

**Bridge to Excellence
Baltimore City Public Schools
Master Plan**

November 19, 2013

2013 Master Plan Annual Update

(Include this page as a cover to the submission indicated below.)

Master Plan Annual Update Part I

October 8, 2013

Local School System Submitting this Report:

Baltimore City Public Schools

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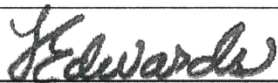
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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2012 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence and Race to the Top programs. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

***Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.**



Signature of Local Superintendent of Schools
or Chief Executive Officer

10/21/2013

Date



Signature of Local Point of Contact

10/08/2013

Date

Local Planning Team Members

Use this page to identify the members of the school system's Bridge to Excellence/Race to the Top planning team. Please include affiliation or title where applicable.

Name	Affiliation/Title
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SECTION A

Executive Summary

Introduction:

The goal of the Baltimore City Schools 2013 Bridge to Excellence Master Plan Update continues to be to guide the school system and its students, in partnership with its many interested and supportive stakeholders, to the attainment of its Vision and Mission. In 2012 the City Schools Board of School Commissioners modified the Vision, Mission, and Goals. These modifications, which align with City Schools Essentials—a set of values that define what is important in the work of the district—provide the strategic context for planning to sustain and accelerate progress in student achievement.

Vision and Mission of Baltimore City Public Schools

Mission: Excellence for every child at every level by focusing on quality instruction, managing systems efficiently and sustaining a culture of excellence

Vision: Every child will graduate ready to achieve excellence in higher education and the global workforce

Board Aspirational Goals	Board Priorities
1) All students will achieve high standards and annual growth that leads them to graduate, prepared to be independent, creative, contributing members of society.	1) City Schools will have quality curricula and instruction that provide rigor, engage students, raise the bar and deliver targeted interventions to increase learning
2) All students will benefit from transformational leadership at all levels of the organization that ensures the success of district initiatives and sustains a culture of excellence that leads to academic success	2a) City Schools will create an environment where staff find meaning and feel supported in the pursuit of improved student achievement 2b) City Schools will excel in recruiting, developing, and retaining highly effective staff at all levels

<p>3) All students will learn in environments that embody a culture and climate of excellence, mutual respect, and safety.</p>	<p>3a) City Schools will have a respectful culture and climate, and a collaborative environment that supports student achievement. 3b) City Schools will have high-quality, modernized facilities that show respect for staff and students.</p>
<p>4) All students will benefit from increased family and community engagement that builds resources and opportunities for student success.</p>	<p>4a) City Schools and all schools will partner with families, communities and the public & private sectors to foster shared ownership of schools and to collectively create opportunities for student success 4b) City Schools and all schools will more deeply engage parents in their students' learning</p>
<p>5) All students will benefit from predictable, reliable, transparent management processes and systems that build internal and external trust and contribute positively to school outcomes</p>	<p>5) City Schools will be good stewards of the district resources and provide excellent customer service through innovative, integrated, responsive management practices</p>
<p>6) All students will benefit from great schools that meet the needs of students and communities</p>	<p>6) City Schools will increase the portfolio of great schools of all types at all levels and in all areas of the city, providing all families attractive options, bolstering public confidence and strengthening the contribution of public schools to the city's success</p>

The 2013 Update reflects Baltimore City Public Schools' theory of action. *If:* Resources are in the schools, school communities have autonomy over resources, resources are allocated transparently--based on student population and characteristics--and central office provides appropriate guidance, support, and accountability. *Then:* School communities will continue to make decisions that accelerate student achievement.

The end of school year 2013-2014 marked the sixth year of implementation of this theory of action. During this time the focus of the district office has been:

- The Implementation of fair student funding across district. Prior to the introduction of fair student funding in FY 09, principals had control over approximately 3 percent of their budget. That figure is over 80 percent today.
- Schools have budget autonomy over budgets and decision making;
- Creating school options and expanding school choice. School portfolio spans many school types; all middle and high school

- Students choose their schools
- Implementing landmark contracts with teachers, administrators, paraprofessionals
- Meaningfully engaging families and communities
- Implementing Common Core State Standards
- Begin the implementation of 21st century school facilities

SY 2013 saw student enrollment increase for the fifth consecutive year after nearly a decade of decline. Enrollment reached 84,747 which is a 2.9% increase since 2007-08. Attendance at the high schools showed growth in the last year and district-wide attendance has held steady; chronic absenteeism is down by four percentage points since 2007-08. In addition, kids are spending more time in school as a result of declining suspensions. City Schools continues to make gains in school readiness; we believe this is due to our continued investment in full-day Pre-K. Currently, 78 out of every 100 kindergarten students enter school ready to learn compared to 58 out of 100 in 2007-2008.

On the 2013 Maryland State Assessment Baltimore City saw an overall increase in reading and decrease in math. Reading scores rose to 67.9% and math decreased by 4.5 points to 58.9%. Within the bands of basic, proficient and advanced, City Schools notes growth over time in reading. Fewer students are basic and more students attain proficient or advanced each year in reading. In the 2013 MSA more students were basic in math and fewer students reached the proficient or advanced bands. High Schools Assessment data will be reported once they are made available by MSDE in October 2013.

In the 2013-2014 school year, the focus of City Schools continues to be transformation of classrooms by ensuring that excellent teaching and learning is taking place in every classroom and that all students are achieving at their potential. Going into 2013-14, the district will support this work with three key areas of focus:

- District transition to Common Core State Standards and readiness for PARCC assessments
- Engaging families and communities in ways that impact and support improvements in student outcomes
- Improving facilities to transform the learning experience of students

BUDGET NARRATIVE

a. System Priorities

Fair Student Funding

Four years ago, Baltimore City Public Schools changed how it funds schools in order to create equity in funding for students—and to give schools more autonomy over their resources in exchange for greater accountability for student outcomes. Schools are closest to students and know best what their students need to succeed. This year, the district took a big step further, changing its overall budget process to put funding for schools first, over all other district expenditures and needs. It did this because it is committed to keeping schools whole, in an environment of flat district revenue and rising costs. And it did this because it is the next obvious step in ensuring that schools have the resources they need to deliver the best possible education to students. Putting schools first in its budget-making process pushes City Schools to do business differently—more strategically, deliberately and efficiently. The budget process this year was guided at the district level by priorities articulated both by the Baltimore City Board of School Commissioners and the community. At the school level, budget making was aligned to a larger process of developing School Performance Plans so that school budgets reflect school goals and long-term plans to fulfill those goals. This work is facilitated by more intensive support from the district office. And just as giving schools autonomy over their funding four years ago required that the district know much more about its resources—what went where—putting schools first means City Schools will have to find greater efficiencies at its district office. Placing schools first in the budget process is a critical step in City Schools’ overall effort to transform itself into an entire district of great school options for all students. It comes amidst and supports other major shifts the district will be making in the next year, as it transitions to the Common Core State Standards; implements the systems—including a new teacher evaluation system—to move all City Schools employees toward working effectively to ensure student success; and launches a multi-year campaign to upgrade all school buildings to support excellent teaching and learning.

As schools received more resources and assumed more responsibility under Fair Student Funding, the administrative role of City Schools’ district office has become more targeted to focus on three key functions, delineated in the theory of action: guiding schools, supporting schools and holding schools accountable for student achievement. Two major initiatives support this effort: the School Support Networks (Networks) and the School Accountability Framework. This year the district office restored 15 School Support Networks, each with a team of 9 staff members to work with school leaders and teachers in support of academic and operational activities and community engagement. The School Support Networks Officer reports directly to the CEO and oversees this work. In addition, the district has put an Executive Director at the helm of each of the 15 Networks with their primary role being support of the school leaders. The School Accountability Framework is a system designed to increase accountability for schools and those who support schools. The process includes development of a baseline data tool and other accountability tools to enable schools, central administration and the community to know how a school is performing across the district and in comparison with a peer group of schools serving similar student populations.

Teacher Contract

Baltimore City Public Schools is proud to be a national example of innovation and partnerships by creating a teacher contract based on 4 core beliefs:

- Recognition of the teacher’s role in school reform
- The value of teachers role in student achievement and school improvement
- The need for incentives and rewards to attract and retain the best teachers
- The necessity of a culture that promotes collaboration and shared leadership within schools

City Schools’ teacher contract aims to retain the best teachers for students, grow them professionally and attract the best talent to Baltimore. This is happening through significant increases in compensation, creating a strong incentive to retain existing and attract new great teachers, eliminating steps in favor of “earn as you grow” or “self-pacing” concept, eliminating increases based solely on advanced degrees and will move City Schools from the bottom quartile to the top quartile in teacher compensation throughout state. The contract creates new career pathways to reward and recognize teachers and education professionals excelling in their field both in terms of student outcomes and teacher practice with four pathways. Intervals within a pathway are connected to evaluation, approved teacher growth opportunities, added professional responsibilities and are based on improved student achievement instead of years of experience. Finally, the contract establishes a system of checks and balances among principals and teachers to ensure all are working towards the same goal of student achievement. This is done through the Joint Oversight Committee, Professional Peer Review Committee, Joint Governing Panel, and the creation of other subcommittees as needed. In 2012-2013 City Schools made making major strides in the implementation of the school leader evaluation, as well as continuing to grow teachers along the career pathway. In 2013-2014 City Schools will be begin discussing the next teacher contract. Some of the options we would consider are: extending the existing contract, revising the existing contract, or negotiating a new teacher contract.

Effectiveness Work

In order to support quality teaching, City Schools has implemented an Instructional Framework and Rubric that:

- Creates a common language about what constitutes excellent teaching and how it looks
- Provides guidance in designing and implementing quality instruction for each student
- Ensures alignment of school resources, priorities and teacher supports
- Elevates the work of the Common Core State Standards and the City Schools’ academic priorities of Rigor, Engagement and Intervention

The Instructional Framework is intended to create alignment of the Teacher Effectiveness Evaluation and the developmental opportunities that are provided to City Schools teachers, in addition to supporting the instructional shifts necessitated by the implementation of the Common Core

State Standards. In school year 2013-2014 all schools will use the Instructional Framework and Rubric for classroom observations, both formal and informal.

In SY 13-14, City Schools will enter into its final year of transitioning to the Common Core State Standards. Long-term development plans have been outlined for school leaders, teachers, and Central Office staff to provide a deeper understanding of the curricular and pedagogical changes required for successful implementation. Strategic partnerships have been developed to help lead City Schools in this work. By the end of SY 2013-2014, instruction at all schools will be aligned to meet the demands of the CCSS. In order to successfully accomplish this, schools must continue to:

- Evaluate current instructional practices and expectations,
- Analyze student data and resource/development needs to meet expectations,
- Ensure that essential content is not “skipped” and students miss critical learning

School leaders have created action plans outlining their school’s transition process to the CCSS. Teachers have implemented district-led literacy assessments to diagnosis student performance as the foundation for implementing the ELA/literacy standards. Teachers and school leaders will continue to receive professional development on Common Core Math, ELA/Literacy Standards, and PARCC assessments. Additionally, City Schools will continue to revise curriculum and assessments aligned to the Common Core State Standards, utilizing its district curriculum writers in ELA and mathematics.

Turning Around Low Performing Schools

In SY 2013 City Schools and the Maryland State Department of Education continued collaboration in accessing federal funding for low-performing schools through the Title I School Improvement Grant, Title I Priority funds, the Breakthrough Center, and Maryland’s award in the Race to the Top grant competition. In addition to implementing various federal reform models, City Schools has targeted additional persistently low-achieving schools by identifying feeder patterns to current turnaround schools. As a result, the district has identified 8 additional schools to receive targeted supports. City Schools, in collaboration with the MSDE’s Breakthrough Center is implementing aggressive reforms in order to increase student achievement in its lowest performing schools.

Engaging Families and Communities

80 percent of students’ time is spent outside of school. This means families and communities are essential to student attendance. A few key initiatives City Schools is embracing include:

- The Family Institute is a resource to help parents support their student’s learning across the curriculum

- “Every Day Counts!” attendance campaign – personalizes the issue of attendance by highlighting individual City Schools students via the website, Ch 77, print materials, email signatures and partnerships with city agencies, such as Enoch Pratt Libraries.

A major focus of the district has been improving access and communication with the community so that families can be involved in their students’ learning and participate in the choices offered. Resources we utilize to do this include:

- Parent Portal and school websites
- Television shows produced by Career and Technology Education students
- Family Information Calendar
- Education Channel 77
- Registration and School Choice information

City Schools is also working to increase the activity of parent and community groups

Improving Facilities to Transform the Classroom

In the fall 2012, the Board articulated a vision where all Baltimore City School students learn in 21st Century buildings. After a series of community meetings with school communities, the Board approved a 10-year facilities plan in January 2013 that would result in 163 modernized buildings, 26 closed buildings, and 17 closed schools over the course of the entire plan. That plan was presented to the State Legislature in addition to a proposed implementation plan in the 2013 legislative session. HB860 was passed and signed by the Governor in May 2013 setting up the funding and implementation mechanisms required to begin executing the plans for 21st Century buildings. Furthermore, City Schools is committed to quality 21st Century instruction and learning in these modernized buildings. The district, led by the Academic office, has begun the process of developing and refining a vision for what 21st Century education means for Baltimore City Public Schools.

The implementation for this plan is in its infancy beginning with the negotiation of an MOU required by HB860 with the State of Maryland, City of Baltimore, and Maryland Stadium Authority. Structures will be in place for regular review of the facilities plan, critical data points, and community engagement. In addition, the district has set up an interdisciplinary “core team” of staff whose responsibility it is to coordinate the implementation of this work.

b. Fiscal Outlook

Revenue Analysis

FY13 revenues met expectations as anticipated in the Master Plan Update for 2012. The FY13 revenue was anticipated to be \$1,311,308,950 and in fact was \$1,326,139,168.

Analysis of Actual Expenditures

Local Goal: All students will achieve high standards and graduate ready to succeed (NCLB Goals 1, 2, and 5)

Title I funds provided resources to schools to support academic achievement for low-income students across the district. Increased expenditures in these line items allowed for more services to be provided and for more schools and students to be impacted across the district.

Local Goal: All students will be taught by highly qualified, effective teachers (NCLB Goal 3)

Title II funds were used to provide professional development to teachers and school leaders district-wide, through monthly leadership academies, monthly literacy instruction sessions, and summer professional development on the Common Core standards.

Local Goal: All students will benefit from the implementation of effective management systems that maximize available resources.

The district invested funds in new systems to track employee performance and learning and to streamline business practices, in increased connectivity and bandwidth and school sites, and in more devices for classroom use.

c. Climate Changes

City Schools took a different approach to budget making for 2012-13, it was driven by priorities at the district office, planning at schools and the district's commitment to keeping schools whole. City Schools' 2012-13 budget-making efforts are being driven both by broad, long-term priorities that the Baltimore City Board of School Commissioners articulated for the district this winter and by specific 2012-13 budget priorities the Board solicited from school-based staff, families and community members at two community budget dialogues in January. Federal funds are anticipated to drop by \$15.5 million, with state funds remaining flat and local funding decreasing by nearly \$10 million. The end of the American Reinvestment and Recovery Act (ARRA) State Fiscal Stabilization Fund (SFSF) contributes to the decline in federal funds and restricted revenue. The drop in external sources of revenue will be supplemented by carry-over funds and savings. To preserve the spending power of schools, the district office budget has decreased by \$13 million, from \$390 million to \$377 million. These cuts were achieved by increasing the efficiency of district office technology and operations. The largest object increase occurs in salaries and wages – a result of the districts landmark teacher contract, which resulted in an increased allocation to schools to preserve their purchasing power. This afforded school communities the flexibility to maintain their staffing levels. The General Fund sustained this increase, through the use of carry-over funds and the fund balance from savings. City Schools continues to seek additional funding opportunities and services via competitive grants, establishing partnerships, and foundational support.

Goal Progress:

a. Race to the Top Scope of Work

Standards and Assessments:

Project 1 Formative Assessments and Common Core State Standards Implementation

City Schools is developing curriculum, assessments, and professional development aligned to the Common Core in English/language arts, mathematics, and literacy in science/social studies/technical subjects. In addition, the district has been implementing literacy diagnostic assessments to make data-driven instructional decisions for the benefit of students.

City Schools has used Race to the Top funds from this project to support the development of curriculum aligned to the Common Core. The district created and implemented four text exemplar modules in ELA for grades one through five and four Literacy Design Collaborative (LDC) modules that were developed in partnership with the Aspen Institute's Urban Literacy Leaders Network for English and social studies teachers in grades six through twelve. PreK through two mathematics teachers implemented eleven Common Core aligned units as a part of the district's full implementation for these grades. In grades three through five, teachers implemented three Common Core aligned units. City Schools also implemented the Agile Mind curriculum resources for teachers in grades six through eight and Algebra through their continued partnership with the Charles A Dana Center.

To support all of these curricular units, City Schools conducted four systemic professional development days throughout the year centered on implementing their Common Core curriculum units through the lens of their Instructional Models in English Language Arts (ELA) and Mathematics. In addition, each school's literacy and mathematics representatives meet monthly with central office curriculum staff to discuss progress toward curriculum implementation.

While City Schools has provided professional development and attempted to communicate expectations to school staff for implementing the Common Core curriculum, the most significant challenge has been accountability structures for school implementation. During the next school year, the district will rely heavily on the "Implementing Common Core State Standards and Assessment" workbook released by Achieve and the US Education Delivery Institute to assist with the development of delivery chains.

This project also supports the implementation of the STEP, WIRELESS, and RISE literacy assessments in grade PreK through high school to inform instruction. City Schools is in the process of honing progress monitoring at the classroom level with literacy representatives leading the work.

In School Year 13-14 City Schools will continue to provide guidance to support the City Schools curriculum, instructional models, assessments, and materials. The following Common Core Implementation activities will occur in Year 4 of Race to the Top:

- Provide additional support in the area of Word Study in grades K through 8
- Expand and revise the current Lesson Sets, Units of Study, and LDC Modules.
- Provide LDC modules for all secondary social studies courses that are aligned to the Maryland State Curriculum(MSC), Common Core State Standards for Literacy & History/Social Studies, and the national C3 framework for social studies state standards.
- Provide schools with LDC Modules to be embedded in the scope and sequence for grades 6-8 social studies, and high school US History, American Government, and World History.
- Provide schools with LDC Modules to be embedded in the scope and sequence for grades 6-8 science, and high school Biology, Chemistry, Environmental Science, and Physics.
- Provide Units of Study for PreK-5 mathematics aligned to Common Core.
- Provide pre/post assessments for each unit of study from grades 1 to Algebra II.
- Provide Agile Mind for grades 6 through 8.
- Expand Agile Mind course offerings in high school to include in Honors Algebra I, Intensified Algebra I, Geometry, and Algebra II.

Data Systems:

Project 2 Hardware and Systems Infrastructure

Not only does technology empower students to take control of their own learning, it also provides teachers and other stakeholders opportunities to collect authentic data and to examine it in a variety of ways in order to make better, more personalized instructional decisions. City Schools recognizes that the district has begun to look more critically at systems and infrastructure changes that must be made in order to support more robust data collection and analysis tools.

Significant upgrades to the district's overall network have been made in order to provide schools and offices with increased bandwidth and additional equipment. City Schools has utilized Race to the Top Grant funds to purchase 226 schools mobile computing carts over the first 3 years of the grant. These carts contain 30 laptop computers and a wireless access point. The school system covers 75 percent of the total cost with the receiving schools contributing only 25 percent of the cost. This cost-sharing structure allowed City Schools to expand the number of carts available for distribution from a maximum of 175 if the grant paid the full costs to 226 under the shared-purchase model. This allows teachers to use a closed wireless network in the classroom as they provide students with opportunities to interact with online resources provide them with more access to state of the art technology tools. These opportunities are meant to provide students with ample opportunities to become comfortable with the technologies that will be used for the PARCC Assessments so that technology will not become a hindrance to success.

City Schools also recognizes that while one additional laptop cart is useful in schools, it does not fully close the gap that schools have as they prepare for the PARCC. To that end, City Schools has asked to identify what programmatic needs they have as related to instructional technologies through a sub grant for portion a of the Year 3 funds. Additionally, the district will be using locally budgeted funds to bring a virtual desktop environment to classrooms to increase available equipment for students.

In addition to providing increased access for students, the upgrades to the network, the expanded wireless capabilities, and increased equipment availability will ensure that teachers have access to data collection and analysis tools that are necessary to inform good instructional decisions and will support all efforts around data systems.

The project concluded in Year 3 of Race to the Top and no activities are planned during the remainder of the grant. City Schools, through the implementation of this project has been able to address a significant need for classroom technologies. The district intends to build on the progress made in this area.

Project 3 Data Analysis Training for Teachers, School Leaders, Parents

City Schools' Data Driven Instructional Team (DDIT) model supports leadership teams in developing their school plan for improving instructional practice across the school, and it serves as a model for collaborative teacher teams to improve teaching and learning. The district established a cross-functional team of district leader stakeholders to design the roll out of the work with a detailed project management plan. Key central office personnel were trained and certified in Decision Making for Results and Data Teams provided by The Leadership and Learning Center. To date, 87% of the participating schools have received onsite coaching and feedback from their School Achievement Trainers to support the fidelity of implementation. Technical assistance via the School Achievement Trainers is provided to schools needing extra support. City Schools is using a research grant to evaluate the impact on schools using this model versus schools not using the model. Additionally, the LEA will use its own internal process to analyze the gains made by schools using the model with fidelity.

DDIT training has been rolling out to schools in cohorts. Following training, schools receive onsite coaching from the district cross-office team as well as experts from the Leadership and Learning Center. The Executive Directors and Networks assisted in the identification of the schools in each cohort. In Year 2 (spring 2012) Cohort 1 was trained. It consisted of 38 schools representative of all school levels and all School Support Networks (2-3 schools per network). Cohort 2, consisting of an additional 37 schools, was trained in Year 3 (fall 2012). A third cohort of 25 schools was trained in spring 2013, and a fourth cohort of 30 schools was trained in fall 2013 for a total of 130 schools so far. To date, 87% of the participating schools have received onsite coaching and feedback from their School Achievement Trainers to support the fidelity of implementation. Remaining selected traditional schools, and some charter schools will opt into the training.

In Year 4 City Schools plans to continue to deliver DDIT training to cohorts of Principals and members of the Instructional Leadership Teams (ILTs). A key focus is to continue the Data Driven Instructional model after the expiration of the Race to the Top grant. To this end, the Knowledge Management department plans to certify personnel in schools and central offices to sustain training and support beyond Year 4 of Race to the Top. In addition, in Year 4, Model data classrooms and schools will be identified by January 2014. Schools that are new to the DDIT model will conduct observations of Model data classrooms and schools through SY13-14.

Teachers and Leaders:

Projects 4 and 5 Educator Evaluation and Tool Design; Training and Communications for Evaluation System

Projects 4 and 5 deal with the development of the new evaluation measures and tools and the development of communications and professional development materials required to implement the new evaluation system. Key developments in Year 3 include: continuing to refine the measures that will be used to measure teacher and school leader effectiveness; most notably the student survey, the custom school index and student learning objectives (SLOs); engaging teacher and school leader advisory committees on key evaluation design questions such as observation protocols, survey administration best practices, and communications strategies; administering student surveys for teachers with students in grades three through twelve; preparing for the administration of a 360 feedback survey of principal effectiveness; training school leaders on the teacher and school leader evaluation expectations during the field test; training school-based “SLO ambassadors” on the use of SLOs as a measure of teacher effectiveness in non-tested grades and subjects; training of executive directors for principal support and principals on the components of the principal evaluation system; launching new communications strategies such as weekly email teasers, website updates, and videos on teacher evaluation measures; collaborating with the Baltimore Teachers Union (BTU) to conduct information sessions on the teacher evaluation throughout the district; meeting regularly with BTU and PSASA leadership to update them on the field test and work towards mutual agreement on teacher and school leader evaluations; and completing the roster validation process with teachers and principals for a second year in order to ensure that City Schools is accurately linking teachers to students when measuring student growth for evaluation purposes.

The design work for its evaluation has been completed with the exception of student learning objectives (SLOs) and component weights. At the beginning of SY 2013-2014 City Schools started training and communications activities around the new evaluation system.

In Year 4 of Race to the Top City Schools will focus on training and communication for the Teacher Evaluation System. This will involve coordinating and implementing training for central office staff, principals, assistant principals, teachers, and other school based staff; tracking and analyzing evaluation-related data producing preliminary and final evaluation reports for employees; and fulfilling internal evaluation data requests. City Schools has fully staffed this project and recently hired a Manager of Evaluation who is responsible for coordinating the implementation of the new teacher evaluation tools for SY13-14 and beyond.

Project 6 Technology Supports for Education System

City Schools has implemented the performance management module in the district's Oracle platform, the Oracle Performance Management System (OPMS), to allow entry and tracking of all observation and/or evaluation data for all members of the Baltimore Teachers Union (BTU) and the Public School Administrators and Supervisors Association (PSASA). In Year 3, OPMS was enhanced to include new features requested by teachers and school leaders regarding the entry and collection of observation and evaluation data and continued to be available to collect all BTU and PSASA members' observations and evaluations. All planned components of OPMS have gone live during Year 3 and are currently in use:

- Enhancements to Online Performance Management Systems for School Leaders (principals, assistant principals and network directors) and teachers.
- New Evaluation Framework for teachers
- Peer Review System for promotion of teachers
- External Learning System for teachers
- Member Initiated Systems for principals
- Student Contributions System for teachers
- Automation of credits from appraisal and professional development systems

The online professional development system (OPMS) can now deal with district-wide trainings for teachers and school leaders using a single technical framework. With almost two years of usage, the district can gain vital insights into the learning patterns at the system level such as which courses are well received, which courses are under-utilized, etc. External learning courses are also now captured in the same professional development system, thereby, becoming a single point of access for employees for all their professional development work. The appraisal system has been able to roll out the new integrated framework. Enhanced reporting ability has enabled administrators to capture several data issues and increased the quality and engagement of appraisals.

In Year 4 of Race to the Top, City Schools will continue to develop and enhance various aspects of the online professional development system. This would include modifications, enhancements and standardization for the newly instituted teacher evaluation system for BTU and PSASA. Additionally, the development team will focus on salary automation for PSASA employees based on completion of professional development modules housed in the OPMS system. City Schools also plans to make enhancements, modifications and system stabilization of Professional Growth System. These modifications are being made in response to user feedback from teachers, principals, assistant principals and central office staff who have been accessing the PGS to complete professional development courses and modules.

Project 7 Contract Implementation System

City Schools has a collaborative process with the Teachers' and Administrators' Unions. The model for collaborative decision-making enables the district to build policies around evaluation that are supported, holistic, and creative. City Schools is taking risks evaluation systems. The contract implementation teams have developed policies, processes, and infrastructures in order to carry out the new agreements/contracts (BTU, PSASA) and are meeting contract deliverables collaboratively. Professionals are progressing on new salary scales and have multiple avenues in which to do so. City Schools has successfully completed 4 cohorts of the Model Career Pathway in Years 2 and 3. In addition, over 400 teachers moved to the professional pathway in Year 3. The Joint oversight Committee approved a revised peer review rubric which was implemented beginning January 2013. In addition to pathway movement, teachers have access to over 140 AU-bearing PD opportunities. City Schools is now implementing the school leader Framework and the Administrator's contract. School leaders now have opportunities to earn Leadership Units and move intervals within their career pathways by participating in approved action-based research activities and earning effective evaluations.

In year 4 of the grant, City Schools is planning 3 Model teacher cohorts. In addition, 23 principals are now participating in the district's first Transformational Principal pathway cohort. Work has also commenced on developing the rubrics and requirements around the Lead teacher pathway. City Schools is also focused on providing leadership professional development to Model and Lead teachers in Year 4. As such, we have engaged the services of a consulting firm that specializes in providing leadership PD to highly effective teachers.

Project 8 Educator and School Leader Supports

This project involves the development and implementation of courses that are being offered to educators in the school system. Over 140 courses have been created, and all courses have been approved for Achievement Units under the teacher contract. The impact of teacher growth is monitored through teacher perceptions surveys and review of projects completed by the participants. Ultimately, impact of the courses will be determined through teacher evaluations. Over two thirds of teachers in the district have successfully completed at least one 15 hour course since the inception of the program in July 2011.

This project also addresses professional development offered to new teachers. City Schools provided new teachers with an optional week of professional development, in addition to the weeklong New Teacher Institute. New teachers were given additional support through monthly professional development sessions and through site-based mentors. The district will determine the number of new teachers who remain in their schools as one means of evaluating the effectiveness of the new teacher support. City Schools will eventually use teacher evaluations to determine the impact of the support.

Project 10 Data System Enhancements for the Professional Development Planning Tool

This project focuses on content development for the Professional Growth System. Approximately 140 professional development courses have been loaded into the system, and over 63,645 individual registrations have been logged in the system since it was launched. Improvements to the system include salary automation, external learning support, improved automated email communications, reporting to administrators, and enhancements to the end user experience. Other improvements, currently underway, will allow the system to support additional course/credit types including leadership-focused courses and Leadership Unit credits. Another portion of this project is focused on the engagement of teachers and mentors in the cycle of professional development through the use of innovative video technology and research-based mentoring/coaching method.

This initiative is occurring in seven schools, with expansion planned for five schools during the 2013-2014 school year. In Year 4 City Schools will analyze multi-year data to determine the value-added piece of this program in improving teacher practice.

Low-achieving Schools

Project 11 Turnaround Schools

City Schools, in collaboration with MSDE's Breakthrough Center, has made significant progress towards supporting its lowest performing schools. Breakthrough Center schools have access to additional technical assistance, professional development, and specialized programming provided by the State.

With increased collaboration between MSDE and City Schools, the work of the Breakthrough Center has been successful during the 2012-2013 school year. MSDE specialists from the Breakthrough Center and Network Academic Content Liaisons have worked collaboratively to provide instructional support to identified teachers in the Turnaround schools. Since MSDE and City Schools are aligned closely, support to these teachers has been substantive and improvement in teacher performance is evident. Additional services provided through the Breakthrough Center this school year include the Aspiring Leaders initiative, which helps to groom future leaders. While the Breakthrough Center's Student Support Team has worked to support schools, increased collaboration between City Schools and the Breakthrough Center is targeted to enhance this area. City Schools plans to continue to collaborate with MSDE's Breakthrough Center through the final year of the grant to provide essential services to the district's low-achieving schools.

Core Content Areas

In acknowledgment of the challenges which City Schools still faces in fulfilling its mission of excellence for every child at every level, the district has framed its strategic academic work on three key instructional priorities: rigor, engagement, and intervention. These academic priorities are the focus of instruction across all content areas and all student subgroups, but especially to address the needs of achievement gap seen among African American males.

Maryland's Accountability System

Baltimore City Public Schools is addressing the new accountability system in compliance with the flexibility waiver by identifying the Reward, Priority and Focus schools and providing appropriate supports to each school in each tier. Support to schools primarily comes in the form of the School Support Networks, supplemented by district professional development and school-based professional development. City Schools is continuing to frame the expectations for all schools in terms of the three academic priorities – rigor, engagement and intervention.

Rigor

City Schools is focused on developing a common set of expectations for what constitutes rigorous teaching and learning in all classrooms across the district through development a deep understanding of the Common Core State Standards. In SY 2013-2014 the district will roll out full Common Core aligned curriculum for literacy and math and will continue to provide systemic, subject-specific professional development for teachers to increase capacity for effective instruction in all schools. Raising expectations for all City Schools students is a necessary condition to increasing achievement and reducing the gap between Baltimore City and other districts. The district will also partake on three Cycles of Professional Development that support major shifts in the transition to Common Core standards. The first cycle will focus on rigorous and rich conversations around academic text. The second cycle will focus on text dependent questioning. The final cycle will culminate the year by having school leaders and teachers focus on writing from sources in ELA and other content areas.

