eligibility. The ninth grade program will include at least one field trip to a college or university campus. |

Attachment E - Priority Areas of Need

School Name and Number: Bladensburg High School/ 02308 LEA: PGCPS/16

DIRECTIONS: Please prioritize the five major changes (outside of academics) that will be put in place that can be expected to improve student achievement.

General Statements of the Top Five Priority Needs	For each of the priority needs, provide the top major activity/initiative that will address the need during the 2008-2009 school year. Provide only one activity per need.
1. Students need to come to class on a regular basis.	The guidance administration teams (that are looping) will develop a support program for the students at risk and their parents
2. Students must be taught set short and long range goals and develop skills that will enable them to plan, push themselves and persist until they are successful	Phase in Student Advisories beginning with grade 9.
3. Staff must limit interruptions and distractions in the classroom	Ongoing classroom management training for staff members. Highlighting successes
4. Parents communications need to be improved; increased and interactive especially involving HSA and AP/College bound activities.	Quarterly Newsletters, parent page on the school website, educational/data activities at every PTSA meetings, varying the time of meetings sometime holding a meeting twice to reach different groups of parents, developing a viable parent email list for mass notifications and individual concerns, PTSA President attending School Improvement Team meetings.
5. Staff communications among and between staff members need to be improved so teachers are aware of opportunities for students and how academic expectations can be supported in all classrooms. .	Better use of Blackboard for all announcement and electronic copies of all documents, with opportunities for discussions.

Attachment G - State Board of Education Summary 2008 Alternative Governance for School Improvement

School Name and Number: Bladensburg HS LEA: PGCPS/16

Identify the Alternative Governance Selected: 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.

1. STAKEHOLDER INVOLVEMENT

On October 2, 2007, the Director of School Improvement met with the principal of Bladensburg High School to explain the Alternative Governance process and establish a timeline for the completion of tasks. The School Improvement Specialist attended a faculty meeting on October 9 during which the school's status in improvement was discussed and the AG options explained. The principal and TCNA project leader attended the MSDE training on October 16, 2007, on conducting the Teacher Capacity Needs Assessment (TCNA). The school based AG team was formed. Training of facilitators for the TCNA took place on November 1, 2007. TCNA team meetings took place November 6-20. At the High School Consortium School Improvement Institute (November 9-10), the school team attended a workshop on the AG proposal guidelines and participated in the Collaborative Friends Peer Review of the school improvement plan. Parents were involved in several ways. The parent fact sheet was distributed school wide October-December 2007. The AYP letter indicating the school's status in improvement was distributed in November 2007. Parent meetings took place on November 5, as well as December 13. The AG Team met during the first week of December to complete the summaries of the TCNA and other sections of the proposal. The local review of the proposal was conducted December 18, and revisions completed January 9, 2008.

2. RATIONALE FOR THE DECISION

The decision was made after a careful analysis of data. Beginning in September, meetings were scheduled to review all data points and to consider approved options. These meetings included the Superintendent, Deputy Superintendent, Chief of Accountability, Director of Human Resources, The Director of School Improvement, the Principal and the Regional Assistant Superintendent and Directors of the High School Consortium.

Regular communications occurred between our Chief of Accountability and our Director of School Improvement with the Maryland State Department of Education. Both options 1 and 4 were the two options discussed. The principal of Bladensburg was assigned in October of 2006. While the school has demonstrated significant overall growth in algebra, special education achievement growth in algebra was less. In English, achievement data with the LEP sub group declined significantly from 2006 to 2007 from 21.1% at proficient, advanced to 10.4% at proficient, and advanced. For the Hispanic subgroup, the decline was from 37.3% to 32.04%.

On November 28, 2007, a meeting was convened by the Deputy Superintendent with all Regional Assistant Superintendents, the Director of School Improvement and the Chief of Accountability to discuss all options. This came after extensive reviews by the staff of the High School Consortium and after meetings held by the school's Alternative Governance Team with their stakeholder groups. By consensus of the group the decision was made to recommend Option One. The recommendation indicated that changes in leadership would occur in order to foster more aggressive gains in student achievement. A plan was devised to identify timelines and to solicit additional input from the

Bladensburg School Planning and Management Team, the PTSA Executive Board and general public, and the faculty.

Stakeholder meetings to discuss Alternative Governance options occurred for parents on 9/18/07, 10/23/07, 11/20/07, 12/13/07, and 12/18/07; for faculty on 10/09/07, 11/6/07- 11/20/07, and 12/04/07 with the faculty.

3. MONITORING AND EVALUATION

School Performance Goals were developed by the Division of Accountability with the purpose of providing a data-based set of leveled expectations about student achievement that will be used to measure improvement. The decision to recommend the four-year-to target model for the school is based on the following data and is intended to provide the school with a data-based set of leveled expectations about student achievement. Instruments used to measure growth will be based on 2008 MSA/HSA data. The Growth Over Time Model (Instrument) will be used to gauge individual performance targets for each subgroup (provided by the Division of Accountability). Assessments, in the form of quarterly benchmarks and monthly unit assessments that mirror the HSA format will be used in English 10; Algebra I/Data Analysis; Local, State, and National Government; and Biology to provide ongoing identification of indicators from the Voluntary State Curriculum (VSC) for re-teaching. Quarterly data utilization meetings which will include the monitoring of attendance and graduation statistics as well as student achievement in core academic subject areas will be enhanced through the use of Performance Matters, a data management system.

Students with IEPs will be monitored through the same process as general education students noted above. Assessments, in the form of quarterly benchmarks and monthly unit assessments that mirror the HSA format will be used in English 10; Algebra I/Data Analysis; Local, State, and National Government; and Biology to provide ongoing identification of indicators from the Voluntary State Curriculum (VSC) for re-teaching. In addition, students receiving intensive Special Education instruction in Algebra I/Data Analysis, will have the opportunity to demonstrate their knowledge of the curriculum on a series of modified unit assessments (as opposed to one, single, lengthy test) developed by the general education content specialist. This will provide timely identification of indicators from the VSC that require further instruction for mastery in the Algebra I/Data Analysis curriculum. Some additional supporting data can be obtained for those Special Education students receiving READ 180 instruction, through monitoring the progress of their increasing reading levels, comprehension skills, and fluency levels, and its impact on their performance on HSA assessments.

4. LEA COMMITMENT

The LEA is committed to fully supporting Bladensburg High School by providing funding in the following areas: personnel, professional development, and instructional materials. The system will facilitate and fund the identified professional development opportunities in order to increase teacher capacity to understand and access the Voluntary State Curricula. In addition, the principal and staff will receive direct support from regional personnel.

5. PRINCIPAL AUTHORITY

The principal will share authority to make changes in the following areas in conjunction with the High School Consortium Regional Assistant Superintendent according to local and state guidelines for schools in restructuring planning: staffing patterns, class schedules, selecting consultants, school-based budget decisions, professional development attendance.