Engagement

In City Schools, engagement means differentiated approaches to teaching and expectations for student involvement in the work of their classrooms. Refocusing instruction to be engaging to different students is one strategy for addressing the achievement gap, particularly evidenced by African American males, in order to achieve “buy-in” to academics through variety in teaching. This is seen by

- Capturing student interest in learning using effective instructional strategies.
- Providing instruction that challenges students to become responsible for and invested in their learning.
- Differentiated classroom instruction and focus on research-based teaching strategies.

Intervention

Intervention requires an understanding of the academic needs of students through the use of data followed by the development of systems to support individualized learning needs. City Schools educators are continually being trained and supported in identifying students’ needs and adapt the techniques employed to reach students’ potential. City Schools does this by:

- Implementing integrated academic and behavior intervention strategies.
- Providing a continuum of instructional supports for students.

For the 2013-2014 school year, City Schools will further embed these priorities within instruction through the use of the following artifacts: tasks, questions and feedback. The table below describes the interrelationship of the priorities and artifacts.

Master Plan reports on progress in each content area, highlighting the challenges as well as adjustments for the coming school year as they relate to City Schools’ Race to the Top work. In SY 2013-2014 City Schools will roll out Common Core aligned curriculum for literacy and mathematics. This is the culmination of several years’ work preparing teachers and school leaders for the transition to the Common Core. City Schools will continue to use literacy diagnostic assessments (Wireless, STEP and RISE) to analyze student strengths and target areas for growth and differentiation. The newly reorganized district science team will develop a plan for transition to the Next Generation Science Standards (NGSS) during SY 2013-2014. In addition, Literacy Design Collaborative (LDC) units will be used to facilitate common core aligned literacy instruction in the secondary science and social studies classrooms.

b. Cross Cutting Themes and Specific Student Groups in Bridge to Excellence

Education that is Multicultural

The district has a curriculum that is inclusive and has increased numbers of diverse students in Advanced Placement courses. In addition, the number of diverse students with passing scores on Advanced Placement has increased. Another accomplishment is the continued enhancement of the program of support for Advanced Placement students and teachers and inclusion of special education and ESOL teachers in secondary literacy and social studies professional development.

- Continued infusion of cultural proficiency competencies into professional development for teachers and other staff.
- Increased student identification for, access to, and achievement in advanced academic, Advanced Placement, and International Baccalaureate programs.
- Continued work on narrowing the achievement gap across all disciplines.

English Language Learners

City School students learning English as a new language met the AMAO targets for progress and reaching proficiency. The 2012-2013 WIDA ACCESS test scores show that 65% of students who were in City Schools for the spring testing window in both 2012 and 2013 improved their proficiency level by at least five points. In order to ensure ESOL teachers are supported in the transition to the Common Core professional development has been strategically scheduled to allow all ESOL teachers to attend content area Professional Development.

Career and Technology Education

In school year 2012-2013 there were a total of 33 high schools offering CTE programs, including alternative and transformational schools. There was a total of 179 CTE program offerings, and 9 middle schools offered Gateway to Technology. CTE enrollment has also increased from 8180 in 2011-12 to 8519 in 2012-13. City Schools will continue to evaluate CTE programming with the goal of providing a diverse portfolio of programs for all students who choose to participate in them.

Early Learning

In SY 2013-2014 City Schools will continue several key initiatives to ensure that students are fully ready for school including:

- Pre-kindergarten and kindergarten curriculum aligned to Common Core
- Professional development to support implementation of the curriculum
- . Implementation of Collaborative Consultation Model (CCM) with Special Education Early Development (SEED) team
- Professional development on evidence-based practices for citywide preschool special education teachers

Special Education

City Schools is committed to ensuring academic excellence in every classroom of every school so that *all* students with disabilities achieve educational benefit in the least restrictive environment. City Schools' approach to addressing the special education achievement gap is to continue to increase access to general education classes, and use the special educator/general educator co-teaching model and collaborative planning to address the individual needs of all students. Increasing the effectiveness of inclusion classrooms is a high priority as well as identifying the needs of individual high school students with special needs to develop strategies to work toward graduation and prepare them with skills for opportunities past high school. The next phase of the work of the Office of Special Education – in collaboration with the offices of Teaching and Learning and Student Support – will be focused on high expectations through providing a rigorous curriculum to all students, intervening early in efforts to address gaps in skills as soon as they are noted through ongoing progress monitoring and working to provide needed services and supports to students with disabilities within the general education classroom to the greatest extent appropriate for each student. In order to support students, teachers and schools, the Office of Special Education (OSE) will continue with the Supplementary Aids and Services (SAS) Initiative. With the SAS initiative, City Schools will begin cultivating model schools for special education service delivery. As we work to address the gap in performance between students with disabilities and their nondisabled peers, the SEI Schools will receive intense professional development and ongoing support from the Office of Special Education and the School Support Network Special Education Liaisons. In collaboration with MSDE, City Schools embarks as part of the School-wide Integrated Framework for Transformation (SWIFT) project. SWIFT is a national K-8 center that provides academic and behavioral support to promote the learning and academic achievement of all students, including those with the most extensive needs.

Closing the Achievement Gap for Student Groups: FARMS, African American Males, English Language Learners, and Special Education Students

Continuing to narrow the achievement gap across all disciplines is a priority for Baltimore City Public Schools. Our students come from diverse backgrounds, however, City Schools recognizes that due to a large number of African American students from low income families, heightened expectations along with increased supports for students is needed on the whole rather than a targeted approach that other districts may employ. Providing choice to families in choosing their children's schools remains a high priority for City Schools in order to identify the environment where students' diverse needs can best be addressed.

FARMS

In Baltimore City Schools, 83.8% of the student population qualifies for free and reduced priced lunch (or is FARMS). For this reason we offer the same opportunities for all students. A major effort in the district is to increase enrollment in Pre-K as our data reflects heightened performance on all academic indicators in later years for students who attended pre-K. City Schools believes investment in early childhood education is an important strategy for reducing the gap between students of different socioeconomic classes.

African American Males

City Schools is focused on raising achievement for African American males through a number of avenues including education that engages students by providing variety in text and activities along with curricula that is culturally relevant to its African American male students. Our Great Kids Come Back program reaches out to students who have dropped out to return to school and complete high school. A large proportion of students that have participated in this program are African American males. The engagement of African American male students involves a comprehensive approach that looks at engagement in the classroom and beyond. These include opportunities such as our Youth Ambassadors program and the Baltimore Urban Debate League, athletics, and the arts. The Baltimore Urban Debate League (BUDL) uses the tool of debate to promote academic engagement and achievement year round with curricular and extracurricular components. The League holds after school practices to promote student learning, engagement and activism around school based, local, national and international issues. The Youth Ambassador Program is focused on increasing student attendance and reducing chronic absence, increasing HSA achievement, decreasing behavioral issues and leadership development. The program monitors and supports students toward graduation and provides a six week Summer Institute in partnership with Youthworks to students.

English Language Learners

ELL students represent a small, dynamic subgroup in City Schools. ELL students are a transient group, many able to exit from ELL status, and after two years are no longer considered in the subgroup. Thus, this subgroup tends to have large data fluctuations. City Schools has taken multiple steps to address the observed gaps between ELL students and other subgroups. These steps include

- Strategically scheduling systemic professional development in order to ensure that ESOL teachers can attend sessions for ELA and mathematics, as well as sessions that are ESOL specific
- Offering an AU bearing course for general educators to attend to learn best practices around teaching ELL students in the general education setting

Special Education Students

City Schools is focused on increasing the effectiveness of inclusion classrooms through the joint work between Teaching and Learning and Special Education. Namely, our academic content liaisons and special education liaisons on each Network are working in parallel to improve outcomes for students with disabilities. Systemic professional development opportunities focused on inclusive practices that have been approved for Achievement Units (AUs) such as the New Teacher Institute, are available to support both general and special educators along with their school based teams in order to support the instructional needs of students with disabilities in their schools. During these professional development sessions, general educators are trained on accommodations and modifications to the curriculum. This allows City Schools to continue its commitment to a greater partnership between special and general educators. Such a partnership is exhibited during common planning periods where special and general educators collaborate and discuss content areas.

To ensure that there is a special education perspective throughout the curriculum development process, education specialists are assigned to participate on general education curriculum committees. An education specialist is also assigned to every general education network to provide support and partnership between special education and general education.

The Academic team within the Office of Special Education, in collaboration with Network Liaisons and the Office of Teaching and Learning, is utilizing data to strategically support teachers and schools with the instructional lift for students with disabilities across the continuum of placements in the least restrictive environment. Additionally, City Schools is taking a closer look at high school students who are identified as students with disabilities to ensure that they are prepared to graduate and or exit schools with the appropriate skills to enable them to be productive citizens. City Schools is conducting audits to ensure that these students are on course to receive credits thus enabling them to be eligible for graduation.

I.B
FINANCE SECTION

Introduction

The Master Plan Annual Updates provide insight into the work that school systems engage in on a daily basis, demonstrating their commitment to accelerating student achievement and eliminating achievement gaps. The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, Race to the Top Scope of Work grant documents and Project Budget workbooks, and analyzing questions. Together, these documents illustrate the local school system's alignment of the annual budget with the Master Plan priorities.

Background

In FY 2009, the finance structure created through the Bridge to Excellence Act was fully phased-in. In August of 2010, Maryland was awarded a federal Race to the Top grant which is assisting the State and its participating LEAs implement Maryland's third wave of education reform. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds) as opposed to only looking at uses of new funds. This focus is indicated in the Executive Summary and the supporting tables.

Components

1. The Executive Summary (I.A) provides an overview of school system successes, challenges, and coming year priorities, and includes a description of how resources are being distributed to support priorities. The Executive Summary also includes information typically found in a budget narrative.
 - a. **Supporting Budget Tables**
 - i. Current Year Variance Table: the budgetary plan for FY 2013.
 - ii. Prior Year Variance Table: a comparative look at the FY 2012 plan versus actual events.
 - b. **Race to the Top Scope of Work Grant Documents**
 - i. Summary C-125
 - ii. C-125 forms for Years 2-4
 - c. **Race to the Top Project Budget Workbooks**
2. **Resource Allocation Discussions are included in the content analysis throughout the 2013 Master Plan Update.** This provides school systems with an opportunity to illustrate the totality of their commitment to accelerating student achievement and eliminating gaps. These discussions should include use of new funds, redirected funds, retargeted resources, ARRA funds and Race to the Top funds.

Discussions of a particular initiative may occur in several places within the content analysis, but expenditures should appear only once in the variance table.

3. **Analyzing Questions** are included for the Prior Year Variance Tables, the uses of ARRA funds, and monitoring progress with Race to the Top.

Instructions

Supporting Budget Tables

For the **Current Year Variance Table**, LEAs will allocate their total budget by revenue and expenditure.

- Revenue is reported by source: Local Appropriation, Other Local Revenue, State Revenue, Federal Revenue, Other Federal Funds, and Other Resources/Transfers. All Federal ARRA revenue and regular federal Title I and IDEA funds should be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.
- Expenditures are reported based on the corresponding section of Race to the Top and the reform assurance area. LEAs should include the expenditure item, the fund source, the amount of the expenditure and all associated FTE. For fund source, include unrestricted (State and/or Local funds), restricted (non-ARRA) or ARRA. For ARRA funds include the ARRA federal CFDA number.

The **Prior Year Variance Table** is intended to provide a comparative analysis between the plan and the actual events in the prior year. LEAs will update the pre-populated tables with actual data (revenue, expenditure, and FTE).

- The Prior Year Variance table (plan v. actual for FY 2011). The prior year revenue is presented as the approved budget at the start of the fiscal year compared with the approved budget at the end of the fiscal year. All Federal ARRA revenue and regular federal Title I and IDEA funds should be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.
- The expenditure data is presented as planned compared to realized expenditures and shown by the corresponding section of Race to the Top and the reform assurance area, mandatory costs and other categories. This table also includes planned and actual FTE at the expenditure level and includes the fund source. For fund source, include unrestricted (State and/or Local funds), restricted (non-ARRA) or ARRA. For ARRA funds include the ARRA federal CFDA number.

Race to the Top Scope of Work Grant Documents

LEAs should review the **Transition between Project Years guidance** distributed by the MSDE Office of Finance and included in Appendix H. LEAs should submit the grant documents and project budgets based on all four years of the grant.

- For the Grant Documents, LEAs should submit a C-125 workbook containing five spreadsheets, a summary and one for each of the four years of the grant. These forms should be completed using amended, approved grant documents as of 9/30/2012.
- Each participating LEA should submit a completed project budget for each approved Race to the Top project in the LEA's Scope of Work. The project budget workbooks should be submitted, using amended, approved documents as of 9/30/12. Any technical adjustments necessary after submission of the final project year amendment can be incorporated into the project budgets submitted with the Master Plan Annual Update following the LEA Project Budget Amendment guidance. LEAs should use the most recent approved indirect cost rate.

Resource Allocation Discussions are included in the content analysis throughout the 2012 Master Plan Update.

Throughout the Master Plan Annual Update, LEAs are asked to respond to analyzing prompts based on performance data or other reported information. LEAs are asked to identify challenges and then specifically, describe the changes or adjustments that will be made to ensure sufficient progress. Include timelines where appropriate and a discussion of corresponding resource allocations.

In their responses, LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number and grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.

Analyzing Questions

Please respond to the following questions using the information provided in the [Prior Year Variance Table](#). Questions 3-6 below are based on the school system's use of State Fiscal Stabilization Funds. Question 7 is based on all ARRA funds.

Revenue and Expenditure Analysis

1. **Did actual FY 2013 revenue meet expectations as anticipated in the Master Plan Update for 2012? If not, identify the changes and the impact any changes had on the FY 2013 budget and on the system’s progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

The actual FY 2013 revenue met expectations as anticipated in the Master Plan update for 2012. The FY13 revenue was anticipated at \$1,311,308,950; however the actual FY13 revenue was \$1,326,139,168. The \$14MM increase was attributed to City funds received for the Local employer share-retirement contribution and supplemental appropriations for stipends.

2. **For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of the changes on the Master Plan goals.**

The proposed total expenditures for FY 2013 are \$1.311 billion, an increase of \$1,539,000 over FY 2012. The largest object increase occurs in salaries and wages—a result of the district’s landmark teacher contract, which results in an increased allocation to schools to preserve their purchasing power. This will afford school communities the flexibility to maintain their staffing levels. The General Fund will sustain this increase, through the use of carry-over funds and the fund balance from savings. In previous years, fringe benefits were allocated to the district office budget and presented as a single line item in the district’s overall budget. In FY 2013, to provide a more complete picture of City Schools’ expenses, fringe has been allocated to budgets at the school and office level. As a result, most individual offices show an increase in year-to-year personnel expenses in the Master Plan.

Expenditures by Object

- a. Salaries Wages- 55.9%
- b. Fringe- 19.4%
- c. Contractual Services- 10.3%
- d. Transfers- 4.9%
- e. Utilities & Other Charges- 3.9%
- f. Principal & Interest- 1.9%
- g. Materials- 1.7%
- h. Equipment- 1.6%

3. **Please describe the steps that the school system proposes to take permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, a program or activity.**

City Schools' student population continues to grow and while this is great news, it challenges the district to provide a quality education for more children without an increase in overall funding. In order to maximize all resources available, the district looked for ways to increase efficiency and build capacity.

Specific examples of how the emphasis on increased efficiency played out in district budgeting include the following:

- Decreased reliance on contracted services made possible through gains in staff expertise and progress with pivotal work (e.g., a decrease of \$285,000 from FY13 to FY14 in consulting services used to guide development of the 10-year buildings plan and related funding strategy; more than a \$1,000,000 reduction in contracted services in Information Technology, with critical functions assumed by staff who have been provided appropriate training and professional development)
- A decrease in the number of networks (from 16 to 15) made possible by the closing of six schools in June 2013, which in turn allowed a restructuring that enables the elimination of four-and-a-half staff positions, with a resulting budget savings and no decrease in services
- Cost savings through appropriate acquisition and deployment of full-time staff (e.g., addition of three General Funded and one grant-funded full-time staff members to institutionalize test investigation and assessment monitoring, decreasing reliance on temporary staff for these critical functions and resulting in a net cost savings; movement of staff salaries from the General Fund to grant funds as appropriate, to free up more flexible dollars for operating expenses)
- Increased use of technology to improve content delivery and to redirect the focus of highly skilled staff from routine work to more demanding tasks (e.g., the Legal Counsel Office's acquisition of an online system that provides notification of and access to court filings and tracking of case activity; the move by the Achievement and Accountability Office to rely less on printed benchmark assessments)

4. How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?

In FY 2013, projected revenue was estimated to remain flat at \$1.311billion. Federal funds were anticipated to drop by \$15.5 million, with state funds remaining flat and local funding decreasing by nearly \$10 million. The end of the American Reinvestment and Recovery Act (ARRA) State Fiscal Stabilization Fund (SFSF) contributes to the decline in federal funds and restricted revenue. The drop in external sources of revenue will be supplemented by carry-over funds and savings. To preserve the spending power of schools, the district office

budget has decreased by \$13 million, from \$390 million to \$377 million. These cuts are achieved by increasing the efficiency of district office technology and operations.

In February 2009, President Obama signed into law the American Recovery and Reinvestment Act (ARRA). Since then, City Schools received ARRA dollars in the form of Title I funding for low-income students and IDEA funding for students with disabilities. In FY 2012, many schools felt the loss of what had been an important funding supplement. At the same time, starting in FY 2011, a new source of ARRA funding for City Schools kicked in—\$52 million from Race to the Top (RTTT), to be allocated over four years. The RTTT program is designed to improve the effectiveness of teaching and school leadership, and the RTTT dollars come with restrictions on how they can be spent. In FY 2014, funds from the RTTT grant will be available to schools to fund performance-based salary increases.

RACE TO THE TOP MONITORING QUESTIONS

1. Is a balance available in any project at the end of Project Year 3? If so, please provide the reason for the balance for each project.

Project 1 – Consulting and Supplies budget for this project is almost fully spent. We anticipated a balance in salaries and fringe costs and reallocated it to other areas of need in a carry-over Amendment #10.

Project 2 –Project 2 has been fully spent and there will be no balance remaining at the end of Year 2.

Project 3 – A balance in contractual services will be carried forward into Year 4. This is because some of the expected contractual activities from year 3 cannot commence till October 1st because of scheduling issues.

Project 4 – The consulting budget for Year 3 will be fully spent. We expect a small balance in salaries and fringe at the end of the grant year as salaries are adjusted to actual cost.

Project 5 – In anticipation of the delayed roll-out of the new teacher and principal evaluation system, the district submitted an amendment to move dollars into Year 3. The amount that was left in Year 3 was also not entirely spent and will need to be amended in Year 4.

Project 6 – No significant balance will remain in Project 6 at the end of Year 3.

Project 7 – This project will carry forward the consulting budget into Year 4 as the requisite contract could not be secured till October 2013. A quote from the vendor for SY13-14 shows that the full balance will be used in Year 4 in a timely manner. We anticipated a balance in salaries and fringe costs and reallocated it to other areas of need in a carry-over Amendment #10.

Project 8 – We anticipated a balance in salaries and fringe costs and reallocated it to other areas of need in a carry-over Amendment #10.

Project 10 – We anticipated a balance in salaries and fringe costs and reallocated it to other areas of need in a carry-over Amendment #10.

Project 11 – A small balance will be carried forward into Year 4 due to overestimated salaries and fringes in Year 4.

Project 12 – Consulting funds will be carried forward into Year 4 to continue recruiting activities. In addition a balance remains in salaries and fringe due to one part-year employee. We anticipated the balance in salaries and fringe costs and reallocated it to other areas of need in a carry-over Amendment #10.

2. How did the availability of unused funds at the conclusion of Project Year 3 impact the LEA's planning for Project Year 4 and beyond?

In most cases, the unused funds were a result of the late loading of the amendment approved in April. About \$20M hit projects barely 8 weeks prior to the change in the district's Fiscal Year. Given the late arrival of funds City Schools has still managed to expend over 80% of the grant funds in a timely fashion. Looking forward to Year 4 we do not anticipate major changes to the work but rather that the funds will need to be amended to year 4 but remain associated with the same work. In preparation for the final year of the grant, City Schools made a decision to not carry any vacant positions into the final year of the grant; as such in amendment 10 most vacancies were removed and funds were reallocated to more urgent areas of need.

3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?

Year 3 saw significant strides in the programmatic goals of all Race to the Top Projects. City Schools is now poised for the full implementation of Common Core State Standards going into SY 13-14. Project 2 was completed in Year 3 and there are no activities planned in Year 4. The budget allocation for career pathway salary increases in project 7 has been adjusted to actual costs that were accrued in SY12-13 thereby assuring for more streamlined budgeting for all other projects. Also as the district transitions into full implementation of the Common Core State Standards and the new Teacher and Principal Evaluation system, more funds have been allocated to the implementation arms of these projects such as procurement of instructional materials for common core and development of the teacher evaluation system online tool to ensure more strategic utilization of funds in areas of immediate need.

4. What will the LEA do differently in Project Year 3 as a result of lessons learned in implementing Project Year 3?

The following are key lessons from year 2:

- Strategic Amending – City School’s Amendment 7 that was submitted at the end of Year 2 was not approved till February and the next Amendment 8 was required immediately again in March. This caused a delay of about 7 months in the spend-down of the grant. For Year 4 we are requesting that all projects be allowed to continue using funds as at Amendment 9 levels till MSDE approves Amendment 10.
- Adjustment of vacant positions and salary costs: A key area of concern for all projects has been vacancies. City Schools will not carry any vacant positions into Year 4; all funds associated with vacant positions have been reallocated to other areas of need in Year 4. City Schools is also adjusting all salaries to actual costs as a part of the amendment process.

5. Does the LEA anticipate any challenges in implementing Project Year 4? If so, please identify the challenges at the grant and project level, if applicable?

City Schools does not anticipate any major challenges implementing Project Year 4. Based on amendments during Year 3 the projects are well aligned to the appropriate offices and management has shifted based on progress to date. The projects also have been updated to reflect the progress of the work and changed needs within the Scope of Work. Some unspent funds will need to be amended into Year 4; however, each project has the resources it needs to begin Year 4 activities on 10/1/13.

Section A

Goal(s) for Project 12: Success Factors

- **Implement all aspects of City Schools’ Scope of Work aligned with the State’s Race to the Top application.**
- **Manage, disburse, and track City Schools’ share of RTTT funding in a transparent and efficient manner.**
- **Participate in state and national evaluations of RTTT.**
- **Leverage external start-up support to begin implementation immediately.**

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (No)						
Additional Required Activities:						
1. Cooperate with national and statewide evaluation.	(A)(2)		December 10 – Expiration of Grant	Kimberley Robinson Achievement & Accountability Officer	Deadlines and benchmarks for state and national evaluations are met.	N

Section B Standards and Assessments

I. Race to the Top Scope of Work Update

Section (B) (1): Adoption of Common Standards

Baltimore City Public Schools will adopt and implement the Common Core Standards as required by the State of Maryland.

Section (B) (2): Adoption of Common Assessments

Baltimore City Public Schools will adopt and implement new assessments aligned with the Common Core Standards as required by the State of Maryland.

Section (B) (3): Transition to Common Standards and Assessments

For the past three years, City Schools has been engaged in the development, improvement, and implementation of curriculum, assessments, materials, and professional development aligned to the Common Core State Standards (CCSS) adopted by the state of Maryland in June of 2010. These education standards establish a set of shared goals and expectations for what students should know and be able to do in grades PreK-12 in order to be prepared for success in college and the workplace. The standards are research and evidence based, as well as aligned with international benchmarks, ensuring all students are well prepared with the skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad.

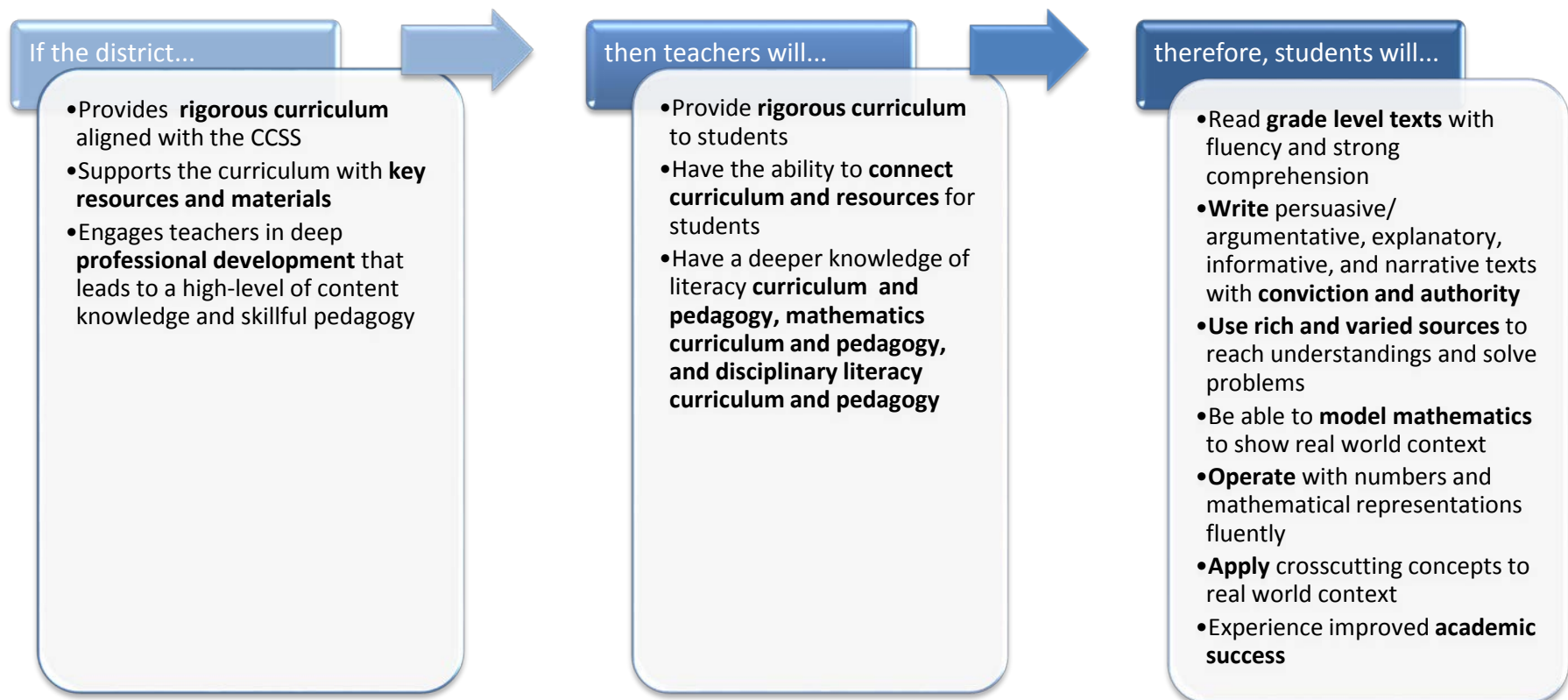
Since 2010, the road to the CCSS is leading the district toward a coherent and focused curriculum grounded in rigorous content and high-order skills, bolstered by high-quality resources and ongoing professional development for teachers and school leaders.

Curriculum

As City Schools worked to align its curriculum with the Common Core State Standards, it became critical to develop a Theory of Action outlining the impact our revised curriculum would have.

Curricular Theory of Action

City Schools believes that...



To date we have:

- Assessed the needs of schools and students through the use of diagnostic assessments in literacy
- Provided a structure for instruction through the City Schools' Models of Effective Literacy Instruction and Mathematics Instruction.
- Provided professional development on the diagnostic assessments, Instructional Models, Lesson Sets, Units of Study, and Literacy Design Collaborative (LDC) Modules in literacy.
- Constructed a PreK-K literacy curriculum aligned to CCSS expectations.
- Provided professional development on the Scope and Sequence, Units of Study, and Literacy Design Collaborative (LDC) Modules.
- Provided science teachers with professional development on the newly adopted Next Generation Science Standards.
- Aligned the PreK-5 Units of study fully to the Common Core Standards in mathematics.

- Provided pre/post assessment structures for informing student progress in PreK-5 mathematics.
- Implemented Agile Mind in secondary math classrooms.
- Provided a structure for instruction through the Mathematics Instructional Models.

In 2013-14 we will:

- Provide guidance to support the City Schools curriculum, instructional models, assessments, and materials
- Provide additional support in the area of Word Study in grades K through 8
- Expand and revise the current Lesson Sets, Units of Study, and LDC Modules.
- Provide LDC modules for all secondary social studies courses that are aligned to the Maryland State Curriculum(MSC), Common Core State Standards for Literacy & History/Social Studies, and the national C3 framework for social studies state standards.
- Provide schools with LDC Modules to be embedded in the scope and sequence for grades 6-8 social studies, and high school US History, American Government, and World History.
- Provide schools with LDC Modules to be embedded in the scope and sequence for grades 6-8 science, and high school Biology, Chemistry, Environmental Science, and Physics.
- Provide Units of Study for PreK-5 mathematics aligned to Common Core.
- Provide pre/post assessments for each unit of study from grades 1 to Algebra II.
- Provide Agile Mind for grades 6 through 8.
- Expand Agile Mind course offerings in high school to include in Honors Algebra I, Intensified Algebra I, Geometry, and Algebra II.

English Language Arts and Content Literacy Curriculum

In Pre-K, the online scripted curriculum will be enhanced to provide 10 literacy units with a scope and sequence aligned to the CCSS and instruction aligned to City Schools Literacy Instructional Model. To bolster the scripted curriculum, City Schools will support Interactive Read Aloud text and anchor texts aligned to the curriculum.

In grades K-5, continued development of the Common Core State Standards for literacy will be supported through the expansion of the Common Core Text Exemplar Lesson Sets in our reading curriculum. These expanded lesson sets build off of the current anchor texts by enhancing whole group reading instruction and differentiated support through interactive read-alouds, leveled texts, and independent research libraries. Expansion of the lesson sets in this way allows for pedagogy with the lesson sets to align to all components within City Schools Literacy Instructional Model. Further, this approach will meet the model’s recommendations for the literacy block, manage time better across the block, provide for more structured lesson plans, and provide teachers with a model of effective teaching and teacher language.

City Schools will provide the anchor texts embedded within the curriculum to all schools. These texts were used in the 2012-13 school year and will remain largely unchanged. However, as noted above, the district will be expanding beyond the anchor texts by providing schools with a variety of other reading resources to enrich the literacy block and align to the instructional model.

Based on results from SY 11-12 and SY 12-13 diagnostic assessments, the district is giving additional support in the area of word study, including phonemic and phonological awareness, phonics, spelling, grammar and vocabulary. To address this need, City Schools will provide schools with a program specifically targeted toward this area: *Foundations* for grades K-3 and *Building Vocabulary from Word Roots* for grades 4 and 5.

In grades 6-12, continued development of the Common Core State Standards for literacy will be supported through the revision of the Literacy Design Collaborative (LDC) Modules and Units of Study. Revisions will ensure greater alignment to the CCSS and City Schools Literacy Instructional Model. City Schools will provide the anchor texts embedded within the curriculum to all schools. While many of these texts were used in the 2012-13 school year, some new titles will be added in grades 6 through 8 and 9 through 12. To address the academic need in the area of word study, City Schools will provide schools with programs specifically targeted toward this area: *Rev it up* or *Building Vocabulary from Word Roots* for grades 6 through 8.

Continued development of the Common Core State Standards for content area literacy will be supported through the infusion of Literacy Design Collaborative (LDC) Modules in strategic locations within the standards-aligned scope and sequence for grades 6-8 social studies, grades 6-8 science, US History, American Government, World History, Biology, Chemistry, Environmental Science, and Physics. Teachers will be able to select two modules from a bank of possible options, all designed to fit within the scope and sequence at key points throughout the school year. In high school science, LDC Modules will be embedded in strategic locations within the standards-aligned scope and sequence for Biology, Chemistry, Environmental Science, and Physics. Development of Conceptual Maps and Model Lessons aligned to the Common Core State Standards, Maryland State Science, and Next Generation Science Standards to increase student mastery of science and engineering practices.

Mathematics Curriculum

For Pre-K and Kindergarten, the City Schools Early Childhood Mathematics Curriculum will be enhanced to provide scripted curriculum for ten units, with a scope and sequence aligned to the CCSS and instruction aligned to City Schools Mathematics Instructional Model, specifically automaticity and teaching new concepts.

Continued development of the Common Core State Standards for mathematics will be supported in grades 1-5 through revised and enhanced Units of Study. The supporting scope and sequence documents will be aligned to the grade level standards and the Mathematics Instructional Model, with specific call-outs for Automaticity in each unit. Additionally, the First in Math program will be purchased for all schools to address the need to improve fluency in mathematics in grades K through 8.

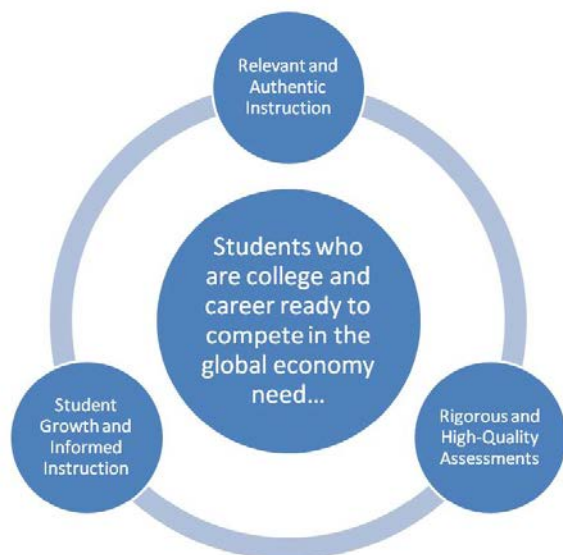
Agile Mind curriculum resources will continue to be enhanced and implemented in grades 6-8 to support the transition to the Common Core State Standards. All scope and sequence documents will be fully aligned to the standards, and all Agile Mind units of study will be revised to have connections to the Mathematics Instructional Model, with explicit connections to Automaticity in each unit.

Revisions will also be made to Agile Mind courses in Intensified Algebra I, Honors Algebra I, and new courses in Geometry, and Algebra II. The revisions of the Intensified Algebra I and Honors Algebra I scope and sequence will be designed to meet HSA requirements as well as align to CCSS standards and the Mathematics Instructional Model. City Schools will continue designing scope and sequence documents to address content gaps caused by the transition to the Common Core State Standards. Because students in high school grades must also be prepared for the HSA standardized tests, HSA core learning goals are embedded in the Agile Mind Topics in Intensified Algebra I and Honors Algebra I.

Assessments

City Schools’ goal is to prepare students to be college and career ready to compete in a 21st century, global economy. To accomplish this goal, City Schools has recently adopted an Assessment System which focuses on relevant and authentic instruction that is evaluated by rigorous and high quality assessments to measure student growth and inform instruction.

As the district moves to fully adopt the Common Core State Standards (CCSS), City Schools’ assessment landscape must change to reflect these curricular and instructional shifts. These changes are directly related to City Schools’ goal of preparing students to be college and career ready. As part of this change, City Schools instruction and assessments this year will continue to prepare schools to make the transition from the Maryland State Assessment (MSA) and High School Assessment (HSA) to the Partnership for Assessment Readiness of College and Career (PARCC).



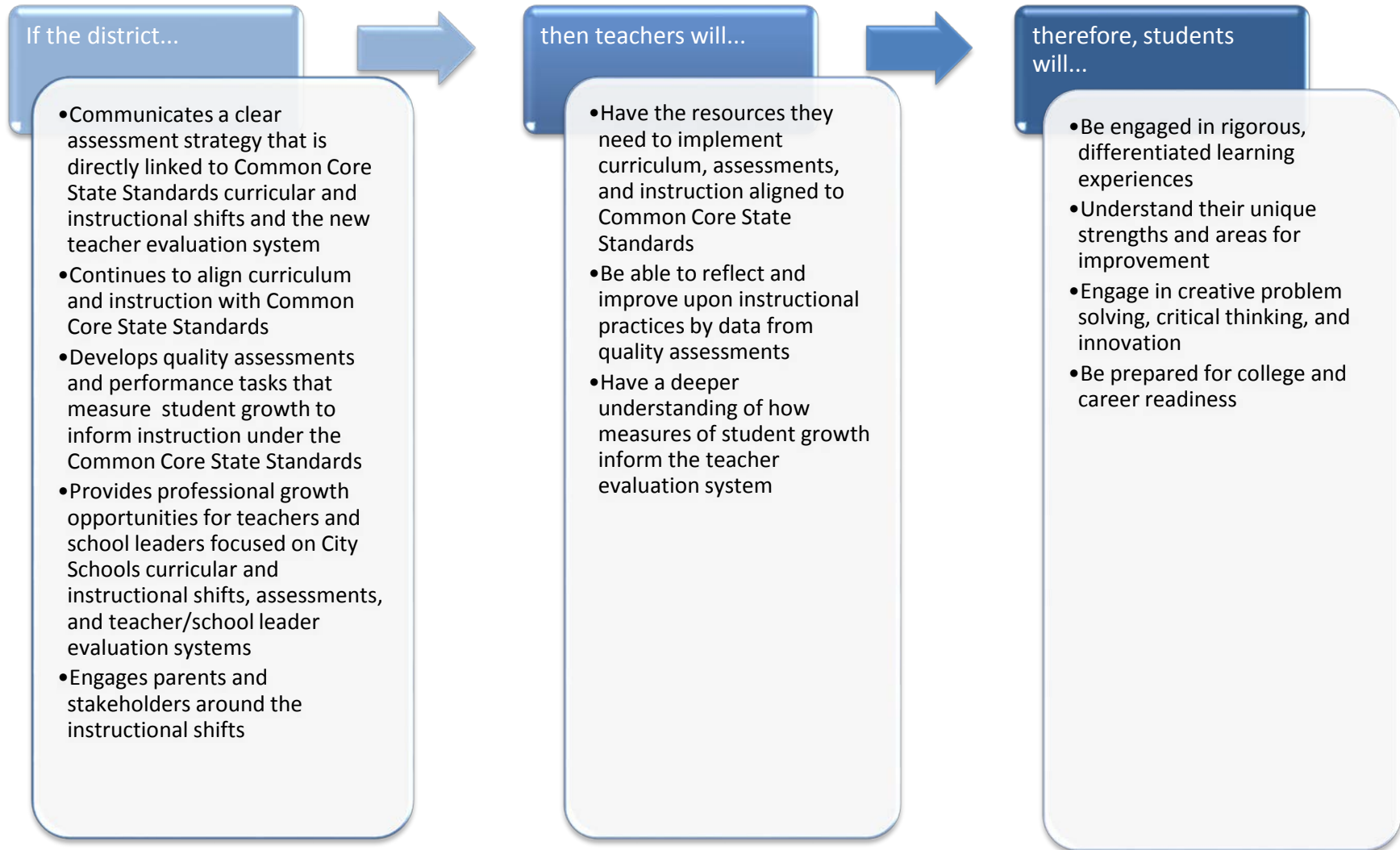
City School Assessment System

College and career ready students gain the appropriate skills and knowledge through relevant and authentic instruction that is task driven, engaging, and steeped in 21st century skills. Rigorous and high quality assessments that are aligned to the CCSS, valid and reliable, and common across the district can evaluate students’ college and career readiness in City Schools. Additionally, these assessments can provide student growth data that can inform instruction and identify interventions based on students’ needs while keeping schools and teachers accountable for their students’ progress and readiness.

Assessment Theory of Action

City Schools has recently developed an Assessment Theory of Action to guide assessment strategy in the district. This Theory of Action is evolving

as important initiatives are continuing to be developed and improved during the 2013-2014 school year. It incorporates a long-term plan for City Schools Assessment Strategy as City Schools transitions from the Maryland State Curriculum to the Common Core State Standards.



English Language Arts and Content Literacy Assessments

In SY13-14, City Schools will continue to implement the 3 literacy diagnostics (beginning, middle and end of year) that were the original foundation of this RTTT project. In the elementary grades, the Amplify (formerly Wireless Generation) assessment will continue to be used in grades K-3 for all students and in grade 4 for students who scored below level on the end of year (EOY) diagnostic. This decision was made to ensure that students who continue to struggle in grade 4 will be monitored and provided with the appropriate support. Additionally, all teachers will progress monitor between testing windows to track growth and identify shortfalls so that teachers can strategically plan daily instruction based on current student needs.

The RISE assessment will continue to be used in grades 6 - 9, and has been expanded to grades 5 and 10. Additionally, student profiles have been identified based on unique RISE scores, and specific interventions are being provided for schools, along with a list of specific resources that are designed to support students based on their profile. Professional development will be offered for teachers around each of the profiles and suggested interventions. This will provide additional support for secondary teachers in the area of literacy, and this will better prepare teachers to differentiate instruction. Teachers will be able to access RISE scores, including individual profiles, through City Schools Data Link.

In addition to the literacy diagnostics, students will experience other ELA assessments that continue to track their progress on reading and writing skills aligned to the Common Core State Standards. In Pre-K, baseline assessments in ELA will be given at the beginning, middle, and end of the school year. Students will also experience post-unit assessments at the conclusion of each literacy unit of study. In grades K-5, reading and writing assessments will be administered at the end of each text exemplar module. Questions will be modeled after the PARCC prototypes and released items in order to best prepare students for the coming assessments. These revised assessments will measure both reading and writing standards aligned to the Common Core.

In grades 6-12, student progress on the ELA and content literacy standards will be measured using the Literacy Design Collaborative writing assessments at the end of each module. These writing assessments will continue to be revised, including the addition of an argument writing task that is being co-developed with the Baltimore Urban Debate League. Revisions will also be made to content area mid-term and final exams to align with the content literacy standards of the Common Core.

Mathematics Assessments

To assess student progress and provide a formative understanding in mathematics, students in grades K-5 will experience Pre/Post Unit Assessments aligned to the Common Core State Standards. Additionally, a problem solving task modeled after the PARCC prototypes and released items will be created and administered.

In grades 6-12, students will take redesigned pre/post Agile Mind Unit Assessments in addition to the online topic assessments they will experience with the Agile Mind curriculum resources.

Professional Development and Staffing

City Schools is committed to ensuring that the curriculum and assessments are supported by high quality professional development opportunities. Teachers and school leaders will continue to experience PD centered on the Instructional Models for literacy and mathematics,, which provide the backbone of City Schools' transition to the Common Core. The models provide content specific best practices in the areas of literacy and math, as well as a frame for what daily instruction should look like.

In SY13-14, City Schools will focus on how Common Core is implemented at the school level by continuing our development work on Instructional Leadership Teams and Teacher Collaborative Planning Teams. To support these structures, all non-math teachers will take part in common cycles of professional learning that are focused on the instructional shifts of text-dependent questioning and writing from sources. These cycles will be the primary topic of monthly ILT meetings with school leaders and their teacher teams. ILT members will use the components of the ILT continuums to measure their progress and chart areas of growth.

To support the district work of implementing the Common Core State Standards, two additional Academic Content Liaisons will continue to work directly with the Directors of Math and Literacy to provide additional support to schools in strengthening literacy and mathematics instruction. Additionally, City Schools will continue to employ 4 Educational Associates to serve as curriculum writers, in conjunction with the district's consultants and MSDE. They will also be the resident experts who will be involved in training teachers on Common Core throughout the district.

Areas of Alignment with the State

City Schools' work on curriculum and assessments aligned to the Common Core State Standards is directly connected to Maryland State Department of Education's implementation of the Maryland Common Core Curriculum Frameworks. City Schools will continue to utilize the curriculum resources developed by the state's teacher teams by linking to these documents in our revised curriculum resources. Additionally, we look forward to linking City Schools Blackboard system to MSDE's new Curriculum Management site to provide a seamless transition between curriculum and assessment resources.

Conclusion

In its final year of transition to the Common Core, City Schools will continue to invest in curriculum and assessments that not only prepare our students for success with the new standards, but also for success in college and careers. City Schools' goal for SY 2013-14 is to continue progress toward the expectations outlined for schools and students in the CCSS. In doing so, the district is providing all schools with revised, expanded, and increasingly rigorous curriculum, assessments, materials, and professional development needed to achieve our goals in SY 2013-14 and beyond.

ACTION PLAN: SECTION B
Goal(s) for Project 1: Formative Assessments

- Improve student achievement by equipping teachers with literacy assessments that give timely and actionable data, professional development and strategies for multiple tiers of intervention.
- Improve teachers’ ability to use data from assessments to adjust instruction and meet students’ individual needs so that all students have 21st-century literacy skills.
- Prepare teachers, students, and schools to administer and take computer-based assessments in preparation for the Common Core assessments.
- Create a one-stop shop for teachers, principals, parents, and central office staff that holds student achievement data from Common Core assessments, as well as literacy assessments, so that all stakeholders can monitor and adjust according to data.

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(B)(3)					Y denotes that other grant sources will be used
1. Continue to conduct quarterly trainings for teachers and school leaders on how to use assessments to provide appropriate interventions with monthly progress monitoring	(B)(3)	1	September 2013 – August 2014	Janise Lane, Director of Literacy & Kim Hoffmann, Executive Director of Special Education	Assessments provide schools and the district the following data points: 1) Kindergarten: alphabet knowledge, phonological awareness, letter writing/name writing, and print awareness; 2) 1 st grade: letter name fluency, phoneme segmentation, oral reading fluency and comprehension (<u>independent reading level</u>); 3) 2 nd grade: oral reading fluency and comprehension (<u>independent reading level</u>);	Y

					<p>4) 3rd grade: comprehension (<u>independent</u> reading level); and</p> <p>5) 6th – 9th grade: Comprehension, reading level (Lexiles).</p> <p>All teachers and principals in schools administering assessments are able to provide text levels (PreK-3) and Lexiles (6-9) for 100% of assessed students.</p> <p>100% of assessed students are receiving interventions.</p> <p>100% of schools administering assessments conduct at least monthly progress monitoring of 100% of assessed students.</p>	
2. Continue to provide coaching & support to schools and teachers on how to use the data from assessments to drive instruction as well as how to provide appropriate interventions.	(B)(3)		September 2013 – August 2014	Janise Lane, Director of Literacy & Kim Hoffmann, Executive Director of Special Education	All schools implementing assessments will have school based literacy representatives; School-based Literacy Representatives work with all teachers at their school to support providing interventions for students. By 2014, 85% of students will have Lexile scores in their grade range as indicated in the Common Core standards.	Y
3. Utilize consultants to guide curriculum writing process	(B) (3)	1	June 2012 – September 2013	Keith Dysarz, Director of Teacher Effectiveness and Common Core Implementation, Janise Lane, Director of Literacy & Ryan	Contracts signed with consultant for specified work	N

				Reid Salta, Director of Mathematics		
4. Implement fully aligned literacy and math curriculum in grades PreK/K	(B)(3)	1	September 2013 – June 2014	Janise Lane, Director of Literacy & Ryan Reid Salta, Director of Mathematics	100% of schools opting-in to district Common Core supports implement the curriculum. 90% of the teachers implementing the curriculum report that it is helping improve student performance on tasks aligned to the Common Core State Standards.	Y
5. Implement 4 CCSS text exemplar lesson sets with detailed lesson plans in grades 1-5	(B)(3)	1	September 2013 – June 2014	Janise Lane, Director of Literacy	100% of schools opting-in to district Common Core supports implement the curriculum. 80% of the teachers implementing the curriculum report that it is helping improve student performance on tasks aligned to the Common Core State Standards.	Y
6. Implement 4 Literacy Design Collaborative (LDC) Modules (2 informational, 1 argumentative, 1 narrative) in grades 6-12	(B)(3)	1	September 2013 – June 2014	Janise Lane, Director of Literacy	100% of schools opting-in to district Common Core supports implement the curriculum. 80% of the teachers implementing the curriculum report that it is helping improve student performance on tasks aligned to the Common Core State Standards.	Y
7. Implement 1 Literacy Design Collaborative (LDC) Module in science and social studies in grades 6-8, Chemistry, Biology, US Government, US History, and World History	(B)(3)	1	September 2013 – June 2014	Janise Lane, Director of Literacy	100% of schools opting-in to district Common Core supports implement the curriculum. 80% of the teachers implementing the curriculum report that it is helping improve student performance on tasks aligned to the	Y

					Common Core State Standards.	
8. Implement fully aligned Common Core math curriculum and assessments in grades 1-2	(B)(3)	1	September 2013 – June 2014	Ryan Reid Salta, Director of Mathematics	100% of schools opting-in to district Common Core supports implement the curriculum. 75% of the teachers implementing the curriculum report that it is helping improve student performance on assessments aligned to the Common Core State Standards.	Y
9. Implement aligned Common Core math units and assessments in grades 3-5	(B)(3)	1	September 2013 – June 2014	Ryan Reid Salta, Director of Mathematics	100% of schools opting-in to district Common Core supports implement the curriculum. 75% of the teachers implementing the curriculum report that it is helping improve student performance on assessments aligned to the Common Core State Standards.	Y
10. Implement Agile Mind resources and PD to support Common Core curriculum transition in grades 6-9 and Algebra I	(B)(3)	1	September 2013 – June 2014	Ryan Reid Salta, Director of Mathematics & Luis Lima, Coordinator of Secondary Mathematics	100% of schools opting-in to district Common Core supports implement the curriculum. 75% of the teachers implementing the curriculum report that it is helping improve student performance on assessments aligned to the Common Core State Standards.	Y

11. Conduct systemic review of instructional materials/resources that align to the Common Core State Standards and City Schools Instructional Models for Literacy and Mathematics	(B)(3)	1	September 2013 – June 2014	Keith Dysarz, Director of Teacher Effectiveness and Common Core Implementation	Guidance on purchasing instructional materials/resources distributed to schools.	N
12. Continue to offer professional development opportunities focused on the Common Core instructional shifts and City Schools Instructional Models for Literacy and Mathematics	(B)(3)	1	September 2013 – August 2014	Keith Dysarz, Director of Teacher Effectiveness and Common Core Implementation	70% of the teachers attending district PD report that it is impacting their instruction centered on the Common Core instructional shifts.	Y

Goals to be sustained beyond Race to the Top:

- Continue implementation of the Common Core Curriculum, revise and fine-tune curriculum as needed
- Continue the administration of CCSS assessments
- Provide ongoing professional development for school leaders and teachers on the common core
- Explore new funding opportunities in order to continue acquiring resources and instructional materials to support the implementation of the common core

Maryland's New Accountability Plan

Maryland remains committed to addressing significant gains and progress, in addition to proficiency, for all students. Maryland's new accountability structure has three prongs. The first is the identification of Priority, Focus, and Reward schools. The second is driven by the results of each subgroup's performance on the ambitious, but achievable, annual measurable objectives (AMOs). The third is the development of the School Progress Index that addresses progress on achievement, closing the achievement gap, student growth, and preparing students to be college and career ready.

Reward*, Focus*, and Priority Schools**

*designations relate to Title I schools only

**designation relates to Title I or Title I eligible

Maryland school systems consist of the following:

	Number of Schools	Number of LEAs
Reward	30	9
Focus	41	15
Priority	21	2

Reward Schools:

Reward Schools are recognized in two categories: those Title I schools that have been the highest performing or those Title I schools that have shown the highest amount of progress over a period of time on the Maryland School Assessment (MSA). Schools that are determined to be High Performing Reward Schools (Category 1) will have met the Annual Measurable Objectives for all subgroups for two consecutive years. High Performing Reward schools must also have a 10percent or less achievement gap between students in subgroups and the rest of the student body. High Performing Reward schools will receive additional recognition based on their performance. Of the schools that are considered High Performing Reward Schools, those that are in the top 10percent of Title I schools, indicating the maximum amount of improvement in student performance on MSA tests, will be designated as Distinguished High Performing Reward Schools. In addition, if a High Performing Reward School has improved its performance, and the school is made up of 50percent or more economically disadvantaged students, it will receive the title of a Superlative High Performing Reward School.

High Progress Reward Schools are those Title I Schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" group between 2007-2011 MSAs and have a 10 percent or less gap between any other performing subgroup. Reward Schools in either category will be recognized by the State Department of Education and act as models of success for other Title I schools. A list of reward schools can be found in Table 2 of Maryland's ESEA Flexibility Request Application (pgs 129-132) at http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=presentpercent2525percent2525percent253epercent2525percent2525

1. Describe the LEA's strategies to recognize Reward schools (if applicable).

The Executive Director for Principal Support and Network Facilitator will make it a priority to acknowledge the successes of reward schools within his/her network. In recognition of these schools and as an opportunity to learn from them, City Schools will ask principals and the instructional leadership teams at Reward Schools to serve as models in areas of strength. City Schools holds monthly Instructional Leadership Team meetings in addition to systemic professional development and school leaders, as well as individuals or groups of teachers, at highly performing schools are a valuable resource for sharing promising practices and leading professional development of their peers. In this way, the district will recognize the accomplishments of high performing schools and also use their talents to improve the instructional practices of schools citywide.

Focus Schools:

Focus Schools are the ten percent of all Title I schools having the largest gap between the “all students” subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60percent or lower. These schools are unique in that they do not require whole school reform measures, rather they require school interventions that will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Many of these students in the focus schools have unique challenges. These schools are being supported through targeting resources and professional development for teachers to support providing quality differentiated instruction in order to close the achievement gap that is occurring between the general student population and the low performing subgroup(s).

Note: Questions related to planning and support for Focus Schools are contained in Attachment 7 of Part II of the Master Plan and School Improvement Grant reporting documents.

Priority Schools:

Priority Schools are the five percent of all Title I schools or School Improvement Grant (SIG) schools that are the lowest achieving on MSA. These schools have not reached adequate performance standards in reading and mathematics for the “all students” subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USDE approved “turnaround models” or they can develop their own measures to improve the school. If schools choose to use their own model they must address the seven turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement.

The Maryland State Department of Education expects that school districts with Priority Schools will use a certain portion of their Title I funding from the federal government to implement their choice of turnaround models or turnaround plans for intervention. Maryland has identified 21 Priority Schools. Sixteen of the Priority Schools are currently being served with funds from Title I, Section 1003(g). The additional five schools will be served using Title I, Part A funds reserved by the district. All Priority Schools are eligible to receive between \$50,000 and \$2 million per year for the next three years to help execute their turnaround models or interventions. Since these Priority Schools will take additional measures of attention and support, it is expected that these schools will implement multifaceted plans for school reform including recruiting staff, enriching instructional programs, professional development, and developing a system of accountability that will help turnaround models and intervention measures. All Priority Schools will be monitored by the LEA and MSDE.

Note: Questions related to planning and support for Priority Schools are contained in Attachment 7 of Part II of the Master Plan and School Improvement Grant reporting documents

2012 Annual Measurable Objectives (AMOs)

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

LEA Level AMO Analysis for Reading and Mathematics:

- 1. Based on available trend data, describe the challenges in Reading/Language Arts. In your response, identify challenges in terms of subgroups.**

The 2013 MSA data shows a 1.9% decrease in literacy district wide. Though overall there was a decrease, middle school grades made on average a 3.2% increase from SY 2012. Grade 6 presented a 1.7% increase from SY 2012; grade 7 presented a 4.8% increase from SY 2012; grade 8 presented a 3.2% increase from SY 2012.

Most subgroups posted a decrease in reading. When analyzing FARMS and non-FARM students, both groups experienced a similar drop. The subgroup that demonstrates the largest challenges is Special Education, with a decrease of 6.7% from 2012. Across grades there is on average a 27% discrepancy between special education students and general education students. Limited English Proficiency (LEP) students posted a 3.7% overall increase from SY 2012.

2. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations.

MSA data shows obvious challenges amongst African American students, students with disabilities, and ELL students. These groups make up the vast majority of City Schools' students, and there is much overlap amongst the African American and SWD subgroups. Knowing that the majority of our students are facing challenges, the Office of Teaching and Learning structures all of its supports to specifically meet the needs of these students and their teachers. Support is being provided around planning, differentiation, small group instruction, and data analysis to ensure that all teachers have the resources they need to identify where their students are academically and provide individualized and small group instruction to ensure that all students' needs are met.

ELL students represent a small, dynamic subgroup in City Schools. ELL students are a transient group, many able to exit from ELL status, and after two years are no longer considered in the subgroup. Thus, this subgroup tends to have large data fluctuations. City Schools has taken multiple steps to address the observed gaps between ELL students and other subgroups. These steps include

- strategically scheduling systemic professional development in order to ensure that ESOL teachers can attend sessions for ELA and mathematics, as well as sessions that are ESOL specific
- offering an AU bearing course for general educators to attend to learn best practices around teaching ELL students in the general education setting

In June, an expanded curriculum was rolled out to all schools in the district. The district has provided a rigorous curriculum aligned with CCSS which allows for pedagogy with complex text. The expanded curriculum is structured around the gradual release of responsibility and grounded in best practices in comprehensive literacy. By using an expanded curriculum, schools meet the district's Model for Effective Literacy recommendations for the literacy block, manage time better across the block, provide for more structured lesson plans, and provide teachers with a model of effective teaching and teacher language. The curriculum provides whole group and small group lessons that address the major shifts in Common Core; providing opportunities for close reading, text annotation, and responding to text dependent questions.

Professional Development was held for select staff at all schools during the Summer Leadership Academy in the summer of 2013. This group included principals, instructional leaders, and teachers. During this time, participants got an introduction to the Cycle of Professional Learning (CPL). This cycle addresses rich and rigorous conversations in the classroom. In August all teachers had the opportunity to attend grade level literacy professional development sessions that introduced them to Cycle of Professional Learning and provided direct guidance and support around scaffolds to creating rich and rigorous conversations in the classroom. Moving forward, the CPL will serve as an anchor to all professional development in the district. In addition, all Literacy ACL support to teachers and school teams is grounded in the CPL. Schools receive additional exposure and support around the CPL in monthly ILT meetings.

In the 2013-14 school year, the Office of Teaching and Learning will continue to hold focused professional development for all educators which includes general education, special education, ELL, school based staff developers and literacy representatives. Professional development is being strategically organized to allow ESOL and Special Education teachers to attend content sessions with general educators; this is being done in response to gaps in student achievement amongst these

subgroups. This systemic professional development will also benefit general educators as best practice pedagogy regarding the planning and implementation of accommodations and supplementary aids and services will be embedded in order to support teachers who provide direct service for students with disabilities and ELL students in the general education environment.

The Office of Special Education, in collaboration with Teaching and Learning, will continue implementing the Supplementary Aids and Services & Program Modifications (SAS/PM) project. SAS/PM plays an important role in ensuring that students with disabilities have access to rigorous curriculum in the least restrictive environment. The project includes six components in order to support development and implementation for all school based and district office personnel. Components include: Systemic Professional Development for all school based staff, embedding of SAS/PM within ongoing PD opportunities (e.g. Literacy and Reading Works), resource development, support clinics, school specific support and ongoing monitoring. In Year 2 of the SAS project, effective professional development focuses on improving instructional practice by providing teachers with new knowledge and techniques for assessing learning with the ultimate goal of improving outcomes for students. To address the need to improve student outcomes and will focus on high expectations through providing a rigorous curriculum to all students, intervening early in efforts to address gaps in skills as soon as they are noted through ongoing progress. This also continues the work of the One Year Plus initiative that began in SY2011-12 and continues to be a key initiative within the Office of Special Education.

Curriculum Support

Grades K-5 has a new Weekly Planning Sequence per module. Grades K-5 will be receive Foundations to be utilized during the word study portion of the literacy block. In addition to the texts provided with the exemplar units in SY 2012-13, supplemental exemplar texts will be provided to all classrooms to support the expanded curriculum lesson plans. Literacy ACLs will support teachers in implementing each unit, and systemic PD will be offered around the integration of the CPL and expanded curriculum.

For Grades 6-8 schools will be using the newly enhanced Literacy Design Collaborative (LDC) Modules. These modules are content based and aligned to Common Core State Standards. Literacy ACLs will support teachers in implementing each unit and systemic PD will be offered around the units.

Assessments

Schools will continue to use literacy assessments Wireless, STEP and/or RISE. Support will be provided through EDs, ACLs and SELs around implementing the assessments, analyzing the data, and determining next steps for students based on their unique assessment results. Starting this year students will be progress monitored between the BOY, MOY and EOY testing windows. Progress monitoring will be done strategically to ensure that students who are struggling receive additional attention and support, while students who are on grade level or above continue to receive instruction that will support their needs.

- 3. Based on available trend data, describe the challenges in Mathematics. In your response, identify challenges in terms of subgroups.**

The 2013 MSA data shows a 4.5% decrease in mathematics in grades 3 through 8. Mathematics is down from 63.4% proficiency in 2012 to 58.9% proficiency in 2013. The decrease in mathematics proficiency spanned all grades, student subgroups and a majority (72%) of schools.

City Schools saw a 4.8% decline in elementary mathematics scores, from 74.5% proficiency to 69.7%. City Schools' middle grades results show a decrease of 4.3%, from 51.4% proficiency to 47.1% proficiency.

A deeper analysis of City Schools 2013 MSA results shows that in mathematics, a majority of students – 79.8% - held steady or improved. The 2013 MSA analysis also underscores that student attendance is critical to academic success. Of students who were chronically absent (meaning they missed 20 or more days of school) in 2013, only 39.3% achieved proficiency in mathematics, compared to 70.5% and 62.7%, respectively for students who were not chronically absent.

Most subgroups posted a decrease in mathematics. The subgroup that experienced the largest challenges is Special Education; this subgroup posted the most dramatic decrease of 7.3%. Limited English Proficiency (LEP) students had a slight increase from 2012.

4. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations.

MSA data shows obvious challenges amongst African American students, students with disabilities, and ELL students. These groups make up the vast majority of City Schools' students, and there is much overlap amongst the African American and SWD subgroups. Knowing that the majority of our students are facing challenges, City Schools Office of Teaching and Learning structures all of its supports to specifically meet the needs of these students and their teachers. Specifically, support is being provided around planning, differentiation, small group instruction, and data analysis to ensure that all teachers have the resources they need to identify where their students are academically and provide individualized and small group instruction to ensure that all students' needs are met.

ELL students represent a small, dynamic subgroup in City Schools. ELL students are a transient group, many able to exit from ELL status, and after two years are no longer considered in the subgroup. Thus, this subgroup tends to have large data fluctuations. City Schools has taken multiple steps to address the observed gaps between ELL students and other subgroups. These steps include

- strategically scheduling systemic professional development in order to ensure that ESOL teachers can attend sessions for ELA and mathematics, as well as sessions that are ESOL specific
- offering an AU bearing course for general educators to attend to learn best practices around teaching ELL students in the general education setting

In the 2013-14 school year, the Office of Teaching and Learning will continue focused professional development of ESOL teachers, general and special education teachers, and school-based professional developers of mathematics to ensure that the appropriate materials and data analysis are used and that content and pedagogy are strengthened. Professional development is being strategically organized to allow teachers of ELL and Special Education to attend math content sessions with general educators; this is being done in response to drops and gaps in student achievement amongst these subgroups. This systemic professional development will also benefit general educators as best practice pedagogy regarding the planning and implementation of accommodations and supplementary aids and services

will be embedded in order to support teachers who provide direct service for students with disabilities and ELL students in the general education environment.

The Office of Special Education continues support for the Supplementary Aids and Services & Program Modifications (SAS/PM) project, now in Year 2. SAS/PM plays an important role in ensuring that students with disabilities have access to rigorous curriculum in the least restrictive environment. The project includes six components in order to support development and implementation for all school based and district office personnel. Through the SAS project, City Schools will begin cultivating model schools for special education service delivery. As we work to address the gap in performance between students with disabilities and their nondisabled peers, the model schools will receive intense professional development and ongoing support from the Office of Special Education and the School Support Network Special Education Liaisons.

In addition, OSE is providing specific content area PD for teachers of multi-graded self-contained special education classrooms around the grade level curriculum. The focus of the PD is providing teachers with high-impact strategies using evidence-based practices and SAS to meet the needs of students' IEP goals while providing access and exposure to grade-level CCSS.

In June, a revised CCSS aligned curriculum was rolled out to all schools in the district. This curriculum is structured around best practices and the Instructional Model for Mathematics. By using this new curriculum, schools meet the district's Instructional Model for Mathematics for the mathematics block, manage time better across the block, provide for more structured lesson plans, and provide teachers with a model of effective teaching and teacher language. The curriculum provides whole group instruction that addresses the major shifts in Common Core while also providing opportunities for fluency, conceptual understanding, and application.

Curriculum Support

Grades K-5 have a new scope and sequence that was developed to be fully aligned with the Common Core State Standards. Each unit was written to align with the Instructional Model for Mathematics. Each unit has exemplar lessons and advice for instruction that allows a teacher to make instructional decisions for the needs of his/her students. Mathematics ACLs will support teachers in implementing each unit, and systemic PD will be offered around the integration of the units of study and the Instructional Model.

Grades 6-8 will be using the newly enhanced online program Agile Mind. The units within Agile Mind are content based and aligned to Common Core State Standards. The online accessibility allows students to gain conceptual understanding through animations. Mathematics ACLs will support teachers in implementing each unit and systemic PD will be offered to support teachers using Agile Mind.

First in Math, a fluency program, has been purchased for schools within the district. First in Math is used to support the fluency expectations that are outlined within the Common Core State Standards.

Assessments

Schools will continue to use pre and post unit assessments within K-8 mathematics. Grades 6-8 have an additional layer of assessment within the Agile Mind program that allows students to be assessed online at the topic level of each unit. Support will be provided through EDs, ACLs and SELs around

implementing the assessments, analyzing the data, and determining next steps for students based on their unique assessment results. Starting this year, students will be progress monitored between the units. Progress monitoring will be done strategically to ensure that students who are struggling receive additional attention and support, while students who are on grade level or above continue to receive instruction that will support their needs.

Science

1. Based on available trend data, describe the challenges in science for grades 5 and 8. In your response, identify challenges in terms of subgroups.

All students in the aggregate in grade 5 posted a one-year decrease of 2.3% from 38.6% proficient or advanced in SY 2011-2012 to 36.3% proficient or advanced in SY 2012-2013, and a two-year increase of 0.2% from 36.1% proficient or advanced in SY 2010-2011.

All students in the aggregate in grade 8 posted a one-year increase of 1.5% from 37.8% proficient or advanced in SY 2011-2012 to 39.3% proficient or advanced in SY 2012-2013, and a two-year increase of 1.7 % from 37.6% proficient or advanced in SY 2010-2011.

The following results reflect detailed performance of all student groups in the Grade 5 Science grade band grouping:

African American students posted a one-year decrease of 2.8% from 35.6% proficient or advanced in SY 2011-2012 to 32.8% proficient or advanced in SY 2012-2013. The African American male population also posted a one-year decline of 3.7% from 34.9% proficient or advanced in SY 2011-2012 to 31.2% proficient or advanced in SY 2012-2013. The female population within this subgroup also posted a one-year decline of 1.7% from 36.3% proficient or advanced in SY 2011-2012 to 34.6% proficient or advanced in SY 2012-2013.

FARMS students posted a one-year decline of 2.2% from 35.0% proficient or advanced in SY 2011-2012 to 32.8% proficient or advanced in SY 2012-2013. This subgroup also posted a two-year decrease of 0.1% from 32.9% proficient or advanced in SY 2010-2011.

Limited English Proficient students posted a one-year gain of 4.9% from 25.2% proficient or advanced in SY 2011-2012 to 30.1% proficient or advanced in SY 2012-2013. This subgroup also posted a two-year increase of 15.8% from 14.3% proficient or advanced in SY 2010-2011.

Special Education students posted a one-year decline of 3.7% from 19.4% proficient or advanced in SY 2011-2012 to 15.7% proficient or advanced in SY 2012-2013. This subgroup has posted a two-year increase of 0.1% from 15.6% proficient or advanced in SY 2010-2011.

The following results reflect detailed performance of all student groups in the Grade 8 Science grade band grouping:

African American students posted a one-year increase of 1.7 percentage points from 34.8 percent proficient or advanced in SY 2011-2012 to 36.5 percent proficient or advanced in SY 2012-2013. The African American male population also posted a one-year gain of 0.9 percentage points from 33.1 percent proficient or advanced in SY 2011-2012 to 34.0 percent proficient or advanced in SY 2012-2013.

FARMS students posted a one-year gain of 1.7% from 34.4% proficient or advanced in SY 2011-2012 to 36.1% proficient or advanced in SY 2012-2013. This subgroup also posted a two-year increase of 2.3% points from 33.8% proficient or advanced in SY 2010-2011.

Limited English Proficient students posted a one-year decrease of 0.3% from 18.4% proficient or advanced in SY 2011-2012 to 18.1% proficient or advanced in SY 2012-2013. This subgroup also posted a two-year increase of 0.8% from 17.3% proficient or advanced in SY 2010-2011.

Special Education students posted a one-year gain of 2.5% from 11.1% proficient or advanced in SY 2011-2012 to 13.6% proficient or advanced in SY 2012-2013. This subgroup also posted a two-year gain of 4.3% from 9.3% proficient or advanced in SY 2010-2011.

- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

Curriculum/Program

The Office of Teaching and Learning, in collaboration with the Office of Special Education, will continue to provide guidance and support to schools through a variety of initiatives that assist in building capacity of administrators, teachers, and school-based professional developers. Due to increased program choice at the school level, the Office of Science/STEM education will provide curriculum units that merge the spiraled elementary science curriculum with the integrated interdisciplinary elementary STEM curriculum units for grades K-5. The curriculum is aligned to the Common Core State Standards for Literacy and Mathematics and uses the engineering design process, informational texts, science note booking and technology. A special emphasis was placed on engaging the Special Education and Limited English Proficient population in scientific inquiry.

Professional Development

The Office of Teaching and Learning, in collaboration with the Office of Special Education, will continue to provide guidance and support to schools to ensure that appropriate content, pedagogical practices, materials and data analysis are implemented and strengthened through professional development. ESOL, general and special educators and school-based professional developers of science can participate in professional development opportunities that are systemic and school based throughout the school year in order to ensure all students have access to rigorous grade level curriculum.

Elementary STEM Certification Program

City schools has partnered with the Notre Dame University of Maryland to develop an Elementary STEM Certification Program for in-service teachers. Each year 24 elementary teachers are selected to take part in the three year graduate certificate program. Participating teachers will build science content knowledge, as well as pedagogy. Participants in the program are supported by the Science Team to ensure coursework is implemented in the classroom.

STEM Works Professional Learning Community

Science Teacher Leaders and Master STEM Teachers in grades K-5 host monthly grade level collaborative planning sessions. In these sessions, teachers design and share science lessons that are aligned to the Maryland State Science Standards and Common Core State Standards for Literacy and Mathematics, discuss best instructional practices, and create and analyze common formative assessments.

Monthly Systemic Professional Development for Secondary Science Teachers

Secondary Science Teacher Leaders in grades 6-12 facilitate monthly grade/course level collaborative planning sessions. These sessions require teachers to engage in instructional strategies design to deepen teachers understanding of the science and engineering practices as outlined in the Next Generation Science Standards. Teachers also share, design and evaluate science lessons that are aligned to the Next Generation Science Standards, Maryland State Science Standards and Common Core State Standards for Literacy and Mathematics, discuss best instructional practices, and create and analyze common formative assessments.

Life Science and Environmental Science Academy

This project will support professional development for selected teachers from elementary and middle schools in Baltimore City with priority given to schools that are identified as high needs. The professional development will include Life and Environmental Science content embedded in inquiry-based pedagogy, science notebooking, and project based learning. The training will be distributed over 12 months and will consist of a seven day summer institute and after school training sessions held throughout the year. Science content specialists will provide classroom-based coaching and mentoring to support all participants to apply their increased content knowledge and skills with students.

Earth Science Excavated Academy

This program will support professional development for selected teachers from elementary and middle schools in Baltimore City with priority given to schools that are identified as high needs. The professional development will include Earth and Space content embedded in inquiry-based pedagogy and science note booking. The training will be distributed over 12 months and will consist of a seven day summer institute and after school training sessions held throughout the year. A science content specialist will provide classroom-based coaching and mentoring to support all participants to apply their increased content knowledge and skills in their classrooms.

Environmental Literacy Academy

This program will support professional development for selected teachers from elementary and middle schools in Baltimore City with priority given to schools that are identified as high needs. The professional development includes Environment Literacy content embedded in inquiry-based pedagogy and project based outdoor field experiences. The training will be distributed over 12 months and will consist of a seven day summer institute and after school training sessions held throughout the year. Classroom-based coaching and mentoring will support all participants to apply their increased content knowledge and skills with students.

Chesapeake Bay Summer Institute

This project will support professional development for teachers in elementary and middle schools in Baltimore City. The professional development will include Life and Environmental Science content embedded in inquiry-based pedagogy, science note booking, and project based learning. The training will be distributed over 12 months and will consist of a five day field immersion course investigating the health of the Chesapeake Bay watershed and its implications for teachers and students. The district Science Team will provide classroom-based coaching and mentoring to support all participants to apply their increased content knowledge and skills with students.

STEM Achievement in Baltimore Elementary Schools (SABES)

The SABES program is an i3 grant funded initiative that is a partnership between City Schools and Johns Hopkins University. The Office of Special Education is a partner in the SABES initiative with the Office of Teaching and Learning, which benefits more than 1,600 students in grades three through five in nine city elementary schools. District office representatives work closely to ensure curriculum that is inclusive of differentiation, tools and strategies that explicitly support students with disabilities and the corresponding professional development for teachers.

Supplementary Aids and Services Project

The Office of Special Education continues support for the Supplementary Aids and Services & Program Modifications (SAS/PM) project, now in Year 2. SAS/PM plays an important role in ensuring that students with disabilities have access to rigorous curriculum in the least restrictive environment. The project includes six components in order to support development and implementation for all school based and district office personnel. Through the SAS project, City Schools will begin cultivating model schools for special education service delivery. As we work to address the gap in performance between students with disabilities and their nondisabled peers, the model schools will receive intense professional development and ongoing support from the Office of Special Education and the School Support Network Special Education Liaisons.

Multi-Grade Classroom Support

The Office of Special Education is providing specific content area PD for teachers of multi-graded self-contained special education classrooms around the grade level curriculum. The focus of the PD is providing teachers with high-impact strategies using evidence-based practices and SAS to meet the needs of students' IEP goals while providing access and exposure to grade-level CCSS.

Collaboration: District Office Supports

District office supports to schools include directors, coordinators, and educational specialists from the Office of Special Education, directors, coordinators, educational specialists, and academic content liaisons from the Office of Teaching and Learning, and special education liaisons from the Office of School Support Networks who work to ensure appropriate systems and structures are in place that support the district academic priorities and maintain compliance so that school communities create the conditions for adults to serve students with disabilities in the manner in which they are entitled and deserve within the least restrictive environment. District office personnel works to increase the expertise of schools in order to allow students with disabilities to have access to rigorous instruction

through technical assistance, onsite planning, observations, coaching and feedback at the classroom and school team level in order to support the achievement across the continuum of placements.

Access to general education curriculum

City Schools is committed to ensuring academic excellence in every classroom of every school so that *all* students with disabilities achieve educational benefit in the least restrictive environment. City Schools continues to support schools regarding inclusive practices, as evident by the continual rise in students who receive their services inside the general education setting.

City Schools' commitment to create high expectations and access to the general education curriculum for students with disabilities is also embodied in One Year Plus (OYP). Through the OYP concept, IEP teams and service providers create standard based IEP's that support students in meeting grade level standards and making more than one year's growth in twelve months in identified academic content areas. The OYP concept is not meant to guarantee a specific amount of progress for a student beyond what is stated in IDEA. For the OYP and SAS Project, the focus for SY13-14 will focus on the development of the Focus Schools, to cultivate model schools for special education service delivery. As we work to address the gap in performance between present level of performance and grade level standards for students with disabilities, the Focus Schools will receive intense professional development and ongoing support from the Office of Special Education and the School Support Network Special Education Liaisons. As we move toward implementation of the Common Core State standards, the need to provide specialized instruction, supplemental aides, accommodations and instructional supports to enable students to access and make progress in the within the rigorous general curriculum. Model schools will become sites for other schools to study and learn from as they become leaders of special education instruction and IEP development.

Through a variety of offerings outside of systemic professional development and school based opportunities, the Office of Special Education will offer targeted teacher support through clinics as well as extended AU Courses. The focus of both the clinics and the courses is to further the knowledge and skill set of the teacher in order to improve practice and implementation. Writing a high quality IEP with high expectations is only the first step - - the next is the provision of quality, rigorous instruction within every classroom that incorporates the services and supports each student needs to be successful. The Instructional Models for ELA and Math blocks – a focus throughout the entire past year - - provides the framework for this effective instruction, incorporating small group instruction and direct links to the accommodations and supports students with disabilities need to access and make progress in the general education curriculum. In order to improve outcomes for students, teachers need additional supports with implementation.

Assessments

The Office of Science/STEM will continue to revise and edit benchmark assessments that will be administered to general and special education students twice in grades 5 and 8. In addition grades 6-12 will administer mid-term and final exams to general and special education students. The use of Datalink will provide teachers and administrators with student results to analyze and determine instructional strategies/interventions to address individual student needs. All of these results will also be used by the Office of Teaching and Learning to plan appropriate content-focused professional development based on systemic and individual school information.

Planned Initiatives to Support Student Achievement in Science:

- The Office of Teaching and Learning will work with Maryland Loaner Lab to ensure increase of Baltimore City participation to 100percent.
- City Schools will select elementary school teachers to participate in STEM training (supported by NSF grant).
- City schools will partner with the following outdoor educational agencies: Blue Water Baltimore, Parks and People, Tree Baltimore, Earth Force, Baltimore Ecosystem Study, and Baltimore City Parks and Recreation to develop an environmental literacy service learning cohort for teachers in grades 6-12. The cohort will focus on Next Generation Science Standards Earth Systems and Sustainability. (Governor’s Stream Challenge Grant)
- City schools will develop Science and Engineering Academies for grades 6-8. The foci of the academies are Earth/Space, Life, and Physical Science as identified in the Next Generation Science Standards. (MSDE grant)
- A fourth cohort of 24 teachers of grades 5-8 will participate in the Notre Dame K-8 STEM certification program.
- City schools will continue to implement the interdisciplinary STEM Units.
- City schools will continue to partner with “Y” of Central Maryland to develop a FIRST Lego League (FLL) program for 4th and 5th grade students. Teachers will receive year long training on FLL and effective robotics training.
- City Schools will develop a 5 year plan to transition to the Next Generation Science Standards to the current City Schools Science Curriculum.

Social Studies

Section 5-401(c)(8), *Education Article of the Annotated Code of Maryland* requires local education agencies to provide a description of how they plan to ensure and measure the academic proficiency of students in social studies, science, math, reading and language.

1. In the 2012 Master Plan, school systems developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.

2. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *(LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

Goal	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
Curriculum	Review & Revise the Scope and Sequence documents for grades 1-5 to ensure continuity throughout elementary school	Complete by July 2014	Updated documents posted on City Schools website
	Pilot Literacy Design Collaborative module for 5 th grade	Complete by July 2014	Completed and vetted Literacy Design Collaborative module for fifth grade
	Review & Revise Grade 8 Curriculum to begin at the year 1754 per MSDE requirements	Complete by January 2014	Completion of revised curriculum
	Add assessments to 8 th grade curriculum per Baltimore City Public Schools guidelines	Complete by July 2014	Completion of assessments
Professional Development	Children’s Literature Workshop Series (Topics will address the elementary Scope and Sequence of Family, Community, Cities, U.S. History to 1700, U.S. History 1700-1815)	Monthly	Workshop evaluations
	Systemic Professional Development by content area (secondary), with special emphasis on American Government	Seven, day long sessions throughout the year	Workshop evaluations
Assessment	American Government High School Assessment	MSDE Guidelines	Test Results

City Schools has a Social Studies Specialist to carry out the activities listed above. Other than the specialist’s salary, no additional funds are allocated for these initiatives.

Maryland High School Assessment (HSA)

English High School Assessment

- 1. Based on available trend data, describe the challenges in English. In your response, identify challenges in terms of subgroups.**

City Schools' data continues to demonstrate performance differences between subgroups, with considerable gaps between the white (non-Hispanic) subgroup and all other identified subgroups. The white (non-Hispanic) subgroup posted an 85.2% pass rate in 2012, slightly up from 84.6% in 2011. The black/ African-American subgroup posted a 63.4% pass rate, slightly down from 64.6% in 2011. The Hispanic/ Latino subgroup posted a 48.6% pass rate, down from 58.2% in 2011. This data illustrates challenges for the black/ African American and Hispanic/ Latino subgroups.

Considerable gaps in achievement are evident in the Special Education and LEP student data. 47.4% of all 10th grade students who took the English assessment were proficient. However, only 13.3% of students with disabilities in the same grade were proficient. Similar disparities were seen in the remaining high school grades; 60.6% of all 11th grade students were proficient compared to 22.5% of 11th grade students with disabilities; and 65.7% of all 12th grade students were proficient while only 32.2% of 12th grade students with disabilities were proficient and only 7.9% of all LEP students were proficient. FARM student data shows that 60.3% of all FARM students are proficient. This data reveals significant challenges for the Special Education, FARM, and LEP subgroups.

- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

The district has prioritized rigor, engagement, and intervention, and has allocated resources to support achievement of all students on the English HSA. To date, there are five secondary Academic Content Liaisons (ACLs) for literacy and five secondary Special Education Liaisons (SELS) that provide direct, on-site literacy support to schools. Support is provided through classroom observations, feedback conversations, collaborative planning, team meetings, and professional development. Areas of focus for liaison support include but are not limited to rich and rigorous conversations around a common text, text-dependent questioning and text based answers, writing from sources, text annotation and close reading, and small group instruction. Literacy ACLs work with teachers, instructional support teams, department heads, and administrators to support overall literacy instruction across content areas. SELs have an added focus on the utilization of individualized accommodations and supplementary aids and services that support access to rigorous, grade level curriculum within the least restrictive environment.

The Office of Special Education, in collaboration with Teaching and Learning, began the roll-out of the Supplementary Aids and Services & Program Modifications (SAS/PM) project. SAS/PM plays an important role in ensuring that students with disabilities have access to rigorous curriculum in the least restrictive environment. The project includes six components in order to support development and implementation for all school based and district office personnel. Components include: Systemic Professional Development for all school based staff, embedding of SAS/PM within ongoing PD opportunities, resource development, support clinics, school specific support and ongoing monitoring.

In addition to central office support, schools have identified school-based Literacy Representatives who act as liaisons between the district literacy ACLs and school-based staff. Literacy Representatives will attend monthly Professional Development sessions presented by district staff around the district literacy priorities. Literacy Representatives will also be supported by district liaisons on site to support literacy in all content areas. Literacy Representatives support adherence to City Schools' assessment calendar for the 2013-2014 school year, serve as the liaison between school colleagues and the Office of Teaching and Learning, and regularly communicate key information to school administrators and faculty.

This year, the district will provide even greater support around curriculum and resources. The district has hired a secondary literacy coordinator and secondary curriculum writer to support the development of comprehensive CCSS and PARCC aligned secondary literacy curriculum across grades 6-12. These comprehensive curriculum documents identify standards and objectives, describe daily instruction within the Gradual Release of Responsibility model, and provide specific resources to support implementation. New guidance documents that explain connections between the curriculum and the CCSS and PARCC framework have also been developed to support teachers in deepening their understanding around instructional shifts. These resources were utilized at district-wide PD at the start of the 2013-2014 school year. Resources have also been posted on the internal Blackboard site for City Schools.

The district partnership with the Literacy Design Collaborative (LDC) to develop Common Core-aligned, summative writing assessments across contents and grade levels continues. This year, high school ELA students will complete four LDC writing modules over the course of the year. These writing modules, which are embedded in the highly comprehensive curriculum, will culminate in completed process papers which will serve as common writing assessments across the district. These common writing assessments will support teachers in identifying strengths and areas for growth around student writing, and will drive instruction, re-teaching, and team meetings. These common writing tasks will also be highlighted during systemic professional development to support teachers in the writing process and scoring of student writing.

The LDC Initiative has included district leadership, general educators, special educators, and ESOL educators in the planning and implementation of the LDC Modules. Both ESOL educators and special educators are expected to attend systemic LDC professional development and are expected to implement LDC modules in their classrooms. In addition to systemic professional development, City Schools has created an AU bearing course that enables teachers to take the preexisting modules and modify for their specific student population. This course was designed and facilitated in conjunction with ESOL and Special Education offices. This year, LDC teachers also had the opportunity to be a part of the LDC Academy. This academy, which took place during the week of July 8-12, was an opportunity for our "pioneer teachers," or teachers that have developed LDC modules, to refine and deepen their understanding of LDC to better support implementation in their buildings.

City Schools began the first stages of implementation of Universal Design for Learning (UDL) across all content areas. Starting in the fall of 2012, and is currently in the second year of the grant. Special Education continues to support the work with six pioneer schools all focusing on Social Studies/Humanities. During the second year of the grant, a new offering of the UDL Works will occur to provide teachers, outside of the pioneer schools, with an extensive overview and understanding of UDL. The six Pioneer Schools will receive direct support through coaching and just-in-time professional development.

City Schools began training all relevant district office staff, including Network staff and content staff from the Office of Teaching and Learning and the Office of Special Education.

Maryland High School Assessment (HSA)

English High School Assessment

Based on the examination of 2012 High School Assessment (HSA) results for English:

1. Identify any additional challenges that are evident.

Many students arrive to high school without having mastered the prerequisite skills and knowledge necessary to be successful on the English High School Assessment. The Reading Inventory and Scholastic Evaluation (RISE) assessment breaks data down into six components of reading that fall under two major categories: Word Knowledge and Reading Comprehension. The components that make up the “Word Knowledge” category include Word Recognition and Decoding, Vocabulary, and Morphological Awareness. The components that make up the “Reading Comprehension” category include Sentence Processing, Efficiency of Basic Reading Comprehension, and Comprehension Level.

In spring 2013, 14,932 students in fifth through tenth grades completed the RISE assessment. Our spring 2013 RISE data shows that 50% to 60% of students in Grades 5-10 students were identified as “High Proficient” or “Low Proficient” in the Word Knowledge areas. Approximately 20% of students were identified as “Needs Improvement” in these areas, and 27% to 30% of students were identified as “Warning.”

In two of the Reading Comprehension areas, 48% to 53% of students were identified as “High Proficient” or “Low Proficient.” 15% to 18% of students were identified as “Needs Improvement” in these areas, and 30%-33% of students were identified as “Warning.”

In overall Reading Comprehension Level, 38% of students were identified as “High Proficient” or “Low Proficient,” 31% of students were identified as “Needs Improvement,” and 30% of students were identified as “Warning.”

2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

The district continues to utilize the RISE literacy diagnostic assessment, which provides data on six key components: word recognition and decoding; vocabulary; morphology (word formation); sentence processing; reading efficiency; and reading comprehension. Schools assess students in grades 5-10 to deepen understanding around challenges involving literacy and determine interventions. The RISE is given in the beginning, middle, and end of the year, and data analysis is supported through central office-based literacy liaisons and school-based literacy representatives. This school year, City Schools and the Secondary Literacy Focus Group will be examining the current RISE literacy assessment data and identifying intervention programs for students that are not reading proficiently. Additionally, City Schools is creating a document that will support teachers with identifying appropriate interventions for students based on their unique RISE score. Preliminary data analysis has shown that there are five different profiles of students in each grade level. Based on this data, specific interventions are being provided for schools, along with a list of specific resources that are designed to support students based on their profile. Professional development will be offered for teachers around each of the profiles and suggested interventions. This will provide additional support for secondary teachers in the area of

literacy, and this will better prepare teachers to differentiate instruction for all students across all subgroups. Teachers will be able to access RISE scores, including individual profiles, through City Schools Data Link.

This year, several schools will implement the Measure of Academic Progress (MAP) assessment. MAP assessments are web-based adaptive tests that provide detailed, actionable data about where each child is in relation to CCSS math and reading skills. As students answer assessment questions, the test adapts to their level of learning, resulting in the determination of a scaled RIT score that indicates the student's exact zone of proximal development. User-friendly reports can be generated to show both teachers and students what skills students have mastered, what they are ready to learn currently, and what advanced skills they will be ready to learn in the future. This assessment and its corresponding reports benefit both teachers and students by providing a road map of content-specific instructional next steps to increase the achievement of individual students, groups of students, and even whole grades of students.

This year, City Schools will offer credit-bearing courses for teachers to take in order to deepen their understanding of teaching reading in the secondary content areas and incorporating independent reading in to their instruction. City Schools will also continue their partnership with the Baltimore Urban Debate League (BUDL) as the district shifts to full implementation of CCSS. The focus of this partnership is to develop teachers around argument writing and instruction. BUDL will offer credit-bearing courses for teachers to take in order to deepen their understanding of argument and support them in teaching argument in speaking and writing in the classroom.

Algebra/Data Analysis

- 1. Based on available trend data, describe the challenges in Algebra/Data Analysis. In your response, identify challenges in terms of subgroups.**

An analysis of HSA results from 2012 shows relative decline for all students since 2011. The total number of students passing the HSA in 2012 declined from 3202 in 2011 to 3083 in 2012; with the percentage of students scoring Advanced or Proficient declined from 61.8 percent down to 57.9 percent respectively. There was a 3 percent increase in the overall number of students taking the exam. Hispanic and African American students continue to trail their Caucasian and American Indian counterparts by more than 10 percentage points. The Hispanic subgroup has shown the greatest increase in the number of students passing the exam (8.3 percentage points); whereas Asian students have shown a decline in their passing rate 14.2 percentage points. Conversely, the number of Caucasian students passing the exam has increased by 5 percentage points.

Regarding students with disabilities, only 21.5% of 10th grade students with disabilities were proficient in math compared to 51.8% of all students. Similarly 28.8% of students with disabilities in the 11th grade were proficient, while 59.9% of all 11th graders were proficient. 68.3% of all 12th grade students were proficient in algebra, more than double the 32.2% of 11th grade students with disabilities who were proficient.

- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

Baltimore City Schools serves a student population comprised of 86% African American and 4.6% Hispanic/Latino for a total of 90.6% of the student population. Additionally, 15.5% of Baltimore City School's student population receives for special education services. The theory of action undergirding the adjustments being made for 2012-2013 are aimed at improving all students' success rate on the HSA Algebra/Data Analysis for 90.6% of the student population we serve.

In order to increase the academic achievement of our student population, Baltimore City Schools has moved into its second year of using a web-based curriculum resource developed by the Charles A. Dana Center and customized by Agile-Mind to meet not only the Common Core State Standards for Mathematics (CCSS-M) but also the Core Learning Goals (CLGs) assessed by the HSA. This new curriculum resource allows for greater student engagement through the use of animations and other interactive features and provides a number of advantages over the traditional paper-based curriculum. Chief among them are instructional design features designed to convey and develop conceptual understanding of mathematical ideas prior to the development of procedural proficiency. Additionally, students have an opportunity to practice and assess their progress. This resource is available for students in grades 8 and 9, where the majority sits for the HSA Algebra/Data Analysis exam.

In recognition of the struggles faced by incoming 9th graders in the study of Algebra, especially the African American, ELL, and Special Education subgroups, the district is continuing with Intensified Algebra I. Eighth grade students, who continue to demonstrate basic proficiency with math skills as they exit middle school, are enrolled in the Intensified Algebra I course in preparation for the HSA Algebra/Data Analysis.

Intensified Algebra I is specifically designed to support the academic development of students who have struggled in middle-school mathematics and are not ready to engage in Algebra I without further supports. Developed by Agile Mind, Intensified Algebra I builds academic success in mathematics while delivering explicit

instruction that supports students' development of study habits and skills that fosters academic success in mathematics.

Additionally, to increase the likelihood that students will succeed in this new course, and to support teachers with their daily instruction, a new assessment scheme utilizing formative concept assessments continues to be used to measure mastery of each CLG. The intent is to provide teachers with objective and actionable data to allow for teachers to make instructional adjustment in a timelier timeframe. Review and remediation are a part of the instructional model and teachers are expected to use data from their formative assessments to differentiate instruction. Moreover, student performance tasks provide another measure of student performance to inform instructional practice and differentiate instruction. This data review process is supported by ACLs during content collaborative planning meetings. In addition to supporting teachers, training has been provided to Executive Directors and Facilitators to ensure that they are capable of supporting their schools in the use of data driven instructional decision making. By providing access to timely data, teachers and network support staff are able to address performance gaps and provide remediation and extra support for students who are not performing at an optimum level. Utilizing this data review process ensures that students that need the most support are able to receive interventions in a timely fashion to ensure that they do not fall far behind.

By providing a specific course of study designed to support struggling students (Intensified Algebra I), built around the development of meta-cognitive skills that promote the learning of mathematics and requires extended contact time (90-minute classes), it is expected that students will be able to demonstrate better academic performance in the HSA Algebra/Data Analysis. Moreover, it is expected that student subgroups will demonstrate academic achievement comparable to their Caucasian counterpart who arrived in grade 9 with a more solid mathematical foundation, as measured by the End-of-Course assessment. Both courses meet and exceed the expectations of the current state standards, including those set by the "optional" topics in the VSC that are the critical skills needed for students to complete Algebra I.

1. Identify any additional challenges that are evident.

Additional challenges around the 2012 HSA Test Preparation and Status results for Algebra/Data Analysis include the need to provide new curriculum resources that simultaneously support the transition to the CCSS-M while meeting the expectations of the CLGs assessed on the HSA. Another challenge includes supporting students who were not successful in the first testing experience. City Schools have instituted new test guidelines that require schools to enroll students in a Mastery class prior to retaking the HSA.

2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

To support first time test-takers, City Schools has customized curriculum resources provided by Agile Mind to address these expectations and modified its professional development offerings to accommodate these changes. This customization specifically targets first time test-takers in grades 8 and 9.

To support students who did not succeed in the first trial, City Schools have instituted new guidelines that require schools to enroll students in a Mastery class prior to retaking the HSA. The Mastery class is designed to provide targeted instruction to students based on the subscores results of the latest HSA administration. Curriculum resources and professional development have been redesigned to provide teachers with the necessary tools to enact this intervention.

Biology

1. Based on available trend data, describe the challenges in Biology. In your response, identify challenges in terms of subgroups.

City Schools' data continues to demonstrate performance differences between subgroups, with considerable gaps between the white (non-Hispanic) subgroup and all other identified subgroups. The white (non-Hispanic) subgroup posted an 87.3% pass rate, up from 82.3% in 2011. The black/ African-American subgroup posted a 57.7% pass rate, slightly down from 60.6% in 2011. The Hispanic/ Latino subgroup posted a 68.5% pass rate, down from 73.3% in 2011. This data illustrates challenges for the black/ African American and Hispanic/ Latino subgroups. The Special Education sub-group demonstrated an increase from 25.7% in 2011 to 31.4% in 2012. The number of FARMS students performing at Proficient and Advanced levels went from 58.8% in 2011 to 63.9% in 2012.

2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

Baltimore City Public Schools will implement several district and school level initiatives to increase the number of students who pass the Biology HSA. All initiatives will target the African American and Free and Reduced Meal populations, as these groups represent 87.6 and 74.5 percent of the total student population, respectively. Initiatives are differentiated to meet the needs of first time test takers, as well as students who have earned biology course credit, but still need to meet the Biology HSA requirement. ELL students represent a small, dynamic subgroup in City Schools. As a group, ELL students are more transient than other students, and many students are able to "graduate" from ELL status, and after two years are no longer considered in the subgroup. Thus, this subgroup tends to have large data fluctuations. City Schools has taken multiple steps to address the observed gaps between ELL students and other subgroups. These steps include:

- strategically scheduling systemic professional development in order to ensure that ESOL teachers can attend relevant content specific sessions as well as sessions that are ESOL specific
- offering an AU bearing course for general educators to attend to learn best practices around teaching ELL students in the general education setting

ESOL teachers are being included in the piloting and feedback process around LDC modules for biology. Additionally, the Science Team will provide support to general educators, special educators and ESOL educators around the collaborative planning process.

The following actions will increase the number of students passing the Biology HSA after initial testing: Schools will use HSA sub-scores to identify student weaknesses and begin targeted interventions to help students prepare for the October and January HSA administrations. Specifically, African American, ELL and

FARMS students - who demonstrate a need for intensified support - will benefit from teacher collaborations to create differentiated mini lessons using individual student data. Students will receive intensified supports during six week cycles aligned to testing windows. Supports will occur during after- school and Saturday HSA review sessions.

Bridge projects will not be released until late September to help schools focus on preparing students to pass the Biology HSA. Instead of monitoring Bridge Projects, teachers will create intervention groups using HSA sub-scores and provide biology mastery support by utilizing common instructional strategies that aid students in mastering biological concepts. This will begin to reverse the upward trend of students meeting the graduation requirement via Bridge, rather than passing the Biology HSA.

The following actions will increase the total number of students who pass the Biology HSA:

- Biology teachers will participate in yearlong, bi-weekly data team meetings to collaboratively analyze interim assessment data (standards and item analysis levels), reflect on teaching practices, and identify specific instructional strategies to correct student misconceptions and guide student learning toward increased achievement.
- Biology teachers will be encouraged to administer a standards-aligned pre-assessment, to all students in order to capture baseline student data and show evidence of individual student growth on unit, mid-term, and benchmark assessments provided throughout the year.
- Baltimore City Public School System will re-design the high school course pathways to provide a more strategic and rigorous course catalog. Students entering the 9th grade will have the following course opportunities: Biology, Physics First, and Environmental Science. Baltimore City Public School System now requires that all schools schedule Biology as a full year course.
- Biology teachers will be encouraged to develop intervention strategies such as Biology Mastery Course for students that have passed the Biology course but failed the HSA.
- Teachers will empower students to take personal responsibility for their learning by using assessment data to create academic goals and action plans, and evaluate progress via student lead conferences.
- Science Team will provide specialized support to schools to aid in effective implementation of high yield instructional strategies and develop teachers' content and pedagogical expertise. Science Team will provide materials to support teachers in implementing rigorous, inquiry based labs and lessons via the STEM resource center.
- Monthly Systemic Biology professional development will be structured to help teachers become more proficient in data driven instructional practices and creating and implementing rigorous, inquiry based 5E lessons that are aligned to standards and promote critical thinking and real world problem solving.
- Teacher development and highly effective teaching practices have been incentivized through the newly enhanced teacher contract, which offers highly effective and effective teachers higher salaries and diverse opportunities for career advancement. Model Teachers and Teacher Leaders also grow teacher capacity in their schools, helping to support teacher development throughout the district.
- Teachers and support staff have been normed in the structure and use of City Schools' instructional framework and rubric that define highly effective instruction in the district and enable timely, specific feedback to teachers to support their continued development.
- Teachers will continue to be educated about the PK-12 Life Science strand that runs through the entire curriculum, so they better understand the skills that undergird Biology success. K-8 science teachers will continue to engage in multiple summer learning opportunities tied to STEM-related topics in order to better prepare students for science instruction at the high school level.

Strands

Each school will receive data on whether they met their targets for the School Progress Index in achievement, closing the achievement gap, student growth (in ES and MS) and college and career readiness (in HS). Based on this information, schools will fall into strands for both SEA and LEA support. There are 5 strands (1-5) with 1 being the highest and 5 the lowest. Schools are grouped by strands so that school systems are uniquely poised to provide systemic support to schools that may share similar challenges.

How will the system organize internally to support schools in Strands 1-5? (e.g. What is the system's plan to review quality School Improvement Plans? What is the system's plan to ensure there is adequate support and resources available for schools in all 5 strands? How will system level human resources be redistributed and/or enhanced to support the success of schools in strands 1-5?). Descriptions of these strands can be found on pages 94 to 101 in Maryland's ESEA Flexibility Request:

http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=presentpercent2525percent2525percent253epercent2525percent2525

In the last three years, City Schools has made it the district's priority to improve the way schools receive support from the district office. This happened by a complete reorganization of the district office, the creation of the Student Support Networks and enhancements to these supports based on continual feedback. This structure is well-suited to providing the kinds of supports schools need based on the revised categorization of schools by Strand.

Every school in the LEA is organized into one of fifteen School Support Networks. Each network is led by a Facilitator who serves as a point person for the needs of the school – administrative, instructional, operational, etc. The Network support also consists of Academic Content Liaisons in math and literacy, a Student Support Liaison, Special Education Liaison, a Human Capital Specialist and Family and Community Engagement Specialist.

In addition to the network staff, each Network has an Executive Director for Principal Support whose primary mission is to support principals on matters of instructional support and coaching of teachers. Schools are grouped according to grade band and need, but not by strand. This means that each Network has a mixture of schools performing at various levels, also with different strengths and weaknesses.

Each school developed a School Performance Plan in conjunction with the Executive Director which serves as a roadmap for the school's success. This plan is no longer a document that is drafted over the summer, approved and referred to infrequently. Each school has revised its School Performance Plan numerous times and has received the message that it is to be used as a living document that guides the practices and instruction of the school day in and day out. The use of data to inform decision-making at the administrative level, with regard to Human Capital decisions, and for teachers to adjust instruction individually is a key element of school improvement in City Schools.

Because of the increased number of people who are in school buildings daily, working directly with principals and teachers, we know our schools intimately, and can differentiate the support provided. This also means that Facilitators and EDs can use the leaders from the schools in their Network to support one another. The ED, Facilitator or ACL can easily transfer knowledge, ideas and strategies that have been successful at one school to another in the Network, and grouping schools by Network at professional development allows for direct sharing between schools. Schools in Strand 1 will be exemplars, and Schools in Strand 5 stand to receive additional resources. Schools in Strands 2-4 will be primarily supported through their Network Staff who will also rely on information sharing to see growth across these schools.

ADDRESSING SPECIFIC STUDENT GROUPS

Limited English Proficient Students

The 2012-2013 school year was the second administration of WIDA ACCESS across Maryland. City School students learning English as a new language met the AMAO targets for progress and reaching proficiency. These test scores show that sixty-five percent of students who were in City Schools for the spring testing window in both 2012 and 2013 improved their proficiency level by at least five points. The target for the percentage of students who exit from ESOL services was also met, with nineteen percent of our students exiting. We had twenty-eight percent of our students take this WIDA assessment for the first time. These numbers of newcomers impact instruction, since students are enrolled throughout the school year. Challenges are evident in the progress towards attaining English proficiency by each domain in Listening, Speaking, Reading and Writing. Language acquisition takes time, and LEP students continue to demonstrate the most difficulties with producing writing that meets standards set for native speakers. Other noteworthy results showed that students need work on listening skills in English. It will continue to be necessary to help teachers learn how to improve listening skills during the 2013-2014 school year.

No Child Left Behind Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- No Child Left Behind Indicator 2.1: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
- No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment.
- No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making progress toward Maryland's new accountability measures. School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- AMAO 1 is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs* is 0.5 higher than the overall composite proficiency level from the previous year's test administration. In order to meet the target for AMAO 1 for school year 2012-2013, 54% of ELLs will make progress in learning English.
- AMAO 2 is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For determining AMAO 2 attainment, Maryland uses an overall composite proficiency level and a literacy composite

proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or higher. In order to meet the target for AMAO 2 for school year 2012-2013, 11% of ELLs will have to attain proficiency in English.

- AMAO 3 represents making progress toward Maryland’s new accountability measures for the local education agency’s Limited English Proficient student subgroup.

Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data

1. Challenges are most evident in the progress of our students who are learning English as a new language when they have had limited formal education, and arrive at American schools in secondary grades. We note challenges in schools that are impacted with refugee students, in addition to other newcomers. All English language learners have made growth in Listening, Speaking, Reading and Writing domains, but our students with disabilities continue to struggle with language acquisition.
2. During the 2013-2014 school year, additional staff members have been hired to ensure an equitable student teacher case load ratio. These ESOL teachers and assistants are funded through unrestricted local funding, based on student populations. Having parent liaisons available at each school has ensured that parents are engaged with Baltimore schools and that newcomer students may also receive support in the native language. Title III funding supports an additional 3 staff members who support students in Pre Kindergarten and parents who speak Vietnamese, Spanish and Chinese across the district. The continual adjustment of staffing based on school needs will serve to support the development of all language domains for students.

In addition to placement of teacher level positions to ensure direct and targeted instruction in English to Speakers of Other Languages, Title III funded activities ensure that professional development sessions are available to school teams each semester. Titles of these sessions include “Collaboration among ELL and IEP Teams”, “Enhancing Instruction for ELLs in the Mainstream Class”, and “Using CCSS to Serve ELLs”.

Career and Technology Education

The Bridge to Excellence legislation requires that the Master Plan “shall include goals, objectives, and strategies for the performance of students enrolled in Career and Technology Education (CTE) programs.

Please respond to the following prompts:

- 1. Describe how the schools system’s is deploying Maryland CTE Programs of Study as a strategy to better prepare students for college and career readiness Include plans for expanding access to industry certification and early college credit.***

Progress on CTE Expansion

Each year, the Office of Learning to Work evaluates the effectiveness of its Career and Technology Education career pathways. The purpose of the evaluations is to ensure that all programs are aligned with industry standards, to ensure that all students obtain an industry certification, to increase CTE access to all City Schools students, and to ensure that students graduate college and career ready.

During the past year, City Schools has made systemic changes to increase student achievement. To meet the individual needs of all of student populations, City schools has created traditional, entrance criteria, innovation, charter, performing arts, alternative, transformational, and career and technology education. To ensure access for all students, CTE in city schools continues to grow. In school year 2012-2013 there were a total of 33 high schools offering CTE programs to include alternative and transformational schools, a total of 179 CTE program offerings, and 9 middle schools offering Gateway to Technology. CTE enrollment has also increased from 2011-2012 8180 to 2012-2013 to 8519, an increase of 4%.

Funding is also used to upgrade and maintain CTE programs throughout the district. City Schools has allocated federal stimulus construction funds for 1 CTE high school, Vivien T. Thomas Medical Arts Academy, which added a Dental program during the 2012-2013 school year. Local School Improvement Funds and monies allocated by Principals under Fair Student

Career and Technology Education Continued Expansion

The Career and Technology Education (CTE) five (5) year plan for City Schools includes program upgrades, increased student enrollment and an increase in the number of students who take industry certification exams and become credentialed. Baltimore City is adding programs at six high schools and two middle schools, transitioning current local POS and Model Program to Maryland POS and expanding existing program offerings for the 2013-2014 school year. Within the current 33 CTE schools, CTE will offer seven additional pathways. City schools will also introduce two new pathways Maryland Fire and Rescue Institute at Frederick Douglass, and Computer Science at Baltimore

Polytechnic Institute and Digital Harbor. There is one new schools that will offer a CTE program for school year 2013-2014. New Era Academy will offer CISCO, .

The outreach to the middle grades includes the addition of three schools that will offer Gateway to Technology (GTT) as part of the middle grades initiative to interest students in math and science-based careers. The new GTT schools are Coldstream Park Elementary Middle, Baltimore IT Academy and the National Academy Foundation Prep (Middle) School. There are now a total of twelve schools offering GTT. The nine from the 2012-2013 school year which include North East Middle, Bluford Drew Jemison STEM Academy West, Bluford Drew Jemison MST Academy Middle schools, Academy of College and Career Exploration, Friendship Academy of Engineering and Technology, Calverton Middle School, Cross Country Elementary Middle school, Cherry Hill Middle, and the Maryland Academy of Technology and Health Sciences Middle/High School.

As a part of continuous program improvement and the 2012-2013 expansion, the Office of Learning To Work Career Technology Education has experienced changes as well. The Office Of Learning To Work to include, Career and Technology Education, Great Kids Farm, Guidance and Counseling, and JROTC is now lead by a Director II and support staff that is able to more effectively reach all student populations.

In the last school year the Local Advisory Committee (LAC) and Program Advisory Committee (PAC) reviewed the entire spectrum of programs examining the number of students served, distribution of programs in the system, and the quality of the programs. The LAC completed a strategic plan for the next five years. The LTW-CTE staff conducted an audit of all program pathways by visiting each school. The staff verified courses, course numbers, numbers of students in a program, and identified professional development and upgrades to equipment and to curriculum. Programs such as Cisco and Project Lead the Way Pre Engineering that require higher levels of math and science, technology and performance-based instruction were recommended for expansion by the LAC and the PAC. The PAC for Graphic and Printing Communication Technology advised LTW-CTE to move to digital file technology. The PLTW program at NAF earned certification in April 2013, and Patterson was re certified in May 2013. Carver is in the process of working toward offset press operations accreditation from The Graphic Arts Education and Research Foundation (GAERF) and Edmondson Westside is working to maintain its certification by having the new instructor complete the competency application for final approval by Gaerf. Gaerf will review the teacher credentials and past printing training. Baltimore City exceeded its Skills Attainment target by 42%.

21ST Century Building 10 Year Plan:

In school year 2012-2013, City School announces its 10 Year Plan to upgrade, renovate, and close current City Schools. List below is the proposed schedule within the 10 year plan that affects CTE programs. Prior to implementation, District leadership must present each element of the plan to the Baltimore City Schools Board of School Commissions for final approval. This is scheduled to be an annual process.

The LTW/CTE office will play an integral role in the planning and decision with regard to those building that will house CTE programs. There are approximately 21 CTE schools that will be affected by the 10 year plan. CTE has been meeting the architects throughout the process to provide expertise in the design and space requirements. Programs and schools are listed below with projected year of impact:

Industry Certification

City Schools supports the implementation of Career and Technology Education programs by first strengthening teacher preparation and by supporting industry-recognized standards, assessments, and credentials for students. Systemic professional development and content-specific training support both teacher and student technical skill attainment. Also CTE supports the continued integration of secondary and postsecondary Career and Technical Education curriculum with the learning standards and postsecondary academic requirements respectively, while placing particular emphasis on Science, Technology, Engineering, and Mathematics (STEM) as one way to boost technical and workplace skill attainment.

In School Year 2011-2012, City Schools increased experienced a slight decrease in Technical Skills Attainment. In the previous school year City School performance percentage was 86.16. In SY 2011-2012, the performance percentage was 70.81, a decrease of 15.35 percentage points. To increase the performance of technical skill attainment, CTE has mandated where applicable, that all students must sit for an industry certification. To monitor and ensure that all teachers are following the requirements, specialist visit schools to remind them on the test dates, also principals and teachers are emailed and held accountable. To support industry certification and the continued success of our students, CTE has provided schools with Summer Boot camps, After School Enrichment programs, and onsite consultants.

In School Year 2012- 2013, there were a total of 1138 students who sat for a certification. This total included all students. This is a big increase for City Schools, in the previous year there were only 346 students who sat.

City Schools designs programs that lead to industry certification and articulation agreements with postsecondary institutions based on the input of key stakeholders. The development of CTE programs is guided by the Local Advisory Council and the Program Advisory Committees, both of which include representatives from business and industry, labor organizations, representatives of special populations, parents and teachers. Our stakeholders ensure that programs align with industry standards and postsecondary requirements.

Our stakeholders are instrumental in assisting CTE develop programs and students that are ready for all aspects of the industry. By covering all aspects of the industry, students learn career skills that are not limited to a narrowly defined job task. Work-Based Learning experiences that are aligned to POS help students to better analyze and solve problems facing an industry by applying what is learned in the classroom to the world of work. CTE students are equipped to leave high school prepared to develop the skills to change career goals or to cope with labor market changes. By teaching all aspects of an industry, students learn transferrable skills such as how to plan, manage and assess how

accounting and financial decisions impact an industry. CTE completers develop technical skills and learn about the principles of technology to expand career and post secondary options. The importance of personal work habits learned in the classroom and on the job reinforce student learning and prepare students to understand and adapt to changes when they leave school and throughout their careers.

College Access and Early College Credit

City Schools has prioritized college and career readiness for all students. This will be done through the following strategies:

- Support District-wide agreement with College Board Testing to pay for PSAT for all 10th and 11th grade students and SAT for all 11th and 12th grade students. The diagnostic received will assist in providing remediation for students. Additionally, students are afforded the opportunity to take the ACT. The district covers the testing fees.
- Increased Advanced Placement courses in high schools.
- Increased college enrollment by requiring that all seniors complete at least one college application and the FAFSA.
- Accuplacer initiative is in place throughout the district in partnership with University of Baltimore and Towson University to address the large numbers of students who must take developmental courses when entering post secondary institutions. The district currently covers the cost of testing fees.
- Encourage students to dually enroll. To monitor the success of students, the office of Learning to Work created a course to track students who are enrolled in college.
- Encourage schools to offer the services of the College Bound Foundation, College Summit and AVID to CTE students
- The LTW office will field test the ACT Career Exploration program for 8th graders during the 2013-2014 school year to inform a decision for full implementation in 2015.

City Schools is committed to providing a continuum of programs, activities and interventions that will assist students in passing the high school assessment. Through existing POS and articulation agreements the LTW office advocates for increased opportunities for dual enrollment courses at the secondary level. CTE central office and school based staff direct and encourage students to take advantage of all available college-ready assessment activities provided by City Schools.

2. *What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Program of Study, including students who are members of special population?*

To ensure access to CTE programs and the success for all students including members of special populations, teachers are provided with continuous support and professional development. Educational Specialists are providing technical assistance to teachers and schools through visitations, observations and professional development training for all CTE teachers and support teachers implementing strategies from all professional development sessions.

Additionally, to ensure that students are provided with coherent and rigorous content aligned to standards taught to all students, Educational Specialists are providing technical assistance to teachers and schools through visitations, observations and professional development training for all LTW-CTE teachers and support teachers implementing strategies from all professional development sessions. Additionally, to eliminate performance gaps as outlined in the Master Plan, LTW-CTE is working with the Office of Teaching and Learning to provide guidance to instructional programs, ensuring that schools make adequate progress and students receive rigorous and relevant content. Staff in Teaching and Learning continues to collaborate with LTW-CTE to provide professional development to schools, helping them to determine alignment of instruction to curriculum, understand The Common Core and its application to CTE. The Teaching and Learning staff provides guidance on the various forms of assessment to identify performance gaps and to inform instruction and promote student achievement.

Monthly after school professional development activities are open to all CTE teachers to address Technical Literacy in Career Technology Education (CTE) Programs, Differentiated Instruction in CTE, and Project-Based Learning. Teachers are also afforded the opportunity to participate in CTE Works, professional learning communities, to examine upcoming curriculum, discuss best teaching practices end of course assessments and credentialing. During the 2012-2013 school year participation doubled.

Also, CTE continues to partner with Humanim, Inc. – Start on Success (SOS), to assist developmentally disabled youth to participate in a supported work-based learning experience and ultimately support them in transitioning to post-secondary training or obtaining employment. The program offers paid internships, tailored educational experiences, and involvement with caring adults as teachers, mentors, and supervisors. The program offers students an early introduction to the workplace and enables them to learn skills that will allow for a future of independence and self sufficiency. It also demonstrates to employers that these young people can become a highly valued resource in the workplace

City Schools is committed to recruiting the most qualified teachers for CTE Schools. As a result City Schools is proud to be a national example of innovation and partnerships by creating a new teacher contract. The contract is based on 4 core beliefs:

- Recognition of the teacher’s role in school reform

- The value of teacher’s role in student achievement and school improvement
- The need for incentives and rewards to attract and retain the best teachers
- The necessity of a culture that promotes collaboration and shared leadership within schools

The new contract aims to retain the best teachers for students, grow them professionally and attract the best talent to Baltimore. This will be done through significant increases in compensation, creating a strong incentive to retain existing and attract new great teachers, eliminating steps in favor of “earn as you grow” or “self-pacing” concept, eliminating increases based solely on advanced degrees and will move City Schools from the bottom quartile to the top quartile in teacher compensation throughout state. The contract creates new career pathways to reward and recognize teachers and education professionals excelling in their field both in terms of student outcomes and teacher practice with four pathways. Intervals within a pathway are connected to evaluation, approved teacher growth opportunities, added professional responsibilities and are based on improved student achievement instead of years of experience. Finally, the contract establishes a system of checks and balances among principals and teachers to ensure all are working towards the same goal of student achievement. This is done through the Joint Oversight Committee, Professional Peer Review Committee, Joint Governing Panel, and the creation of other subcommittees as needed.

3. Describe the school systems strategies for increasing the number of CTE enrollees who become completers of CTE programs of study. Data points should include the number of enrollees, the number of concentrators and completers.

City Schools has made great improvements to increase Career Technology and Education enrollment. For school year 2011-2012, City Schools CTE enrollment was 8180, an increase of 18.53% from the previous school year. Since 2008, overall City Schools CTE enrollment has increased 90.41%, from 4296 students to 8180 students. Enrollment slightly increased by 4.14% from SY 2011-2012 to SY 2012-2013 to 8519.

In SY 2011-2012, ten out the eleven career clusters displayed an increase in enrollment from the previous year. There were three in particular that made significant gains. Career Research and Development increased enrollment 168.47% from 222 to 596 students. Manufacturing, Engineering and Technology increased enrollment 53.98% from 415 to 639 students. Information Technology increased enrollment 53.98% from 990 to 1345 students. Consumer Services, Hospitality, and Tourism increased enrollment 22.37% from 769 to 941 students; Human Resources Services increased enrollment 16.95% from 826 to 966 students; Transportation Technologies increased enrollment 13.79% from 145 to 165 students; Arts, Media, and Communication increased enrollment 12.55%, from 718 to 811students; and Health and Biosciences increased 5.65% from 1080 to 1141students.

The increase in City Schools CTE enrollment is attributed to the increase in the number of schools who offer CTE programs, the expansion of CTE programs at existing CTE schools, more effective markets and public relations and maximizing the number of students who enroll into existing CTE programs.

In SY 2011-2012, four new schools implemented CTE programming and produced new enrollment, Baltimore Liberation Diploma Plus, Baltimore Antioch Diploma Plus, Accelerator Academy (school is no longer open), and Youth Opportunity. This yielded a total of 384 new students participating in CTE and a total of five new Career Research and Development programs.

In addition to expanding into new schools, City Schools has increased the number of programs offered at existing CTE schools and maximized the number of students who enroll into CTE programs. As a result, the following schools have made significant increased in CTE enrollment: Friendship Academy of Engineering and Technology increased enrollment by 207 students; Digital Harbor increased enrollment by 158 students; Mergenthaler increased enrollment by 157 students; Carver increased enrollment by 125 students; Friendship Academy of Science and Technology increased enrollment by 123 students; and Patterson increased enrollment by 97 students.

In SY 2010-2011, City schools had 1478 concentrators and 1021 completers. In SY 2011-2012, City Schools had 1456 concentrators and 1131 completers. There was a slight decrease in concentrators, however completers increased by 11%. City Schools has had great success with increasing enrollment and over the next three years will work to increase the number of concentrators and completers.

In SY 2013-2014, to increase the number of students who concentrate and complete a CTE pathway, City Schools must continue to engage students, work with guidance staff to assess student interest, and provide continuous professional development to all CTE schools. To ensure this, City Schools will execute the following strategies:

- Provide CTE students with rigorous and relevant curriculum
- Provide financial support, where needed, for all CTE students who prepare to earn industry certification
- Provide students with highly qualified instructors
- Continue to expand CTE programs and implement CTE programs at new schools
- Continue to provide students with value added component, to include CTSO's, work-based learning, and scholarship opportunities.
- Ensure that principals are marketing and promoting CTE program offerings and sequencing to community partners and stakeholders. Additionally, principals will work with guidance counselors to ensure that students are scheduled properly.
- Work with Guidance staff to provide information/materials that outline the benefits of CTE enrollment and completion. Guidance Counselors will receive updated information and continuous professional development about CTE program offerings and sequencing.

CTE improvement plans are required if a local school system does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following:

1. Identify the Core indicator (s) of Performance that was not met by at least 90%

Nontraditional Participation (6S1) was not met by at least 90%. The local nontraditional participation target core indicator was 28.33% (1985/7007). In 2011, Baltimore City's performance percentage for nontraditional participation was 33.99% (1113/3948).

2. Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students served by the local recipient under the Perkins Act of 2006.

To have achieved 90% of the 6S1 indicator, an additional 360 CTE concentrators needed to enroll in a nontraditional pathway program. Baltimore City's performance of 28.33% failed to meet the standard of 33.46% by 5.13%.

In analyzing student performance it was clear that Baltimore City students would benefit from interventions that would enable more students to enroll in nontraditional pathways. Specifically the data reveals that the percentage of CTE concentrators who met the nontraditional indicator is low in the following 4 career clusters: TT (4.24%), C&D (6.47%), CSHT (11.88%), and H&B (22.33%).

To increase the nontraditional participation percentage indicator, the Director of the Office of Learning to Work (LTW) and the Coordinator for Career and Technology Education (CTE) will meet with principals, teachers and stakeholders during the SY 13/14 school year to discuss how schools can meet the Perkins indicator for nontraditional enrollment. Teachers and counselors will receive CTE program updates during summer professional development in August.

The Office of Learning to Work (LTW) will work with staff in the Office of School Counseling and with staff in the Office of Engagement to educate students and the community about the benefits of enrolling in a nontraditional pathway program. The LTW Office will work with all stakeholders to develop professional development opportunities to educate teachers, counselors, administrators, staff and community stakeholders about the benefits of nontraditional programs. Specific interventions include:

- Analyzing nontraditional performance data
- Understanding how nontraditional careers will impact student lives
- Identifying root causes to identify why students are not enrolling in nontraditional pathways

- Identifying instructional strategies and best practices to support program enrollment for students enrolled in nontraditional pathways
- Evaluating school and curriculum materials for gender bias and positive nontraditional images
- Developing strategies to recruit/interest middle school students in nontraditional careers
- Developing/identifying tools to educate all stakeholders about nontraditional career options. Staff will work to create a student/parent guide with a career ladder outlining the jobs in the nontraditional career pathways. In addition to salary information, the career ladder will highlight the qualifications/education needed for employment in nontraditional jobs
- Developing tools to assist students who choose nontraditional careers. Without proper program support, nontraditional students may leave the pathway when difficulties arise
- Identifying nontraditional role models/industry leaders to support participation in nontraditional pathways. Activities for the role models includes: career speakers, job shadowing, internships, field trips, and mentoring
- Discussing strategies to develop nontraditional student support groups and peer counseling to encourage students enrolled in nontraditional pathways to become program completers
- Developing strategies to educate parents and other community stakeholders about the benefits of nontraditional program completion. Choosing a nontraditional career offers a number of benefits that include:
 - Greater job satisfaction
 - Higher salaries and better benefits
 - Better advancement opportunities with established career ladders
 - Opportunities to continue learning new information and skills

LTW will work closely with staff at City Schools and will seek technical assistance from the Maryland State Department of Education (MSDE) to enhance our efforts to increase the percentage of students enrolling in nontraditional pathway programs.

3. **From the FY 12 CTE local Plan for Program Improvement, identify the section/subsection where the improvement plan/strategy was described and implemented in consultation with appropriate agencies, individuals, and organizations.**

The Learning to Work Office is developing retention strategies (B2: Professional Development, and Strategy Worksheet B3: Career Development) to increase the nontraditional percentage (6S1) indicator for SY 13/14 that will increase the number of students who enroll in nontraditional programs by 5.13% to meet our local target of 33.46% (2345/7007).

Early Learning

A. Based on the examination of 2012-2013 MMSR Kindergarten Assessment Data:

- 1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of how the implementation of the Common Core State Curriculum in prekindergarten will address the school readiness gaps.**

City Schools readiness data reveal that 78% of kindergarteners were fully ready for school in SY2012-2013, up by 50% since SY2001-2002. 19% were approaching readiness, indicating that they require targeted instructional support to successfully meet kindergarten expectations, and 3% were developing readiness and do not demonstrate the skills, behaviors, and abilities required for kindergarten. 83% of the City Schools pre-kindergarten students were entering kindergarten fully ready to learn and were better prepared for kindergarten than all but one other prior care group. 70% of kindergarteners were fully ready for school in Language and Literacy, up from 21% in 2001-2002. 69% of kindergarteners were fully ready for school in Mathematical Thinking, up from 18% in 2001-2002, and 62% of kindergartners were fully ready for school in Scientific Thinking, up from 12% in 2001-2002.

City Schools has identified several key initiatives to increase the amount of students entering kindergarten fully ready for school and to support students who are entering kindergarten less than fully ready in the 2013-2014 school year:

- Pre-kindergarten (PreK) and kindergarten curriculum revisions and enhancements
- Continuation of the implementation of the Collaborative Consultation Model (CCM) with the Special Education Early Development (SEED) team
- Enhancement of the Discover with Me curriculum
- Professional development on evidence-based practices for citywide preschool special education teachers
- Development of the Promoting Emotional Regulation and Social Skills (PEERS) PreK program
- PreK at Play
- Professional development on the Maryland Model for School Readiness (MMSR)
- Professional development consistent with Chief Academic Officer's (CAO) initiatives
- Continuation of curriculum and professional development for Infants and Toddlers special education home teachers with an emphasis on parent coaching

Pre-kindergarten and Kindergarten Curriculum Revisions and Enhancements

Early Learning Programs, Birth through Five (ELP) has continued to fine-tune the curriculum developed by ELP staff and teacher leaders, with consultation from Dr. Barbara Wasik from the Center for the Social Organization of Schools at Johns Hopkins University. The PreK Literacy Curriculum has been adjusted for SY13-14 to include more sight-word readers for each theme-based unit. The content of each reader is directly related to the theme and sight words that students experience in their respective Literacy Units. Further, the sight-word readers are available in multiple formats, which will assist in making the readers more useful for students and teachers.

PreK Math Curriculum has been adjusted to ensure that each unit is directly aligned to the expectations delineated in the Common Core State Curriculum. Additionally, the assessments for each unit are constructed to ensure the content matches the instruction, and the manner in which students are asked to respond follows developmental best practices and the specific foundational skills required for future success in mathematics.

Kindergarten Literacy Curriculum has undergone significant changes for School Year 2013-2014. With the infusion of *Foundations*[®] (an explicit and systematic phonics and word study program) and *Explorations in Non-Fiction Writing* (a program for teachers and students to scaffold and build foundational skills in nonfiction writing), the existing Kindergarten Literacy Curriculum has been revised to integrate these new elements with the existing components of Morning Message and Reading. In alignment with grades 1-5, the Kindergarten Literacy Curriculum now contains two Lesson Sets for each Literacy Unit, which expose teachers and students to the rigor and expectations aligned with Common Core State Curriculum.

Kindergarten Math Curriculum has been reformatted to match the structure of grades 1-5, where explicit lessons are embedded as hyperlinks in a more synthesized document, which will make the curriculum more accessible to teachers. Further, curriculum writers have focused on creating more activities to build automaticity skills for students and their ability to respond to situational word problems. These elements demonstrate Early Learning's continued efforts to develop resources in all components of the City Schools Math Model.

Continuation of the Implementation of the Collaborative Consultation Model (CCM) with the Special Education Early Development (SEED) Team

In School Year 2012-2013, ELP launched a new initiative to support young children with Individualized Education Programs (IEPs) within the general education setting. ELP established a cadre of Special Education Early Development (SEED) Teachers, special educators who are dedicated to implementing the Collaborative Consultation Model (CCM) to support pre-kindergarten teachers with students who require special instruction services.

The CCM is a model for addressing IEP goals within the course of the PreK student's typical day and routines. Developed by researchers at the University of Toledo and predicated on the notion that children learn best when goals are distributed throughout the day and embedded into the environment, the CCM builds the capacity of school-based staff to meet the needs of children with IEPs within the general education setting.

General educators, special educators and speech and language pathologists (SLPs) form a team with mutual responsibility for designing, delivering, monitoring, and evaluating instruction for special education students in general education classrooms. The SEED Teacher facilitates the collaboration process by observing, modeling strategies, coaching, implementing demonstration lessons, and acting as a partner in problem-solving.

In the spring of 2013, ELP administered a survey to all PreK teachers to ascertain their perception of the SEED teachers and the CCM. The survey was designed to collect qualitative data on PreK teachers' thoughts and opinions about the usefulness of the SEED program in raising their confidence and ability to work with children with IEPs in the classroom. Overall, PreK teachers expressed approval of the SEED teacher program and indicated that their SEED teacher has improved their ability to work with students with disabilities in their classroom. ELP will continue the implementation of the CCM in School Year 2013-2014.

Enhancement of the Discover with Me Curriculum

City Schools offers 13 inclusive three year-old programs for children with and without IEPs called Discover with Me. In the summer of 2012, ELP began to write an in-depth, developmentally-informed curriculum for the Discover with Me programs. Written by an ELP staff member who is a certified Montessori teacher and a team of outstanding early childhood special educators, this curriculum is designed to promote self-regulation, concentration, independence, and critical thinking skills through investigation and exploration. In addition, the curriculum has a strong focus on oral language development, and developmentally-informed literacy activities and practice are embedded throughout the lessons. The Discover with Me curriculum was implemented in all preschool special education three year-old programs in SY2012-2013 and will continue to be implemented in SY2013-2014, with some revisions. The curriculum will include greater differentiation to address the individual needs of each child in the classroom and emphasis will be placed on embedding IEP goals and objectives within instruction.

Professional Development on Evidence-Based Practices for Citywide Preschool Special Education Teachers

ELP will be working with special education expert consultants to provide professional development and ongoing coaching for the citywide preschool special education teachers on the use of evidence-based practices to support young children with disabilities. The teachers of the Early Learning Environment – Autism and Let's Grow programs, two programs designed to support children with autism or related social, communication, and behavioral needs, will receive one-on-one coaching on Applied Behavioral Analysis (ABA) strategies, such as structured teaching, pivotal response training, and discrete trial training. Emphasis will be placed on incorporating these strategies into daily classroom routines instruction. In addition, all citywide preschool special education teachers will have the opportunity to participate in professional development on ABA strategies to promote social/emotional development, such as antecedent-based intervention and contingent reinforcement.

Development of the Promoting Emotional Regulation and Social Skills (PEERS) PreK Program

ELP is piloting a new citywide preschool special education PreK program for four year-olds with and without IEPs. This program is designed for children with developmental delays who have needs in the areas of attention, emotional regulation, and social skills and who would benefit from a smaller class size than is found in the City Schools PreK programs. The program is fully aligned with City Schools' pre-k and is supported by a partnership with Johns Hopkins University.

PreK at Play

PreK at Play, a nationally-recognized program, is part of ELP's efforts to further the CAO's initiatives of student engagement and to strengthen our students' prior knowledge through exposing them to new cultural, historical, artistic, athletic, and educational experiences. This is a day when the entire city of Baltimore opens its doors to our four-year-olds to "play" at Baltimore City's most treasured institutions at the same time, on the same day. All Baltimore City Schools PreK students attend field trips to a wide range of cultural, educational, historical, or athletic institutions within the city. These coordinated events created a city-wide energy, enthusiasm, and support for our youngest learners.

Professional Development on the Maryland Model for School Readiness (MMSR)

ELP provides three trainings to PreK and kindergarten teachers throughout the district on norms and expectations for the MMSR assessment. Staff speaks in depth about setting the stage for children to demonstrate their skills, as related to the MMSR exemplars. Teacher leaders show videos of examples of classroom activities that targeted the skills assessed by the MMSR.

Professional Development Consistent with the CAO's Initiatives

ELP provides the following professional development opportunities for teachers of grades PreK through 3rd, as well as preschool special educators:

Literacy Academy I: Provides a current review of research on developing phonological awareness and pre-reading skills in young children. Pre-reading skills objectives, strategies for implementation in the classroom, and assessment of student progress are sequentially presented. Participants are provided an opportunity to create appropriate teaching materials, games, and activities for use in the classroom with students (i.e. "Make It- Take It activities).

Oral Language Academy: Participants learn why developing oral language in young children is important and how oral language can be fostered by using open-ended questioning techniques. In addition, participants understand how to incorporate open-ended language in literacy, science, and social studies through intentional read-alouds of fiction and non-fiction texts.

Ramps & Pathways: Provides professional development for PreK and K teachers on a curriculum focusing on Science, Technology, Engineering, and Math (STEM). The curriculum addresses the need for better physical science instruction in the early grades, specifically designed to be both intellectually rigorous and developmentally appropriate, building on young children's natural curiosity.

Early Learning Liaisons: A PreK and kindergarten teacher liaison is chosen by each principal to attend monthly meetings sponsored by ELP. The content of these meetings will reflect the priorities of City Schools' initiatives. Liaisons are required to attend all meetings in order to develop a professional learning community.

Reading Academy: An introductory level course to expose participants to a balanced literacy approach within their comprehensive literacy instruction.

Informational Reading & Writing Institute: Provides teachers with an understanding of the importance of using informational text in the early childhood classroom. Participants learn classroom strategies for helping children become consumers and creators of informational text.

MINDWING: Provides teachers with tools to foster young children's oral language development necessary for progress in social communication. Uses children's literature with Braidy the StoryBraid to create lessons to improve listening comprehension, generate WH questions, encourage emergent writing, and increase the use of language features.

Continuation of Curriculum and Professional Development for Infants and Toddlers Special Education Home Teachers with an Emphasis on Parent Coaching

ELP is conducting weekly professional development sessions with the team of teachers who provide special instruction to qualifying children ages zero to three or four (if on the Extended IFSP). Working with a consultant, professional development will focus on implementing a parent coaching model to train parents to work with their children between home visits. Home teachers will videotape their sessions and then receive one-on-one feedback on engaging parents.

1. Describe how the school system is working in collaboration with other early childhood partners/program (i.e. Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering kindergarten “ready to learn”?

City Schools has taken major steps to work collaboratively with other early childhood partners/programs. The inclusion of Preschool Special Education and the City Schools side of Infants and Toddlers under the large umbrella of Early Learning Programs, Birth through Five has allowed for the realignment and reintegration of programs, both horizontally across different programs and vertically within individual programs, to create seamless transitions and a continuum of services. In addition to this reorganization, City Schools is working collaboratively on the following initiatives:

Baltimore City Head Start, City Schools/Baltimore City Head Start Memorandum of Understanding

A Memorandum of Understanding (MOU) between the agencies outlines three major goals: (1) curricular consistency, (2) effective transition, and (3) coordinated space planning to maximize city-wide access to preschool programs for three- and four-year-old children. City Schools partners

with Head Start and allows 17 PreK classes to co-locate. The Early Learning Director, Charlene Iannone-Campbell, serves on the Baltimore City Head Start Governing Board. In addition, Iannone-Campbell co-chairs the newly formed Baltimore City Early Childhood Advisory Committee (ECAC) with Shannon Burroughs-Campbell, the Executive Director of Baltimore City Head Start.

Countdown to Kindergarten Initiatives

City Schools continues to work collaboratively with the *Countdown to Kindergarten* partners to support more young children entering school ready to learn. *Countdown to Kindergarten* will continue to provide information to parents, early childhood programs, churches, schools and community organizations on what can be done to improve children's school readiness.

Bright and Ready Program

City Schools has entered into MOUs with Port Discovery Children's Museum and Enoch Pratt Free Library to offer programming for three year-olds with IEPs on-site at these two locations. The Bright and Ready program was created to provide a continuum of services for children with IEPs, based on options that are available for typically-developing children. Not all typically-developing children are in schools; some might spend time in museums and libraries instead. In addition, Bright and Ready offers parents of children with IEPs one- and two-day options for services, instead of the standard five days per week in school-based programs. A special educator and paraeducator are based at the sites and offer services directly to students within the environment of the library or the museum. City Schools staff plan collaboratively with museum and library staff to maximize use of the resources available at the locations while adapting activities to address IEP goals and objectives of the attending students.

University Partnership for i3 Grant

City Schools is partnering with Dr. Barbara Wasik from CSOS at Johns Hopkins University (JHU) on developing an online professional development tool for early educators. Dr. Wasik and her staff have formed three cohorts of teachers to function as Advisory, Demonstration, or Pilot teachers to develop video-based professional development content that will be used to create an interactive website that teachers can use to learn best practices for teaching oral language development and phonological awareness. The three cohorts of teachers will provide the content for the videos, assess the videos, and pilot the online content to help fine-tune the website. The completed website will be available as a professional development tool for all City Schools teachers.

Pre-kindergarten and Kindergarten Attendance Initiative

Recognizing the systemic problem of low attendance in the early grades, City Schools has partnered with local nonprofit and philanthropy agencies to create Attendance Folders for PreK and kindergarten students and their families. Born out of a focus group in which parents expressed that having something tangible to track attendance, such as a folder, would help to engage them in attending school regularly. The folders were designed by Baltimore City high school students and include tips for establishing routines that promote high attendance. ELP created monthly activity sheets that allow parents to track their child's attendance, inform them about math and literacy curriculum content, and

provide them with activities to engage their child at home. ELP distributed the folders and will be surveying teachers to gauge the use of the folders throughout the school year.

B. Based on the examination of the 2011-2012 Public Prekindergarten Enrollment Data (Table 8.3)

- 1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early childhood Development Early Learning Office for the school year 2011-2012.**

Edits were made to correct inaccuracies, please see table 8.3

- 2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.06.02.**

City Schools has revised its PreK registration policies to ensure that all eligible children are enrolled in public PreK programs, in compliance with COMAR 13A.6.02. These include:

- Streamlining priority codes by moving from six priorities to three. This change was instituted in an effort to simplify the pre-kindergarten registration process so that:
 - Schools and parents more easily understand what priority code their children fall under and what the concomitant responsibilities are for the school and the parents.
 - There are fewer barriers to registration, as parents have fewer requirements for demonstrating the priority code that their children fall under.
- Revising the PreK early admission procedures and requirements so that our policy is in compliance with state regulations and is more focused on academically needy children.
 - City Schools opened the window for early admission to pre-kindergarten by extending the deadline for turning 4 to October 15th. In addition, City Schools eliminated the testing requirement for early admission and replaced it with a checklist that parents can use to demonstrate academic need.

Registration and enrollment of all PreK students was moved to the Office of Enrollment, Choice, and Transfers in order to assist parents and schools with finding placements for eligible children.

- 3. Describe any policies the school system has put in place to work collaboratively with other early learning and development program to provide a prekindergarten program for all eligible children.**

Downtown Baltimore Child Care Center (DBCC) MOA

DBCC, a high-quality child care center located in downtown Baltimore, has received a grant from MSDE to operate a City Schools pre-kindergarten program for SY2013-2014. This class will serve children living within the zone of The Historic Samuel Coleridge Taylor, and will

provide programming from 7am to 6pm, Monday through Friday. DBCC will incorporate the City Schools PreK curriculum into their programming, and will offer a high-quality PreK experience. This partnership has been entered into as part of the Preschool for All Business Plan.

Gifted and Talented Programs

The Annotated Code of Maryland §8-201 defines a gifted and talented student as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.”

COMAR 13A.04.07 Gifted and Talented Education establishes the minimum standards for student identification, programs and services, professional development, and reporting requirements

COMAR 13A.04.07 §06 specifies that local school systems shall in accordance with Education Article §5-401 (c) report in their Bridge to Excellence Master Plans their “goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.”

The school system’s Master Plan Update on the Gifted and Talented Program will report the system’s progress on these three goals from COMAR 13A.04.07:

Goal 1. Student Identification

Each local school system shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [13A.04.07 §.02 (A)].

Goal 2. Programs and Services

Each local school system shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential [13A.04.07 §.03 (A)]l.

Goal 3. Professional Development

Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.

Use the chart below to report the school system's 2012-2013 objectives and strategies for these three goals along with implementation timelines and assessment of progress.

List the 2012-2013 initiatives for gifted and talented students which support the implementation of the COMAR 13A.04.07 Gifted and Talented Education.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
<p>Student Identification</p> <p>Reference COMAR 13A.04.07 §.02, A-F.</p>	<p>Objective: Baltimore City schools will provide multiple opportunities for students to be identified and encompass all students in the identification process.</p> <p>Strategies: Students should meet at least three of the following criteria to be eligible for advanced learning opportunities and supports:</p> <p>Standardized Assessment Results (Advanced) Report Card Grades (90% or above in core content classes) Recommendation/Nomination (Parent, Teacher, Counselor, Student) Diagnostic Assessment Data (RISE, STEP, Wireless, MAPS) City Wide Choice Program (Advanced Academics) Primary Talent Development</p>	2012-2013	<p>Number of students identified to receive advanced instruction opportunities and supports</p> <p>Tracking of the most commonly used criteria points of entry into advanced learning in order to guide future decisions around entrance criteria revisions</p>	<p>Partially Met</p> <p>Not Met</p>
<p>Programs and Services</p> <p>Reference</p>	<p>Objective: All schools must provide rigorous programming for all students. Schools must plan to nurture the gifts and talents of gifted students through the development of an Advanced</p>	2012-2013	1. Implementation of Honors courses in traditional MESS	Partially Met

COMAR 13A.04.07 §.03, A-C.	Learner Program. This program should provide students with advanced opportunities beyond the standard curriculum. Strategies: <ol style="list-style-type: none"> 1. Middle School Honors Curriculum developed and piloted at schools. 2. Expansion of AP course offerings in all high schools 3. Primary Talent Development Initiative 		courses for grades 6-8 <ol style="list-style-type: none"> 2. Increased number of high schools offering at least one authentic AP or IB level course 3. REPI Coding of students documented. 	Partially Met Partially Met
Professional Development Reference COMAR 13A.04.07 §.04, A-B.	Objective: The District will provide professional development for staff who work with gifted education. Strategies: <ol style="list-style-type: none"> 1. Monthly professional development to support implementation of honors courses. 2. Training and PD for teachers implementing PTD 3. Training and PD for the implementation of Junior Great Books 4. Training and PD using the Center for Gifted Education at the College of William and Mary Literacy 	2012- 2013	1-4 Tracking the number of teachers attending Professional Development or enrolled in courses for gifted and talented education as well as monitoring that number as a percentage of those teachers who should be attending.	Partially Met

2012- 2013 Gifted and Talented Enrollment

COMAR 13A.04.07 states that “gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups” (§ .01); that “the identification process shall be used to identify students for participation in the programs and services” [§ .02 (D)]; and that “each school system shall review the effectiveness of its identification process” [§ .02 (E)].

Beginning with the grade level in which the system’s identification process is initiated, report the number of students identified at each grade level.

This data was not collected by the District.

	K	1	2	3	4	5	6	7	8	9	10	11	12
All Students													
Hispanic/Latino of any race													
American Indian or Alaskan Native													
Asian													
Black or African American													
Native Hawaiian or other Pacific Islander													
White													
Two or more races													
Special Education													
Limited English Proficient (LEP)													
Free/Reduced Meals FARMS													

Cross Cutting Themes

Education that is Multicultural

The Compliance Status Report on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT

REQUIRED COMPONENTS

The completion of the Maryland Local School System (LSS) Compliance Status Report for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.

The Compliance Status Report form is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.

The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201. These materials may be submitted as hard copies or digitalized and submitted on a disk.

A copy of the Local School System's (LSS) ETM vision and mission statement

A list of ETM mandatory and/or ETM voluntary courses offered

A list of Professional Development ETMA workshops or seminars provided during the school year

After completion of the Maryland Local School System Compliance Status Report: Education That Is Multicultural (ETMA) form, provide the following summary information.

1. What are your LEA's major ETMA strengths?

- Continued infusion of cultural proficiency competencies into professional development for teachers and other staff.
 - Provide professional development opportunities on incorporating culturally relevant children's literature into the classroom.
 - Provide professional development and support of language learning modalities that students are comfortable with namely oral learning strategies.
 - Offer credit-bearing course on best practices for working with ELL students.
 - Provide training to IEP Chairs for working with a culturally diverse population.

2. What are your LEA's major ETMA areas that need improvement?

- Increased student identification for , access to, and achievement in advanced academic, Advanced Placement, and International Baccalaureate programs.
 - Create an identification process for identifying Gifted and Talented students.
 - Create a summer AP Academy to support minority students.
 - Provide AP and IB Parent nights to recruit minority students into the programs.

3. What are your three major LEA ETMA goals for the next school year and strategies for meeting those goals?

- Continued work on narrowing the achievement gap across all disciplines.
 - Provide programs and mentoring support to encourage students to do well in school (e.g. Soccer without Borders)
 - Enhance focus on literacy and literacy schools across disciplines.

Mission/Vision/Leadership	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
THE LSS HAS A WRITTEN MISSION OR VISION STATEMENT THAT INCLUDES A STATED COMMITMENT TO: Diversity Education that is Multicultural Accelerating and enhancing student achievement Eliminating student achievement gaps			X		
The LSS's mission statement is integral to the operation of the schools and is regularly communicated to all staff, students, parents, and the community.		X			
A CULTURALLY DIVERSE GROUP (INCLUDING THE LSS ETM LIAISON) ACTIVELY ENGAGES IN THE DEVELOPMENT OF THE BRIDGE TO EXCELLENCE (BTE) OR OTHER MANAGEMENT PLAN.			X		
THE BRIDGE TO EXCELLENCE MASTER PLAN INCLUDES SPECIFIC REFERENCES (CROSS-CUTTING THEMES) RELATED TO EDUCATION THAT IS MULTICULTURAL AND MINORITY ACHIEVEMENT INITIATIVES.			X		

Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.				X	
Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:				X	
Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.				X	
Multiple cultural perspectives of history are represented.				X	
As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:					
valuing one's own heritage.				X	
valuing the richness of cultural diversity and commonality.				X	
valuing the uniqueness of cultures other than one's own.				X	
being aware of and sensitive to individual differences within cultural groups.				X	
addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities.				X	
Curricular infusion of Education that is			X		

Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.					
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School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
The LSS has a written policy and procedure addressing bullying and harassment.					X
The LSS addresses how all schools promote the following aspects of an inclusive climate:					
in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.					X
that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.					X
that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc...					X
in which diverse linguistic patterns are respected.				X	
in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel welcomed and actively involved in the entire instructional program.				X	
that reflects relationships of mutual respect.				X	
that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.				X	
that includes multicultural assemblies, programs, and speakers.			X		

Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
Access and Grouping All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.					X
A committed demonstration of high expectations for all students is visible.				X	
Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.			X		
All schools assure that all students with disabilities are afforded access to classes and programs in the “least restrictive” environment.				X	
Highly qualified/effective and certified teachers are assigned to low-achieving schools.			X		
Teachers already working in low-achieving schools are certificated and highly qualified/effective.			X		
All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.			X		
All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:					
advanced placement courses				X	
gifted and talented programs			X		

special initiatives such as grants and/or pilot programs such as STEM			X		
student organizations and extracurricular activities				X	
student recognition programs and performances				X	
All schools ensure that all students have access to instructional technology.			X		
Instructional Activities All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles.			X		
All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.			X		
All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.		X			
All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.			X		
Achievement Disparities All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement.			X		
All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.			X		
All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data.			X		
All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.				X	

	Beginning		Embedding	Sustaining
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Staff Development	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
ETMA staff development includes involvement of all staff: (check all that apply) Administrators <input checked="" type="checkbox"/> central office staff <input checked="" type="checkbox"/> teachers <input checked="" type="checkbox"/> support staff <input type="checkbox"/> instructional assistants/para-educators <input type="checkbox"/> substitutes <input type="checkbox"/> bus drivers <input type="checkbox"/> custodians <input type="checkbox"/> cafeteria workers <input type="checkbox"/> volunteers <input type="checkbox"/>		X			
Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.			X		
The LSS coordinates and facilitates ETMA programs and activities:					
Voluntary ETM courses are offered (attach a list of courses)		X			
Mandatory ETM courses are offered (attach a list of courses)	X				
ETMA workshops or seminars are provided during the year (attach a list of programs)		X			
The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:					
explores attitudes and beliefs about their own cultural identity.		X			

identifies equity strategies, techniques, and materials appropriate for their work assignment.		X			
All schools provide training:					
in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.		X			
to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement.		X			
to explore attitudes and beliefs about other cultures to foster greater inter-group understanding.		X			
to identify and implement instructional strategies, techniques, and materials appropriate for ETMA.		X			
to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence.		X			
All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.			X		
All schools provide professional development workshops and courses that include an ETMA focus.		X			
All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.			X		

Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.	X				
The LSS uses resource organizations that promote cultural and ethnic understanding.			X		
The LSS uses instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.				X	
Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.		X			
All schools incorporate multicultural instructional materials in all subject areas.			X		
All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.			X		
All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.		X			
All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).			X		
All schools have a process for selection of					

instructional resources that includes the following criteria:					
materials that avoid stereotyping and bias.			X		
materials that reflect the diverse experiences of cultural groups and individuals.			X		
individuals from diverse backgrounds were involved in the review and selection of materials.			X		
All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.				X	

Physical Environment	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
All schools are barrier free and accessible for people with disabilities.			X		
The physical environment in all schools reflects diversity and inclusiveness in displays and materials.				X	

Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.				X	
The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.				X	
The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.				X	
School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.				X	

All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).				X	
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Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.			X		
The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.			X		
All schools use a multiplicity of opportunities and formats for students to show what they know.			X		
The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.			X		
The LSS requires that teachers allow multiple opportunities for students to recover failing			X		

assessment and/or assignment grades.					
The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.			X		
The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.			X		
The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.			X		

Community Outreach	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:					
families from diverse backgrounds.			X		
community members from diverse backgrounds.			X		
resource organizations that reflect diversity.			X		
Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.				X	
All school functions are held in facilities that are accessible to individuals with disabilities.			X		

Narrative: Section C – Data Systems to Inform Instruction

Section (C)(1): Building a Statewide Longitudinal Data System

Baltimore City Public Schools (City Schools) supports the State of Maryland's efforts to create a longitudinal data system.

Section (C)(2): Accessing and Using State Data

City Schools supports the State's efforts to build a series of dashboards to enable stronger access to and use of data.

Section (C)(3): Using Data to Inform Instruction

Maryland's Race to the Top application describes a nine-step instructional improvement process that embraces technology as a tool to help students learn. Like all districts, Baltimore City Public Schools will have to: 1) make substantial investments to its data infrastructure and hardware to ensure that vision becomes a reality; and 2) ensure that teachers, leaders, and parents are equipped to use that data infrastructure and hardware for students' benefit.

Hardware and Systems Infrastructure Upgrades

An examination of the district's infrastructure and hardware indicates that upgrades must be undertaken to facilitate the delivery of the Online Instructional Toolkit (OIT) and the Longitudinal Data System (LDS), which enable teachers to access student achievement data and to develop formative assessments and learning activities that support student achievement. In order to align with the MSDE Technology Projects in the Maryland Race to the Top Scope of Work, City Schools has been working to develop and improve the overall technology infrastructure within our schools and district. This will provide a strong backbone of support for all other City Schools RTTT projects and resources.

To that end, it is crucial that students and teachers have uninterrupted, high-speed connectivity as they access these resources. This requires that the City Schools bandwidth must be improved at schools. Currently, 153 schools participating in this project have a high-speed, fiber connection to the City Schools network. The remaining 47 participating schools have a copper-based frame relay circuit which impedes students' abilities to access high-quality online resources due to the limited throughput available on the technology. These 47 schools, however, are projected to be upgraded with enhanced bandwidth by January of 2013. This district in-kind contribution to the overall project will ensure that all schools are prepared to incorporate online assessments and resources.

Additionally, the district is utilizing other grant funds to ensure that the administrative areas of 22 additional schools have wireless access to the Internet. While the ideal would be to ensure that schools have a full wireless implementation, this was not financially feasible. Instead, each of these 22 sites will have wireless access in the main office, media centers and selected testing areas.

In addition to high-speed connectivity, teachers and students need to have state-of-the-art equipment in order to access the OIT and LDS to interact with formative and summative assessments and to engage in instructional activities that support the integration of STEM and literacy into their classrooms. All teachers currently have access to a computer work station that allows them to utilize these resources. This district in-kind contribution to the overall project ensures that teachers are able to access the OIT and LDS.

City Schools' biggest challenge is to provide students in all schools with an equal opportunity to access computer technology on an ongoing and frequent basis. The distribution of high-quality computers depends upon the investment that individual schools have made to supplement the programs that City Schools has implemented over the years, in many cases leading to a disparity of resources. This disparity of distribution is at the heart of City Schools' desire to ensure that all students have a daily opportunity to engage computing technology in their classrooms. Regular access to computers will allow students to foster the skills needed to become comfortable enough with computers so that the technology does not impede their achievement in an online assessment environment

Because the need for high-quality computers is so widespread and costly, City Schools proposed to use the Race to The Top funds to assist schools in providing the high-quality computing environment to foster classroom instruction and the use of online assessments for monitoring student progress. The funds from this portion of the grant are being used to offer schools the opportunity to obtain wireless mobile technology that can be used in a variety of instructional settings. The district is offering schools that need financial assistance the opportunity to obtain carts that include 30 notebook computers and a wireless access point at a 75 percent reduction in their costs. RTTT dollars fund 75 percent of the total cost of the carts, notebook computers, and wireless access points. The schools contribute only 25 percent in order to obtain this valuable resource. The cost-sharing structure allows City Schools to expand the number of carts available for distribution. Schools that invest their own funds into technology have a track record of using the technology to enhance the instructional program. City Schools believes this partnership also will increase the ownership interest each school has in this effort to improve student interaction with instructional technology. This program gives teachers throughout each school the opportunity to use the mobile notebook carts to infuse instructional technology resources and formative assessments into their classrooms. Doing so will ensure that students are comfortable and proficient with the equipment and will lessen the likelihood that technology will impede the online assessment process.

Using this model, grant funded mobile/wireless carts were purchased for 156 schools, and an additional 40 schools will receive them during Year 3, for a total of 196 schools. Knowing that one mobile/wireless laptop cart is not enough to ensure students have a rich and rigorous experience with technology on a regular basis, the district is supplementing the available technologies through locally budgeted funding of additional equipment. A virtual desktop environment will be implemented in schools that will be identified in Year 3. With newly allocated funding in Year 3, City Schools has expanded the goals of this project and will now provide classroom technology to 23 additional schools before the start of SY13-14.

In addition to the purchase of equipment, City Schools has allocated a portion of Year 3 funds to create a sub-grant for which schools could apply. This gave them the opportunity to request additional resources in order fill technology gaps and to ensure that teachers were better able to use

existing technologies to support the instructional process. Many grants were written to include the need for a mobile/wireless cart to ensure that students had ample opportunity to engage with Agile Mind, a mathematics course delivery system that provides students with hands-on activities, tools and assessments that are based on Common Core standards.

Regarding costs associated with this project, such as upgrades, replacements, ongoing maintenance, City Schools will identify general funds to support these expenses. The new infrastructure and hardware places minimal additional burden on existing staff, and City Schools does not plan to use RTTT funds to hire additional personnel to maintain the new infrastructure and hardware. (City Schools hosts servers and applications in its own data center, which is more cost-effective.)

Professional development will be a key to the program's success. Technology Leaders are designated by each of the receiving schools and attend monthly training activities to provide them with resources and strategies to train teachers at the school level. Introducing mobile computer technology into the classroom will be effective only if the teachers feel they are well-prepared to manage and integrate the use of the computers in their classroom. To ensure that the teachers are comfortable with the introduction of the mobile notebooks into their classroom, it is critical that each school identify and send a technology leader to monthly professional development sessions that explore topics such as managing the mobile carts, accessing the OIT, LDS, and implementing online curriculum and instructional resources. Because frequent and regular use of technology in the classroom will develop a greater degree of familiarity with the use of the computers, City Schools also will use the mobile notebook carts in its efforts to provide targeted formative assessments in literacy for K-3 and 6-9 students. School-based professional development will be provided to equip classroom teachers in the use of resources available to bring all levels of technology integration into the daily classroom routine. The school-based professional development will be designed and conducted by members of the Teaching and Learning staff to provide exposure through a variety of content areas. This professional development will take place during the school day and not be subject to stipends or substitute payments. After-school professional development for teachers will be developed around the topics shared with the school based Technology Leaders and will lead to the accumulation of Achievement Units that demonstrate personal growth among staff.

Additionally, ITD staff is providing ongoing support and training for schools who have participated in the grant. Staff visits to schools have been happening since schools began receiving carts to ensure that teachers are comfortable with the technology as a tool. These visits will continue throughout the life of the grant and beyond as needed. Face-to-face training sessions are also being offered and are scheduled in the Professional Growth System, where teachers can register to attend the sessions. Other training materials and resources are made available online so that teachers can access them as needed.

Data Analysis Training for School Leaders, Teachers, and Parents

Within the current high-stakes accountability movement, student achievement data have become a central focus for instructional decisions given that teachers and school leaders are held accountable for student performance. Teachers and school leaders in Baltimore need to take strategic steps in their analysis and use of student data to become effective decision-makers who are empowered to tailor instruction to meet the

academic needs of all students. This project will design and deliver a leading model/approach for school leader and teacher data literacy, data analysis, and the use of both formal and informal assessment data to inform instructional decision-making through a collaborative inquiry process. City Schools' inquiry framework focuses on teams of teachers and administrators taking responsibility for student outcomes, which can look different in different schools. The goal in all cases is to support and build on each team member's professionalism, and to inspire each team's creative and self-motivated exercise of responsibility for accelerating student learning. This will be modeled after the Decision Making for Results and Data Teams inquiry process developed by The Leadership and Learning Center. City Schools calls the entire model the Data Driven Instructional Teams model (DDIT). DDIT supports leadership teams in developing their school plan for improving instructional practice across the school, and it serves as a model for collaborative teacher teams to improve teaching and learning.

The professional development began in the fall of Year 2 and will run to the end of Year 4. The focus of district staff in Year 3 was to train and support Instructional Leadership Teams (ILTs) and teacher collaborative data teams in using the DDIT model with fidelity. Support throughout that school year will focus primarily on school leaders who will empower their staff to lead the inquiry process at schools. In Year 2, a cross-office team of central office staff received the two-day foundational training on the DDIT model. These staff included: Executive Directors of Principal Support (EDs) from the Academic Office, School Achievement Trainers and Specialists from the Office of Achievement and Accountability, and targeted staff from the School Support Networks Office. In addition, the model was embedded inside the School Performance Plan so that schools would have a detailed plan of action to meet goals. In Year 3, a subset of this staff successfully completed the three-day certification training. Certification allows staff to deliver future training and provide onsite coaching to sustain the model after Year 4.

DDIT training has been rolling out to schools in cohorts. Following training, schools receive onsite coaching from the district cross-office team as well as experts from the Leadership and Learning Center. The Executive Directors and Networks assisted in the identification of the schools in each cohort. In Year 2 (spring 2012) Cohort 1 was trained. It consisted of 38 schools representative of all school levels and all School Support Networks (2-3 schools per network). Cohort 2, consisting of an additional 378 schools, was trained in Year 3 (fall 2012). A third cohort of 25 schools was trained in spring 2013, and a fourth cohort of 30 schools was trained in fall 2013 for a total of 130 schools so far. To date, 87% of the participating schools have received onsite coaching and feedback from their School Achievement Trainers to support the fidelity of implementation. Remaining selected traditional schools, and some charter schools will opt into the training.

In Year 3, in addition to being trained and certified in the DDIT model, the School Achievement Trainers provided additional training to build capacity in school data teams via evening trainings and office hours for school staff to receive individualized support. The Trainers helped district and school teams leverage Baltimore's assessments, Data Link (the City Schools instructional management system), and School's Performance Plans to effectively inform their decision making and practice.

A key hallmark of this professional development will be the creation of Model Data Classrooms and Schools in year 4. These classrooms and schools will become learning laboratories for teachers and school leaders and the source of City Schools' multi-media case studies. In Year 3, the

Trainers with support from the cross-office teams will be gathering data around school implementation to identify the model classrooms and school. Identification is done through observations and onsite coaching using the DDIT rubrics.

The professional development that impacts parents will support school leaders and teachers' ability to share achievement data and other data with parents to equip them with ways to support achievement at home and engage them in the school's future. School leaders will receive training, presentation templates and guidelines on how to present school-wide achievement data and other relevant data, supported by central office School Achievement Specialists, to communicate to parents the results of City Schools' assessments so that parents understand how their child tested in comparison to school, district, and state measures, and leave with specific areas of focus to support their child at home.

Areas of Alignment with the State

The improvements to the City Schools' technology infrastructure and expansion of available equipment will ensure that the district can support all efforts to use data to drive instruction, including the various dashboards. These activities align with the State's goal to ensure that teachers, leaders, and parents are equipped to use that data infrastructure and hardware for students' benefit (C)(3). The State's Educator Instructional Improvement Academies will contain training on the use of data as well as on various dashboards and other tools of the technology infrastructure that all districts will have, as described in Sections C and D of the Race to the Top application. City Schools supports the State's efforts in this regard, and the training described in this Scope of Work will complement this work and the State's vision. City Schools also will cooperate with the State's efforts to survey LEAs to determine which data elements each district has and which ones they require, as described in Section (C)(3)(i) of the application. Finally, City Schools has existing protocols for researchers to access its data, and the district will support the State's efforts in making data available to researchers in accord with state and federal privacy laws, as described in Section (C)(3)(iii) of the application. The Data Driven Instructional Teams (DDIT) training supports MSDE's School Improvement Planning requirements and data-driven processes, such as Classroom-Focused Improvement Process (CFIP).

Conclusion

City Schools' Scope of Work for Section C approaches data systems both in terms of access (ensuring that teachers and schools will have up-to-date hardware and equipment) and of use (ensuring that teachers, leaders, and parents know how to analyze, use, and ask questions about student data). Race to the Top funding will provide dollars to 116 schools so that all of them are able to access online data resources quickly. These dollars also will help fund specialized training for teachers and leaders in order to build their capacity to analyze student data through an inquiry process, and City Schools will work to align this training with the state's efforts at the Educator Instructional Improvement Academies.

Action Plan: Section C

Goal(s) for Project 3: Data Analysis Training for School Leaders, Teachers, and Parents

By the end of year 4, all City Schools will have high functioning Instructional Leadership Teams and teacher-led Collaborative Teams that use data effectively to drive decision making and increase student achievement according to our Data Driven Instructional Team rubrics and observations.

1. By the end of year 4, City Schools will have a set of 25 schools that exemplify the DDIT process where other schools can learn best practices for implementation.
2. By the end of year 4, City Schools will have a cross-functional team of 50 certified, resident experts within Central Office and schools who will serve to increase and sustain fidelity to the model.
3. By the end of year 4, Central Office staff, primarily School Support Network and Executive Directors, will all be deeply embedded in support of DDIT by building capacity of school leaders, facilitating effective Instructional Leadership Team meetings, and improving the quality of school performance planning and goal setting to improve instruction and student achievement.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(C)(3)(i-iii)					
1. Deliver DDIT training to central office support staff	(C)(3)(ii)	3	October 2011 – September 2014	Office of Achievement and Accountability, Lisette Morris and Ditanyan Sye Academic Office, School Support Networks	<ul style="list-style-type: none"> • The percentage of identified central office staff receiving DDIT training will increase from 30% to 90% by August 2012 as measured by sign in sheets at offered DDIT trainings. • Central office data teams are established and collect cause data (adult actions) to make more informed 	N

					<p>district decisions as measured by the completion of district office plans.</p> <ul style="list-style-type: none"> • 80% of participants are highly satisfied with the quality of the PD as measured in the PD survey. • 80% of participants agree that they will be able to apply what they learned as measured in the PD survey. 	
2. Deliver DDIT training to Cohorts (40 schools per cohort) of Principals and members of their Instructional Leadership Team	(C)(3)(ii)	3	February 2012 – September 2014	Office of Achievement and Accountability, Lisette Morris and Ditanyan Sye Schools	<ul style="list-style-type: none"> • 95% of selected cohort schools will attend DDIT training as measured by sign in sheets. • 80% of schools are rated proficient in implementing the DDIT model as measured through the onsite coaching rubric. 	N
3. Certify key personnel in schools and central offices to sustain training and support beyond year 4.	(C)(3)(ii)	3	March 2012 – September 2013	Office of Achievement and Accountability and Leadership and Learning Center	<ul style="list-style-type: none"> • Survey tells us that 90% of participants agree that certification training increased their understanding of this model. • 	
4. Implement school-based coaching to support DDIT cycles with Instructional Leadership	(C)(3)(ii)	3	March 2012 – June 2014	School Achievement Specialists, School	<ul style="list-style-type: none"> • All schools within cohorts will receive onsite coaching visits as 	N

Teams and Teacher Collaborative Data Teams.				Support Network representatives, and Content Experts from the Academic Office; district videographer	<p>measured by online registration at time of offering</p> <ul style="list-style-type: none"> • Survey will tell us that 90% of schools find the coaching visits effective. • 80% of schools are rated proficient in implementing the DDIT model as measured through the onsite coaching rubric. 	
5. Set up model data classrooms and schools.	(C)(3)(ii)	3	January 2013 – June 2014	School Achievement Trainers and Data Facilitation Coordinator, Knowledge Management Department, Office of Achievement and Accountability	<ul style="list-style-type: none"> • Model data classrooms and schools will be identified by January 2014 as measured by rubrics. • At least 25 schools new to the DDIT model will conduct observations of model schools and classrooms by June 2014. 	
6. Translate professional development modules into achievement units for teachers and leadership units for administrators	(C)(3)(ii)	3	May 2013 – December 2013	School Achievement Trainers and Content Specialists from the Office of the Chief Academic Officer	<ul style="list-style-type: none"> • All modules meet criteria for credit earning achievement units. 	N

7. Design and implement a study to measure the impact of this PD on teacher development and student achievement	(C)(3)(ii) and (D)(5)	3	October 2013 – September 2014	Office of Achievement and Accountability	<ul style="list-style-type: none"> Study shows high levels of change in teacher and school leader practice in regards to data. 	N
8. Provide teachers and students with computers via the 30 notebook mobile computer carts with wireless access to the City Schools network to access the OIT, LDS, and online formative and summative assessments. 23 more carts will be provided with additional funding by the beginning of SY13-14	(C)(3)(i)	2	January 2011 – August 2013	<p>Bert Ross, Director Classroom Support Systems ITD</p> <p>Shashi Buddula, Operational Support Specialist ITD</p>	<ul style="list-style-type: none"> A minimum of 157 schools have been provided with a minimum of 233 mobile carts equipped with 30 notebook computers and a wireless access point per cart. Distribution of the carts to schools will depend upon the results of the on-site survey of computer labs and/or mobile cart and the schools' fiber connection status to City Schools' network. 	N
9. Implement school-based technology leader professional development and ongoing support (Year 3).	(C)(3)(i)	2 3	October 2012 – September 2013	Bert Ross, Director Classroom Support Systems ITD	<ul style="list-style-type: none"> Monthly professional development provided to the identified technology leaders at the 77 schools that are currently scheduled to be connected to the City Schools' network via high speed fiber connection by June 30, 2012. 	
10. Implement school selected	(C)(3)(i)	2	October	Bert Ross,	<ul style="list-style-type: none"> School visits to ensure 	

activities to provide training and to fill holes in classroom technologies (Year 3)		3	2012 – September 2013	Director Classroom Support Systems ITD	<p>schools are completing activities in the submitted sub-grants action plans.</p> <ul style="list-style-type: none"> • School-based monthly professional development as identified in the individual school sub-grant professional development plans. 	
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Goals to be sustained after RTTT:

- District maintains a team of dedicated trainers/coaches to support schools in implementing DDIT
- Schools will continue to carry out these DDIT processes.
- **All the systems that we have developed using RTTT funds. New enhancements and additional functionalities based on districts needs. Support and maintenance out with the Online PMS**
- **Performance evaluation systems for BTU and PSASA**
- **Professional Growth System**
- **Peer review system**
- **Contributions to student learning**
- **Contributions to member initiated projects**
- **Employee ratings dashboard**
- **Tuition reimbursement**
- **External Learning**
- **Salary automation**
- **Ancillary systems need to be maintained internally**
- **Continued investments in classroom technology and supports are needed to fully equip schools for PARCC assessments. To this end, City Schools is exploring funding streams to support technology hardware and infrastructure.**

Narrative: Section D – Great Teachers & Leaders

Section (D)(1): Providing High-Quality Pathways for Aspiring Teachers and Principals

Baltimore City Public Schools (City Schools) will support the Maryland State Department of Education's (MSDE) efforts to strengthen high-quality alternative preparation programs for teachers and principals to help ensure more equitable distribution of effective educators. City School's long-standing commitment to alternative pathways is evidenced by the Maryland Approved Alternative Preparation Programs (MAAPPs) it has initiated to directly employ highly qualified teachers in critical shortage areas within the district's high-needs schools.

Section (D)(2): Improving Teacher and Principal Effectiveness Based on Performance

Goals and Objectives

City Schools is responsible for providing a high-quality education to more than 84,000 students in 204 schools and programs. City Schools can only rise to the top, preparing every child for college and/or a career, by significantly improving academic achievement for all students. And because research is clear that effective teachers and principals are at the heart of boosting student achievement, City Schools is devising an entirely new way of recruiting and hiring, developing and supporting, evaluating and differentiating, and retaining and rewarding effective educators and school leaders. Central to this change is the design and implementation of new "effectiveness frameworks" that will better measure how well teachers, principals, and schools are contributing to growth in student achievement.

In Years 1-3 of Race to the Top, City Schools developed a Teacher, Principal and School Leader evaluation system. The evaluation system is anchored around the following key elements:

Teacher Effectiveness Evaluation System	School Leader Effectiveness Evaluation
<ul style="list-style-type: none"> • Classroom Observations based on Instructional Framework (35%): The Instructional Framework is divided into three domains—Plan, Teach, and Reflect & Adjust—and within these domains are 20 key actions. For each domain there is an accompanying rubric that observers must use to measure how teachers are doing in each of the three areas. During the course of the school year, each teacher will experience at least two formal classroom observations and multiple ongoing, informal classroom observations • Student Growth Measure (35%): Depending on the grades and subjects teachers teach, they will receive an individual student measure (tested subjects) or an all-student measure (non-tested subjects) of student growth. This measure quantifies how students grow in a given year by also taking into account the external factors that impact student achievement • Professional Expectations Measure (15%): This measure considers the degree to which teachers meet a set of standard professional expectations and skills—outside their immediate roles as instructors. Results on the following two sets of individual skills and expectations add up to teachers’ cumulative score on the professional expectations measure. <ul style="list-style-type: none"> ○ Meeting standard skills: Teachers are measured on the communication, job knowledge, professionalism and teamwork they bring to their work. ○ Meeting standard expectations: Teachers are measured on the degree to which they meet expectations for attendance, on-time arrival, compliance with school and district policies and ensuring testing integrity. • School Performance Measure (15%): A composite measure that consists of multiple quantitative indicators that reflect a whole school’s performance in terms of student growth and the extent to which the school’s learning environment is conducive to student growth 	<ul style="list-style-type: none"> • Leadership Framework (35%): Highlights key areas of school leader practice. 4 key action areas that inform effective leadership: Highly effective instruction, talented people, vision and engagement and strategic leadership • 360 Feedback Survey (15%): Survey of leadership practices of a principal as assessed by teachers, Executive Directors of Principal Support and principal self-evaluation. • All student growth measure (35%): A measure that quantifies how students grow in a given year by also taking into account the external factors that impact student achievement • School Performance Measure (15%): A composite measure that consists of multiple quantitative indicators that reflect a whole school’s performance in terms of student growth and the extent to which the school’s learning environment is conducive to student growth

The Teacher and School Leader evaluation systems were developed in collaboration with the Baltimore Teacher's Union, an advisory group of Teachers and Principals selected by the BTU and City Schools called Educator Support and Evaluation Committee (ESEC) and teacher focus groups. In 2011, City Schools conducted a pilot of the evaluation system and in 2013 a field test was conducted to inform our decisions regarding our negotiations and weights included in the evaluation system. City Schools and the BTU mutually agreed on all key elements of the Teacher Evaluation System in the summer of 2013 and the district is now implementing the Teacher Effectiveness Evaluation system. The School Leader Effectiveness Evaluation system was developed in collaboration with the Public School Administrators and Supervisor Association (PSASA), an advisory group of Teachers, Principals, Assistant Principals and Executive Directors of Principal Support selected by PSASA and City Schools called School Leader Evaluation Committee (SLIC). City Schools also conducted information sessions and independent interviews of principals by a researcher. In 2013 City Schools conducted a field test to inform our decisions regarding our negotiations and weights included in the evaluation system. City Schools and the BTU mutually agreed on all key elements of the Teacher Evaluation System in the summer of 2013 and the district is now implementing the Teacher Effectiveness Evaluation system and the School Leader Effectiveness Evaluations.

The Evaluation System was submitted to MSDE for review in June of 2013 and the district has secured MSDE's approval of the new Evaluation System. The approval was contingent upon a requirement that City Schools should field test Student Learning Objectives (SLOs) for all teachers for no stakes. City Schools is in the process of developing Student Learning Objectives.

Year 4 Activities for the Teacher, Principal and School Leader Evaluation System:

Teacher and School Leader Evaluation Systems

City Schools is using Race to the Top in Year 4 funds to support the following:

Teacher Evaluation

- **Student Learning Objective (SLO) Field Test:** The use of SLOs as a student growth measure will be expanded beyond teachers in the areas of World and Classical Languages (WCL) and English Speakers of Other Languages (ESOL) (i.e. Phase 1) to ALL teachers in tested and non-tested areas and grades (i.e. Phase 2). This 2nd phase of the field test is being implemented with the support of teacher leaders known as SLO ambassadors. Each school has 2 -5 ambassadors who will be facilitating professional development and providing support

for teachers as they develop SLOs. This year's ambassadors attended an initial training on November 11th and met with staff during office hours for support in writing their own SLO's. They will also participate in three additional webinars and a half-day training session to prepare them to facilitate school-based systemic professional development for all phase 2 teachers on January 31, 2014. SLOs will not be for stakes in 2013-14, but the data will be used for analytical purposes and the learning will inform the implementation plan for next year.

- Assessment Strategy Development: We are working with the Center for Assessment to help inform the district's assessment strategy, while staying mindful of the goal of having high quality, useful summative assessments to support the evaluation process.
- School Leader Professional Development (PD): Principals participated in a full-day PD session in Oct 2013 which prepared them to approve SLOs for the phase 1 field test participants. Principals and assistant principals participated in a full-day PD session in Nov 2013 which included the evaluation-related topics of evaluation tools / data submission, professional expectations as a professional practice measure, performance improvement planning, mid-year conversation planning and the SLO phase 2 approval process and planning. They will also participate in PD on April 4, 2014 where they will focus on finalizing the evaluation and planning for the end-of-year conference.
- Value Added Measures (i.e. Individual Student Growth and All-Student Growth Measures): We are in the process of calculating these measures with the quality control support of the American Institute of Research. We expect to have final scores ready for distribution by mid-December. The scores will be included in the mid-year evaluation report.
- School Performance Measure (Teacher Version): We are in the process of calculating this measure for all schools and expect to have final scores ready for distribution by early December.
- Instructional Framework: Work is underway to recertify principals and assistant principals in their use of the instructional framework for classroom observations in November 2013.
- Student Surveys: We are refining the student surveys that were field tested last year to create two survey versions for use in this year's field test. Survey coordinators will be trained in January 2014 and prepared to administer the surveys to students in grades 3 – 12 in March 2014. We will continue to explore the possibility of adding student surveys as a measure in the Evaluation System for FY14-15.
- Communication & Educator Engagement: We continue to explore multiple ways to engage various stakeholders in the evaluation work. We will continue using surveys, focus groups and a variety of outreach efforts. We've been conducting school visits to provide teachers a forum to address their questions one-on-one with district staff. We are also meeting with Baltimore Teachers Union (BTU) building reps and learning reps to bolster their understanding of the teacher evaluation. We continue to use the website to disseminate information and provided an evaluation guidebook to all teachers to help them understand the new evaluation.

- Data Systems: We are in the process of aligning the technology platform, the Online Professional Management System with the requirements of the new teacher evaluation system to facilitate data collection (e.g. observation and professional expectations ratings) and reporting (e.g. mid-year reports for teachers and administrators).

School Leader Evaluation

- Leadership Framework: The Executive Directors, the body responsible for evaluating schools leaders, have begun the work to help them norm their leadership framework scores and provide more consistency in how they collect evidence. This work will continue through January 2014.
- School Performance Measure (School Leader Version within the School Leader Evaluation System): City Schools is in the process of calculating this measure for all schools and expect to have final scores ready for distribution by early December 2014. This measure is similar to the school performance measure used in the teacher evaluation system except that it includes the school climate survey results for teachers. These results are not included in the teacher version of the measure to minimize the incentive for teachers to manipulate the results in order to impact their evaluation score.
- VAL-ED 360-Degree Survey: City Schools is using participant feedback to refine our implementation approach to increase participation rates.
- Communication & Educator Engagement: City Schools continues to explore multiple ways to engage various stakeholders in the evaluation work. We continue to use the Teacher and School Leader Evaluation website, administrator meetings, systemic professional development, and union meetings to build an understanding of the school leader evaluation system and to obtain feedback.
- Data Systems: City Schools has begun developing the business requirements to align the Online Professional Management System with the requirements of the new school leader evaluation similar to the approach we're taking for the teacher evaluation system. The system will be used to capture leadership framework ratings and provide reports that include professional practice and student growth measures for principals and their executive directors.

Use of the New Evaluation System:

City Schools anticipates a fully operational evaluation system, including measures for student growth, for all educators by the 2013-2014 school year. The district will use data and research to inform human capital decisions including but not limited to professional development, hiring, assignment, promotion, tenure, dismissal, grievance, and compensation. The new evaluation system will lay the groundwork for the district to provide real and meaningful professional growth options for educators and school leaders. The Education Reform Act of 2010 also requires that personnel decisions – including promotion, retention, tenure, and compensation – be based in part on the new evaluations, and City Schools has

long been working to better align evaluations with personnel decisions. Race to the Top funding will accelerate and deepen these efforts, as described in this section.

Supporting Struggling and New Teachers: Baltimore City Schools is providing professional development and extra support for educators identified as needing additional help. The district will make available professional development opportunities that support the growth of struggling teachers with new learning and follow up at the schools site to implement new skills. City Schools has continued to implement a new teacher induction and mentoring program for new teachers that includes New Teacher Institutes, Site Based Mentoring Supports and ongoing learning of content and strategies for teachers in year 1-3. This is further described in (D)(5).

The system has developed an instructional framework that aligns the expectations for teacher evaluators across the system. This instructional framework focuses on key aspects of instruction. Supporting principals and assistant principals in aligning their ratings and feedback to teachers to the instructional framework supports a common vision for what teaching and learning looks like in city schools. Effective evaluators support improvements in student outcomes by providing high quality actionable feedback to teachers that improves their instruction. Executive directors support principals. EDs provide technical support to principals in their role as evaluators.

Helping Principals Succeed as Evaluators: The success of the school system depends on the effective training of evaluators. City Schools has hired fifteen Executive Directors for Principal Support who provide additional supports to City Schools' 198 principals in the form of mentoring and coaching primarily around instruction, feedback to teachers and evaluation of staff. Local funds are being used to fund a series of professional learning experiences (e.g., online opportunities, off-site professional development course work and on-site, job-embedded sessions) for school leaders and their supervisors that build leadership skills and promote leadership actions in the schools. Part of these experiences will include rigorous training and ongoing support for all principal and educator evaluators so that they can make fair and consistent assessments of performance against established standards and provide constructive feedback and differentiated support to teachers. During the School Year 2012 – 2013, principals and qualified observers will participate in ongoing development around the Instructional Framework. This Development will include a certification process in which participants view teaching videos and rate teachers using the Instructional Framework. This certification process will prepare them to observe and provide feedback to teachers at their school site.

Linking Compensation to Effectiveness: For the past 3 years, City Schools has been implementing the current educator compensation system jointly developed with the BTU, which links compensation with differentiated job responsibilities, professional growth, and student outcomes. City Schools and BTU are in agreement that old barriers of linking salary to time in the classroom and educational attainments should be removed (as Race to the Top has urged states and districts to do). Instead, the current system, which the district and union are committed to jointly implementing is performance-based: It links teacher compensation to job responsibilities (Career Pathways) and Achievement Units (AUs) linked to student outcomes and professional development specifically identified to improving student achievement (Intervals). Teacher compensation is now based on how well teachers teach and students learn. In addition, through the career ladders that encourage and rewards leadership, teachers are able to advance in their profession and grow into a range of teacher leader roles, and development opportunities along

the Career Pathways that the district has established. As of year 3, the district offers over 140 AU-bearing PD opportunities. Beginning in the fall of 2011 (Year 2), the Joint Oversight Committee released the peer review process for becoming a Model teacher based on learner achievement, instruction and support, professional development and growth, and leadership. In the fall of year 3, the JOC hired AIR to conduct an analysis of the peer review rubric and offer revisions that the PPRC began using in Spring 2013 with Cohort 4. As of August 2013 (end of year 3), four cohorts of candidates have produced 213 peer reviewed Model teachers with the percentage successful increasing to from 29% to 50% between cohorts 1 and 4. In addition, in the fall of 2013 the JOC will release peer review criteria for both movement from the Standard to Professional and Model to Lead pathways. The Office of Human Capital and the Career Pathway Service Center (CPSC) will assist educators in understanding their placement and movement along the career pathways.

City Schools has established four new Career Pathways for teachers and educators in the district: Standard, Professional, Model and Lead:

- Standard Teacher: Early career teachers advance as they gain content knowledge, pedagogical content knowledge, earn AUs, and are successfully evaluated;
- Professional Teacher: Teachers who enter the district with multiple successful years in the classroom, have progressed through the Standard pathway or have been evaluated successfully by the Professional Peer Review Committee;
- Model Teacher: Teachers who receive successful evaluations, who demonstrate evidence of student learning, and leadership; and who serve as models to improve the practice of other teachers in the district; and
- Lead Teacher: Teachers who consistently demonstrate outstanding evidence of student learning, who receive consistently outstanding evaluations, who have a record of leadership, and who have extensive experience with professional development and school and classroom data.

In order for teachers to move between Career Pathways, they must demonstrate effective and highly effective performance in multiple ways – through ratings on their annual evaluations, professional learning activities they have engaged in, student work evidence, as well as student test scores. To move to the highest levels, the Model and Lead Pathways, a teacher must obtain approval by the Professional Peer Review Committee. The Professional Peer Review Committee participates in extensive training to ensure they understand the scoring tool and the process of norming evidence. The Joint Governing Panel has developed the processes and protocols used for scoring and reporting peer review scores for candidate profiles. The JOC must ultimately approve any recommended candidates.

Race to the Top funds have allowed City Schools to fund the initial placement of educators onto the professional and model pathway in years 1 through 3. According to current City Schools' estimates, in 213-2014 approximately:

- 4087 teachers are on the Professional Pathway (68%);
- 613 (10%) teachers are currently on the Model Pathway. There are 2 opportunities in year 3 for teachers to participate in the peer review process. All educators on the Professional pathway can apply to become Model. The success rate is about 50%
- 1 Lead Teacher Pathway; and

- 1293 teachers (22%) on the Standard Pathway

Race to the Top funds will be used to support these differentiated, performance-based pathways for teachers in years 2-4. Only teachers who meet performance benchmarks will be able to access the new pathways funded by RTTT dollars. General funds will be used to further support and continue the new compensation system during and beyond this grant.

Differentiated compensation for principals consisting of pathways has been negotiated with the Baltimore City Public School Administrators and Supervisors Association (PSASA) as well.

City Schools has established four new Career Pathways for principals in the district: Standard, Professional, Transformational, and Distinguished:

- Standard Principal: Beginning Administrators, with access to additional supports for development of core instructional leadership skills and key school operation tasks
- Professional Principal: Administrators focusing on development of strategic leadership skills and improving student achievement
- Transformational Principal: Administrators with demonstrated success in school achievement and leadership effectiveness; will play leadership roles (e.g. mentoring peers, creating and leading PD, or serving at chronically low-performing schools)
- Distinguished Principal: Exceptional leaders with demonstrated success in improving chronically low performing schools or consistently exceeding effective leadership expectations

Through the PSASA contract, the PSASA JOC composed of City Schools and PSASA leadership will establish criteria and processes by which principals will move within and across leadership pathways. These criteria will align with the School Leader Framework. In addition, principals have an opportunity to earn Leadership Units for approved professional development.

Removing Ineffective Educators and School Leaders: Under the new evaluation system, City Schools will follow the State's guidance regarding removing ineffective teachers and principals after they have had ample support and opportunities for improvement, including additional supports and professional development.

Accessing Evaluation Data and Informing Professional Development:

To support the new evaluation system, the district has designed an online portfolio portal for educators and school leaders. This platform went live in SY 2011- 12 and provides a variety of functions, including the collection of evaluation and performance data (e.g., observations, growth measures, etc.) as well as access to the evaluation data for evaluators and those who are evaluated. This information was linked to professional development opportunities in Year 3, including the AUs provided by City Schools to support teachers in their area(s) of need, as described later in this section. In Year 4 for the new educator evaluation system, the district will further develop our technology platform that will enable us to publish data each year on educator evaluation data, methods, procedures, and results.

Section (D)(3): Ensuring Equitable Distribution of Effective Teachers and Principals

Baltimore City Schools will support locally negotiated financial incentives to reward educators rated “highly effective” who take assignments in the district’s low-achieving schools, including educators in STEM, special education, and ELL and in Tier I and Tier II schools. This program is embedded in the framework of the contract between City Schools and BTU, and it will be designed in conjunction with the incentive program authorized under the Education Reform Act of 2010, once MSDE issues appropriate regulations and guidance regarding matching funds. In addition, once the new evaluation system is in place, the district will prohibit educators rated “unsatisfactory” or “ineffective” for two years in a row from working and/or filling vacancies in the district’s persistently low-achieving schools. Additionally, City Schools will seek to participate in the MSDE’s Teach for Maryland Consortium as well as Officers to Principals preparation program to help to support educators and schools leaders for work in the district’s neediest schools.

Section (D)(4): Improving the Effectiveness of Teacher and Principal Preparation Programs

Baltimore City Public Schools will support MSDE’s efforts to improve teacher and principal preparation programs.

Section (D)(5): Providing Effective Support to Teachers and Principals

Baltimore City Public Schools’ staff will actively participate in the various MSDE-sponsored activities and funnel lessons learned and new approaches into site-based professional development opportunities throughout the district. State-led activities that will build capacity in City Schools include:

- Educator Instructional Improvement Academies, including school-based coaches, teacher leaders, principals, district administrators, and BTU representatives;
- Induction Program Academies, including City Schools’ local Induction Program
- Priority Schools Academy, including principals from the district’s persistently lowest-achieving schools;
- Maryland’s Principals’ Academies, for appropriate principals in their first five years;
- Aspiring Leaders’ Academy; and
- Executive Officers Network, for City Schools’ Executive Officers.

In School Year 2013-2014, City Schools will continue implementing a new teacher induction and mentoring program for new teachers in compliance with all the requirements of COMAR 13A.07.01, as noted in (D)(2). This includes school-based mentoring for all non-tenured teachers, New Teacher Institutes for teachers in years 1, 2, and 3, and courses to develop and improve skills. City Schools will also continue to provide training and development for school-based mentors at each site through access to Mentor Forums, the Mentor WORKS, and Mentor Professional Learning Communities (PLCs), although the mentor position will be funded by each school in accordance with Fair Student Funding (FSF) guidance.

Existing staff will oversee the induction program and struggling teachers, monitor compliance and teacher progress, work with Baltimore City Teaching Residency (BCTR) and Teach for America (TFA), and assist in the development of courses and institutes. City Schools is using Race to the Top funds to fund one full-time New Teacher Development coordinator, along with a teacher development associate. In addition, the district has hired a coordinator of school-based mentoring, along with three full-time District mentors who will work with high priority schools; through these efforts, City Schools expects to intensely support more than 30 percent of all teachers over the life of the grant. These District mentors directly support school-based mentors at those sites (paid for by the district) to build capacity, and provide feedback and job-embedded support to mentors. An analyst position is funded through Race to the Top in the office of Teacher support development to support the work of the full-time mentor coordinator and the three District Mentors. The work of these individuals will be sustained beyond the life of the grant. Currently district discussions are determining the ongoing costs associated with this work. The district is committed to sustaining and providing consistency of the work as initiated through the RTTT funded years.

Principals now receive a high level of support through the creation of Executive Directors for Principal Support positions, whose responsibilities are to advise, assist, and support principals across the district. 14 positions have been created, 8 of which are funded through Race to the Top. Where appropriate, new or struggling principals will be assigned a principal mentor. Local funds will be used to support a series of professional learning experiences for school leaders and their supervisors that are directly tied to the standards for effective school leaders developed under the City Schools' effectiveness framework, as mentioned earlier in (D)(2).

Evaluation of Professional Development

Teachers earn Achievement Units for participation in City Schools' professional development activities, a component of their evaluation, which necessitates an improved system for tracking professional development. City Schools has aligned the professional development offerings with student achievement goals and outcomes for the current year. We have implemented a data system to enroll teachers in district-offered professional development to track completions and Achievement Units earned. The project team has built this new platform off of the Oracle Learning Management Module to fulfill these requirements.

To meet the need of alignment of professional development offerings to student achievement, City Schools developed a new Professional Growth System. This solution is built on a framework of identifying instructional needs, addressing the needs through professional development, monitoring teachers' completion of professional development, and evaluating the effects of professional development. City Schools is in the process of aligning these to student learning outcomes. The teacher Learning History of professional development is used to inform evaluation and compensation levels, consistent with locally bargained agreements. The Professional Growth System has gone through multiple phases since the initial launch, with each phase providing additional improvements based on the feedback provided by teachers and staff that utilize the platform. In 2013 the system was reviewed during a fourth phase of the project to continue improving functionality and connectivity with other district platforms and data management structures. Enhancements for 2014 include minor upgrades to enhance the user experience.

City Schools trained teachers, principals, and supporting district offices to use the tracking system. Principals monitored teacher completion of professional development courses and suggested opportunities based on teacher evaluation and student achievement outcomes. As this new professional development data comes in, City Schools will use available data including teacher feedback, surveys, and student results and other measurements to make decisions about professional development offerings as a formalized review and revision process.

Although the State's application discussed plans to track professional development through the OIT, this has not been delivered. City Schools has decided to use Race to the Top dollars to develop a local tracking system and capture video of exemplary classroom teaching for professional development and coaching – partly because existing data systems make it possible to do this quickly, and partly because Race to the Top places a premium on teacher development and growth. As such, Project CYCLE (Capturing Your Classroom: A Learning Experience) was piloted in 7 schools. This project provides opportunities for teachers to use innovative video technology in the classroom coupled with targeted mentoring strategies to reflect on and improve their instructional practice. This pilot program will go through the 2013-14 school year and will be evaluated for its impact on teaching and learning in the pilot schools. Continuation and possible scale-up of this project are being considered by the district. Funding for continued efforts beyond RTTT will be sought through partnerships with outside foundations, universities, and other non-profit organizations. For the next year, this project is adding a few schools and adapting to be part of the mentoring processes for new and struggling teachers at schools.

Areas of Alignment with the State

City Schools' proposals for Section D are well-aligned with the State's Race to the Top application. As Section (D)(2) requires, new evaluations will be developed that blend the State's growth requirements with local flexibility; City Schools will use the evaluations for major decisions such as tenure, compensation, professional development suggestions, movement up the career ladder, and dismissal. City Schools also will use the evaluations to ensure that only teachers/leaders who are rated "effective" and higher under the new evaluation system will be allowed to fill vacancies in low-achieving schools, as suggested in Sections (D)(2), (D)(3), and (E)(2). Enhancements to City Schools' data systems will allow it to offer, tailor, track, and evaluate professional development for teachers, parallel with and hopefully linking to the State's similar efforts in Section (D)(5).

Conclusion

There is no greater responsibility the district has than to ensure that effective, dedicated, and motivated teachers and leaders work in City Schools. The district's plans are aligned with the State's Race to the Top application on issues of evaluation, compensation, and career development. City Schools is seeking Race to the Top funds to enact many of these proposals as described above, in conjunction with local revenue sources. The district believes that the proposals in this section, combined with others in the entire Scope of Work, will enable it to meet its ultimate student achievement goals.

ACTION PLAN: SECTION D

Goal(s) for Projects 4-9: Effective Framework for Educators and School Leaders

- Develop and implement a rigorous, transparent and fair annual evaluation system for all educators that:
 - Complies with the State Framework;
 - Incorporates measures of student learning and growth;
 - Uses multiple measures that are locally agreed upon, fair, valid, reliable, and useful; and
 - Reflects research and evidence-based best practices, as well as the best combined thinking of City Schools’ educators around what defines excellent teaching and learning.
- Use evaluation results to inform human capital decisions, including but not limited to professional development, hiring, assignment, promotion, tenure, dismissal, grievance, and compensation.
- Implement an induction and mentoring system that complies with the state regulations of COMAR.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					Note: “Y” denotes support through general funds, federal grants, or private sources
1. Participate in State field test and training for the new educator evaluation system to develop student growth measures, data systems, and evaluation instruments. This will be done at all Baltimore	(D)(2)(i), (D)(2)(ii)		September 2012 July 2013	-Kim Lewis, Chief Human Capital Officer Jennifer Bell-Ellwanger, Chief Achievement &	Information from pilot process will help ensure the fairness, reliability and rigor of the new system. Student growth measures, data system, and evaluation instruments refined	N

City Schools.				Accountability Officer Sonja Brookins Santelises, Chief Academic Officer		
2. Family Community Engagement Office will work with consultant to develop an engagement curriculum for teachers and parent leaders focused on relationships for student success. Particular focus areas include Common Core and accessing and understanding student data by parents.	(D) (5)	5	September 2013	DeRay McKesson, Special Assistant to the Chief Human Capital Officer Michael Sarbanes, Director of Communications and Engagement	Execution of contract; training of key staff.	N
5. Use consultant to train youth at 5 schools to be technology coaches for parents	(D)(5)	5	October 2012-September 2013	Michael Sarbanes	Hire consultant, train students, track time spent with parents.	N
6. Train 50 teachers at 6 focus schools to initiate a campaign with families and communities focused on a particular school priority.	(D)(5))	5	October 2012 – September 2013	Michael Sarbanes	Hire consultant, choose schools, train teachers, create committee	N
7. Design or purchase technology solutions both hardware and software for collecting evaluation and performance data (i.e. observations, portfolios, classroom video) for evaluation and compensation system users (i.e. principals, teachers) including qualitative measures and the calculation	(D)(2)(ii)	6	October 2010 –September 2014	Sonja Brookins-Santelises, Chief Academic Officer Shashikanth Buddula, Manager, IT Support Systems	Technology solution for data collection established.	Y Y

<p>of growth measures.</p> <p>Phase 2 – Integration of academic evaluations with compensation workbench for any salary adjustments relevant to the outcome of the evaluation.</p> <p>In Year 3, City Schools will complete identified phase III/IV projects for Performance Mgmt and Professional Growth Systems in addition to work related employee effectiveness dashboards along with procuring additional BI dashboard licenses.</p> <p>In Year 4 City Schools will complete phase V projects for Performance Mgmt and Professional Growth Systems in addition to work related employee effectiveness dashboards</p>			<p>January 2012</p> <p>September 2013</p> <p>September 2014</p>	<p>Shashi Buddula, Manager IT Support Systems</p>	<p>Created academic evaluations that align to the District Goals set forth in the Union Contracts as they align to the Race to the Top Grant</p>	<p>Y</p>
<p>9. Refining algorithms to compute student growth estimates (from VAM or SLOs) as a part of the evaluation rating.</p>	<p>(D)(2)(ii)</p>	<p>4</p>	<p>October 2011- March 2013</p>	<p>Jennifer Bell- Ellwanger, Chief Achievement & Accountability Officer Sonja Brookins Santelises Shashikanth Buddula, Manager,</p>	<p>Accurate evaluation score across all components generated.</p>	<p>N</p>

				IT Support Systems		
11. Create online educator and school leader portfolio portals to link evaluation, student achievement, professional development, and human resources data so that educators and managers can easily access information. The creation of the Data Warehouse will also facilitate access and convenience of this data.	(D)(2)	6	January- 2011 – January 2014	Shashikanth Buddula, Manager, IT Support Systems	Online portal connecting various data points created. The Data Warehouse work will take place in Years 2 and 3.	Y
12. Develop materials and provide foundational training for evaluators, and those who are evaluated, and relevant central office staff on new educator evaluation system.	(D)(2)(iii)	5	July 2012 – September 2014	Molly Rath, Director of Communications Kim Lewis , Chief Human Capital Officer Sonja Brookins-Santelises, CAO Jennifer Bell-Ellwanger, Chief Achievement & Accountability Officer	Evaluators demonstrate effective evaluations of educators. Completion of pilot evaluation guide and distribution to all teachers and stakeholders.	Y
13. Use data and research to inform, develop & implement procedures to inform human capital decisions including, but not limited to, professional development, hiring, assignment, promotion, tenure, dismissal, grievance	(D)(2)(iv)	7	December 2012 – June 2014	Jennifer Bell-Ellwanger, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, Chief	Locally agreed upon set of procedures developed. Use of procedures by district staff.	Y

and compensation.				Academic Officer Kim Lewis , Chief Human Capital Office r		
14. Utilize three Human Capital temporary positions to complete the work of CPSC.	(D)(2)	7	October 2012- September 2014	Nakeia Drummond, Special Assistant to CEO Kim Lewis, Chief Human Capital Officer DeRay McKesson, Special Asst to HC Officer	Continue to fund, monitor staff progress	N
15. Hire a Compensation and Contract Implementation Manager and two Compensation and Contract Implementation Specialists to manage development and use of tools necessary to implementation of relevant contracts, such as Performance-Based Evaluation Systems, to ensure tools leveraged to increase student achievement.	(D)(2)	7	June 2012 – September 2014	Nakeia Drummond, Special Assistant to CEO Kim Lewis, Chief Human Capital Officer DeRay McKesson, Special Asst to HC Officer	Hire, monitor progress	N
16. Hire 1 full time staff persons for PSASA JGP	(D)(2)	7	October 2012 – September 2014	Nakeia Drummond Tisha Edwards	Hire, monitor progress of implementation of the PSASA contract	Y
17. Create a selection process and PD/Institute for the Lead teacher pool. Potential partner – TNTP.	(D)(2)	7	March 2013 – September 2014	Nakeia Drummond Tisha Edwards	Hire, monitor progress of implementation of the PSASA contract	Y

18. Provide professional development and support to supervisors to assist educators in establishing individual professional development plan and identifying learning needs.	(D)(2)	5	February 2012 – September 2012, ongoing	Jennifer Bell- Ellwanger, Chief of Staff Maria V. Navarro, Chief Academic Officer Kim Lewis , Chief Human Capital Officer	Observational measures of supervisors completed. Educators' professional development plans completed.	Y
18. Provide professional development and extra support, including mentor, for educators -particularly those who are identified as needing additional support.	(D)(2)(iv)	8	November 2011 – ongoing	Jarrod Bolte, Interim Executive Director of Teaching and Learning	Observe mentors working with and providing feedback to educators to determine effectiveness in enhancing educators' performance. Data on educators' meeting educator effectiveness metrics in evaluation.	Y
19. Adopt and implement incentive program to support locally negotiated financial incentives to reward educators rated "highly effective" who take assignments in low-achieving schools, including support educators in STEM, special education and ELL and Tier I and Tier II schools.	(D)(3)		Spring 2013	Kimberly Robinson, Chief Achievement & Accountability Officer Maria V. Navarro, Chief Academic Officer Kim Lewis , Chief Human Capital Officer	Data on educator evaluation ratings compared across all schools in district	Y
20. Publish district data on educator evaluation data,	(D)(2)(iv)		August 2013	Kimberly Robinson, Chief Achievement	Public report of aggregated educator evaluation released.	N

methods, procedures and results.				& Accountability Officer Kim Lewis , Chief Human Capital Officer		
21. Continue to develop, implement and refine the new teacher induction and mentoring program based on feedback and evaluations of the first Institute. Continue the work of the district mentors through the duration of the grant	(D)(2)(iv)	8	October 2011-September 2014	Maria V. Navarro, Chief Academic Officer Kim Lewis , Chief Human Capital Officer Jarrod Bolte, Interim Executive Director of Teaching and Learning	Syllabus for the induction program completed Feedback from new teachers regarding the effectiveness of the training is written and new teacher evaluations and new teacher retention data completed Feedback and monitoring of the mentoring work, revisions and refinement of the work.	Y
23. Participate in Educator Instructional Improvement Academies, including school-based coaches, teacher leaders, principals, district administrators, and BTU representatives	(D)(5)	9	2012-2013 (face-to-face)	Maria V. Navarro, Chief Academic Officer Kim Lewis , Chief Human Capital Officer	Appropriate designated staff will attend all MSDE sessions.	Y
24. Attend State Induction Academies for local Program Coordinators and mentors. Coordinator of Site Based Mentoring, Director of Teacher Support and Development along with Site-based Mentors attended.	(D)(5)	9	Dates TBD by MSDE	Maria V. Navarro, Chief Academic Officer Kim Lewis , Chief Human Capital Officer Principals	Appropriate staff will attend all MSDE sessions.	Y
25. Participate in MSDE's Priority Schools and	(D)(5)		Dates TBD by MSDE	Kim Lewis , Chief Human Capital	Appropriate staff will attend all MSDE sessions.	Y

Maryland's Principals' Academies for appropriate principals.				Officer Executive Officers		
26. Attend MSDE's Aspiring Leaders' Academy and Executive Officer professional development opportunities.	(D)(5)		Dates TBD by MSDE	Kim Lewis , Chief Human Capital Officer Executive Officers	Appropriate staff will attend all MSDE sessions.	Y
Optional Activities:						
1. Develop, implement communications strategy to inform stakeholders about new educator evaluation system.	(D)(2)	5	July 2012- June 2013	Molly Rath, Director of Communications		Y

Goals to be sustained Beyond Race to the Top:

- Maintain supports for the new Teacher, Principal and School Leader Evaluation Systems. Continued training and communication of the evaluation system
- The Joint Governing Panel will continue supporting the implementation of the teacher contract; Professional, Model and Lead teacher pathways and the Transformational principal pathway
- Provide ongoing supports and professional developments to new teachers
- Continue to develop Achievement Units and other content for district's online Professional Growth System
- Provide continued professional development to all teachers

Highly Qualified/Highly Effective Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.
- No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Plans for Reaching the 100percent Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.¹ In this section, each LSS should address the factors that prevent the district from attaining the 100% the HQT goal. Please see the instructions on the next page.

¹ Section 2141(a) of the Elementary and Secondary Education Act.

Instructions:

1. Complete data tables 6.1 – 6.7.
2. Review the criteria associated with each table on the next two pages.
3. If the school system **did not** meet the targeted criteria for each data table, respond to the associated prompt(s) for each table. Be sure to respond to **all prompts for each** criterion not met.
4. If the school system has met **all** of the criteria in the following data tables, **no additional written response is required.**

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers</p> <p>As of SY 12-13 82.9% of all CAS courses were taught by Highly Qualified Teachers</p>	<p>The percentage of CAS is 95% HQT or higher.</p>	<p>1. Describe where challenges are evident.</p> <p>City Schools has made significant gains in the number of courses taught by HQ teachers over the last five years. The percentage of core academic classes taught by Highly Qualified teachers has nearly doubled since SY 04-05 and increased by almost ten percent since SY 11-12. While these gains are notable, City Schools continues to strive to meet the goal of having all core academic classes taught by HQ teachers. City Schools continues to face challenges in meeting this goal due to: lack of applicants in high need areas (math, science, special education) and the assignment of teachers out of certification area by principals in schools.</p> <p>Increased principal autonomy and flexibility as a result of Fair Student Funding sometimes leads to scenarios where principals agree to use teachers for specific subject areas, but are later found to assign teachers into classes or grade levels that make the teacher non-HQ. These actions at the school level counterbalance the district’s efforts to provide a pool of HQ candidates for assignment to schools. Additionally, data tracking software currently used to assign staff to schools/positions does not include HQ data, making it more difficult for appropriate assignments to be made.</p>

		<p>2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT in CAS</u>.</p> <p>The Office of Human Capital continues to implement a candidate-by-candidate approval process for new hires which includes a thorough credential review ensuring that each new hire is eligible for Highly Qualified status.</p> <p>Additionally, timely Student Management System (SMS) snapshots are used to validate all assignments in accordance with NCLB criteria. These automated reports are shared with the Title I Office and relevant School Support Network staff as well as the school leader via the Principal's Dashboard. Human Capital Specialists in conjunction with the Highly Qualified Specialist work with school leaders to identify and correct discrepancies. In addition, Specialists work with schools using monthly non-HQ reports to help make improvements in Highly Qualified percentages.</p>
<p>6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools</p> <p>As of SY 12-13, 87.1% of all CAS courses were taught by Highly Qualified Teachers in Title I Schools</p>	<p>The percentage of CAS in Title I schools is 100% HQT.</p>	<p>1. Describe where challenges are evident.</p> <p>Challenges outlined for all schools are the same for Title I schools.</p> <p>2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.</p> <p>To address this challenge, the Certification Team has a dedicated HQ Specialist who monitors the HQ status of Title 1 employees. The HQ Specialist routinely reports school specific HQ data to principals and school leaders.</p> <p>To ensure that principals and other school leaders responsible for teaching assignments and course scheduling are trained to make the right decisions as they schedule classes, professional development and a variety of guidance documents were updated and posted to the TSS site. This</p>

		<p>information and assistance were offered in order to provide a sound understanding of how grade level and content certificated employees should be assigned. Additionally, workshops for new principals will continue to be held regarding HQT placement requirements throughout this school year.</p> <p>City Schools will illustrate how it is giving a higher priority in placing HQT in its Title I schools for the 2013-2014 school year by developing internal controls to monitor Title I HQT compliance. The Office of Human Capital will continue to: (1) Implement a candidate-by-candidate approval process for new hires which includes a thorough credential review to ensure that each new hire is eligible for Highly Qualified status in both non-Title I and Title I schools; (2) Monitor the voluntary transfer process in accordance with published guidelines. The guidelines allow teacher transfers between Title I schools and restricts HQT transfers out of Title I schools to non-Title I schools; (3) Monitor staff assignments by Human Capital Specialists along with the Highly Qualified Specialist to ensure adherence to NCLB and highly qualified requirements; (4) Collaborate with ITD and SMS division on developing a project plan to notify schools of any non-Highly Qualified instances each month.</p>
<p>6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason</p> <p>There are a total of 2,959 courses not taught by Highly Qualified (NHQ) teachers.</p>	<p>The combined percentage total of NHQT across all reasons is less than 10%.</p>	<p>1. Describe where challenges are evident.</p> <p>A lack of improvement in the CAS taught by HQT continues to be the result of: (1) school leadership’s knowledge of HQ when assigning eligible staff to subject and grade level placements; (2) effective business system integration between the certification database and the scheduling database; (3) correct teacher assignments in the classroom not properly identified in the scheduling database; (4) not timely processing of certification documents.</p> <p>In addition, due to staff turnover and the eligibility status of new hires, the Certification team currently only has one employee who is a Certified Authorized Partner (CAP). As soon as newly hired staff meet MSDE eligibility requirements, the Manager of Certification will work with MSDE</p>

		<p>to ensure that staff are trained to become a CAP. However, this lack of CAPs may increase the processing time for certificates.</p> <p>2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of <u>NHQT</u>.</p> <p>Office of Human Capital continues to implement a process for hiring teachers for all schools which includes a candidate-by-candidate review of credentials as well as checks and hard-stops to prevent the hiring of non-Highly Qualified staff.</p> <p>Office of Human Capital also works to ensure that principals and other school leaders responsible for assignments and scheduling are trained to make the right decisions as they schedule classes, professional development and a variety of guidance documents are implemented prior to school opening and posted to the TSS website for reference</p>
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in both Elementary and Secondary Schools High Poverty and Low Poverty Schools.</p>	<p>The percentage of CAS taught by HQT in high-poverty is equal to or greater than the percentage of HQT CAS in low-poverty schools. (Explanation: Data represents an equal distribution of HQT staff between high and low poverty).</p>	<p>1. Describe where challenges are evident.</p> <p>For the 2012-2013 school year the percentage of HQ teachers in high poverty schools at the elementary level was greater than its low poverty counterparts. At the secondary level however, the reverse is true. Only 63percent of CAS in high poverty schools are taught by HQT compared to 78percent in low poverty schools. There are challenges with recruiting HQT at the secondary level. For example, the pool of certified HQ candidates is significantly greater at the elementary level, than at the content-specific secondary level. As a district we have difficulty recruiting HQT for foreign language, special education, math and vocational education subjects. Additionally, the traditional challenges that come with teaching in a high-poverty school, such as lower student attendance rates and working conditions, for example, have an impact on the ability to recruit and retain HQT for those schools.</p>

		<p>2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools.</p> <p>We attribute the progress to having highly qualified teachers in the classroom to such programs as Baltimore City Teacher Residency, Teach for America, Urban Teacher Center, City Schools’ voluntary transfer policy, and partnerships with local colleges to support the Paraprofessional to Teacher Program; the Paraprofessional to Teacher Program enables paraprofessionals to transition into certified and highly qualified teachers. Additionally, we’ve engaged in comprehensive recruitment practices which have placed highly qualified teachers in positions throughout Baltimore City Schools.</p> <p>The reorganization of the Office of Human Capital includes a new teacher effectiveness team, which has provided additional capacity, and therefore the ability to more effectively recruit HQT and monitor the equitable distribution of HQT across the district. The expansion of the school support networks has also provided direct support to schools as needed.</p> <p>The following program strategies and activities proved to be successful and have continued to be implemented for the 2012/2013 school year: 1) HC specialists will monitor the HQ status of title I school staff through the examination of HQ reports; 2) HC specialists will guide school principals in the correct placement of teachers into positions that align with their specific certification areas; 3) Through the collaboration with TFA, UTC and BCTR we were able to staff hard to fill positions which in the past were challenging to fill. These efforts again resulted in starting the school year with the one of lowest percentages of teacher vacancies in recent years; 4) Tailor the recruitment plan to address hard to fill positions such as foreign language, STEM and vocational subject areas across the district; 5) HC staff will attend targeted job fairs to recruit for specific content area needs.</p>
6.5: Core Academic Classes taught by Highly	The percentage of inexperienced HQT in CAS	1. Describe where challenges are evident.

<p>Qualified Teachers in both Elementary and Secondary High Poverty and Low Poverty Schools By Level and Experience.</p>	<p>in high-poverty schools is not greater than the percentage of experienced HQT in CAS in low-poverty schools.</p>	<p>The percentage of inexperienced HQT in CAS in high poverty schools is greater than the percentage of inexperienced HQT in CAS in low poverty schools.</p> <p>2. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place are having the intended effect?</p> <p>Identifying highly qualified teachers in the areas of foreign language STEM and vocational subject areas has presented a challenge to City Schools. Increasing the number of HC Specialists and utilizing our partnerships with Baltimore City Teacher Residency, Teach for America and Urban Teacher Center has proven to be effective strategies. As a result the district started the school year with one of the lowest percentage of teacher vacancies in recent years and more highly qualified teachers instructing in classes.</p> <p>Additionally, during the voluntary transfer process, City Schools highlighted the higher poverty schools during the registration process as one way to encourage more experienced staff to transfer into these schools.</p> <p>In an effort to support highly qualified teachers, we will continue to provide professional development opportunities, and maintain strong partnerships with our pipeline programs. Utilizing these resources will identify and support the development of more highly qualified teachers for Baltimore City Public Schools.</p>
<p>6.6: Attrition Rates</p>	<p>Total overall attrition is less than 10%</p>	<p>1. Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect?</p>

		<p>Baltimore City Public Schools has implemented the following programs to address staff retention: a) the New Teacher Institute is a crucial opportunity for teachers new to Baltimore City Public Schools to learn the necessary information and skills to successfully begin a teaching career in the district. b) The BTU contract offers incentives to teachers to engage in professional development opportunities in order to advance along the Career Pathways. C) The district offers systemic professional development opportunities, and ensures that all new teachers have mentors to support their continued growth and development. These programs ensure that teachers are supported in the delivery of quality instruction to all students. Additional professional development opportunities are provided through the implementation of the new BTU contract to help teachers maintain their HQ status. The district’s tuition reimbursement program also allows teachers to take the courses that they need in order to keep their certification active.</p>
<p>6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools</p> <p>100% of paraeducators assigned to Title I schools are qualified.</p>	<p>Percentage of qualified paraprofessionals in Title I schools is 100%</p>	<p>1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.</p> <p>All paraeducators assigned to Title I schools are qualified.</p> <p>The Office of Human Capital will continue to conduct internal monitoring for paraeducator placement on a monthly basis. Any non qualified paraeducators will have 14 business days to provide documentation or will be moved to a non-instructional position.</p> <p>Human Capital Specialists will only consider applicants for paraprofessional positions who meet highly qualified requirements. All applicants must complete the on line application and submit Para Pro score reports or official transcripts. No applicant will be moved to “recommended” and hired without review of substantiating documentation demonstrating highly qualified status.</p>

High Quality Professional Development

No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

Please provide your District Professional Development Plan (or the pertinent pages from your website).

Below are links to online documents and web pages where professional development opportunities are advertised and accessible to employees throughout the year. Individuals register for course offerings through a portal called the Professional Growth System which is the tool we use to track participation and completion as well as Achievement Units earned. Achievement Units can be earned for completion of Professional Development activities and result in pay increases every time an individual's bank reaches 12. This is the implementation of a provision in the teacher contract that allows teachers to gain increases in base pay for Professional Development opportunities they are completing.

All Professional Development in City Schools must meet minimum of development that includes Learning, Implementation, also be connected to the larger work of the district and focused on make a clear distinction between Professional Development that other opportunities we consider "Training" which is shorter term a task, not focused on long term growth. More information about how these processes work can be found in the Professional



requirements and follow a complete cycle Reflection, Sharing, and Feedback. It must improving teaching and learning. We meets these minimum requirements and and teachers individuals how to complete our Professional Development model and Development Guide through this link.

<http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/5619/PDStandardsGuide-FINAL-053012.pdf>

Additional information about Professional Development in City Schools can be found on the Teacher Support and Development Homepage <http://www.baltimorecityschools.org/Page/16907>

Professional Development Opportunities are posted under the Professional Growth tab of City Schools Inside and are accessible through the following link. <http://www.baltimorecityschools.org/domain/241>

We also have a shared vision with schools that the best professional learning happens at the school site with peers and in an environment that is supporting to a teacher's professional growth. During the school performance planning process each year, schools are asked to identify goals for

teacher professional growth and also develop the plan for implementation. Schools submitted those plans along with the plans for multiple 6-8 week Professional Cycles of Learning that will engage teachers in full learning cycles that focus on improving teaching and learning.

In a brief narrative, describe how your plan addresses:

1. Underperforming Populations

Schools that have been categorized as Focus, Priority and Approaching Target schools have access to additional Title I School Improvement Grant resources to support professional development for gap closing interventions, improved teacher capacity and the development of instructional leadership at all levels of the schoolhouse. Although MSDE’s waiver of the requirements of No Child Left Behind, specifically the former School Improvement set-asides, does not require a specific earmark for professional development, underperforming schools, particularly the state’s lowest performing or those with gaps between subgroups, allocate significant school based resources for professional development.

Job-embedded professional development includes content training, onsite coaching and consultancy, and conference attendance to support and emphasize best practices across the content areas. Furthermore, City Schools wrap around approach, with a shared vision supports professional learning in an environment that augments teaching and learning that is strategically focused on improved student outcomes.

2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations

The Offices of Teaching and Learning and Special Education are collaborating to integrate the principles of UDL into all content curricula and professional development for teachers. Members of each office who have been training on the UDL principles develop and review curriculum and materials to assure that all students will have access to the content in a way that respects their learning needs. Professional Development for teachers is developed and facilitated by experts from the Academic and Special Education offices, who assure that best practices in UDL are modeled for participants and highlighted in the curriculum. As teachers learn new strategies for assuring that every student has access to the content, facilitators model what best practices should look like, and provide feedback to participants to assure new learning is transferred to practice in the classroom with students.

3. Transition to the new Maryland Common Core State Curriculum

City Schools has made a major investment in the professional learning of our teachers specific to the knowledge teachers must have to implement the Common Core State Standards in the classroom. This summer , and throughout the year, we provide professional development academies to teachers specific to their grade level and content area, focused on the content and teaching strategies to make the shift to the Common Core. A complete list of current PD opportunities can be found on City Schools Inside under the Professional Growth Tab.

<http://www.baltimorecityschools.org/domain/241>

Schools also opted-in to district Common Core Supports that include basic and advanced courses focused on content and strategies. These courses run throughout the year and meet the requirements for our AU courses. They are self selected by the teachers, and in many cases teams of teachers from the same school engage in this learning together. A full list of these offerings can be found on City Schools Inside under the Professional Growth tab. <http://www.baltimorecityschools.org/domain/241>

A major emphasis has been placed on developing school leaders and Instructional Leadership Teams on the rigors of the Common Core and the leadership actions necessary to improve teaching at the school. In June 2013 City Schools hosted a Leadership Academy for over 800 school leaders and leadership team members for 4 days of professional development focused on advancing school-based processes for implementing the Common Core State Standards through Instructional Leadership Teams, Collaborative Planning, and Cycles of Professional Learning. During this academy, all schools received training on the first District Cycle of Professional Learning focused on rich and rigorous conversations connected to the Listening and Speaking standards of the Common Core. A the year-long trajectory of district-focused Cycles of Professional Learning was developed with a focus on preparing students to write from sources and generate text-based responses in all content areas.

4. Transition to the new teacher and principal evaluation system

City Schools has developed an Instructional Framework and Rubric that exemplify the key actions for effective instruction in the classroom. This Framework and Rubric has become the focus of development efforts and is the key tool used to measure effectiveness of teachers from classroom observations. As we transition to a new teacher evaluation system, there is a need for the key actions of the Instructional Framework to be deeply understood and internalized by teachers in their day to day instruction. For the 2012-2013 school year the Instructional Framework was revised with the rigor of the Common Core in mind. Professional development was also revised and was redesigned to focus on the 9 Key Actions in the Teach domain. A 15 hour course is available for each of the 9 Key Actions to build teacher knowledge of the Framework and how it is actualized in the classroom.

Teacher Induction

COMAR regarding teacher induction/mentoring and new reporting requirements are part of the Master Plan process were approved by the State Board of Education in 2011. Each LEA must provide the following information regarding their teacher induction/mentoring program:

1. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include are your LEA Action Plans and TELL Survey Data.

City Schools' Comprehensive Teacher Induction Program is composed of several components. These components are designed to build over a year period, prior to achieving tenure, and engage them in overall effectiveness.

New Teacher Institute

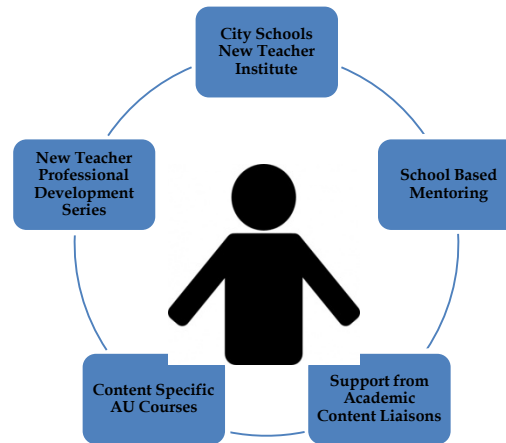
City Schools provides a twelve-day New Teacher Institute the necessary skills to begin a teaching career in City through three parts that included an optional week focusing on processes and training on literacy assessments that are for all beginning teachers that introduces them to the city, Instructional Framework, and Classroom Management, and two days at the school and administrator.

New Teacher Professional Development Series

Throughout the year, teachers are offered additional professional development that aligns with the specific needs of each grade level. Once a month, teams of teachers meet to develop collaborative solutions to common classroom challenges such as classroom management, engaging families, delivering explicit lessons and utilizing the City Schools Instructional Framework as a reflective tool to examine instructional practices. Seventy-five (75) teachers successfully completed this year-long commitment during the 2011-2012 School Year.

Support from Academic Content Liaisons (ACL)

The structure of City Schools' central supports to schools allows for Academic Content Liaisons in literacy and math to work with groups of schools and teachers within the network structure. New teachers are able to access direct classroom support from ACLs who provide a host of



strategically broken down into 5 skills of early career teachers over a 3 multiple types of learning to improve

during which first year teachers learn in Schools. The institute is composed of special education strategies and used in elementary school,, one week the curriculum, the Instructional the school with a site-based mentor

supports including assistance with planning, modeling of lessons, and analysis of data. This support does not replace the supports of the Site-Based or District mentors, but rather provides the specific content expertise to the teacher.

Content Specific Achievement Unit (AU) courses

Over the past year, City Schools has developed over 60 courses that teachers can take to build skills in their subject area or grade level. These courses are geared toward improving teaching and learning and engaging teachers in a Cycle of Development that includes Learning, Implementation at their school site, Reflection, Sharing with others and Feedback from colleagues to improve instruction. These courses are conducted with both new and veteran teachers in the class, which allows new teachers to engage with experienced teachers in deep learning and sharing of practice.

Over the past 3 years, we have steadily built a system of site-based mentoring at each school for new teachers in years 1-3. This system includes processes for selection and identification, extensive professional development for mentors, time for new teachers to meet with and work with mentors, support focused on new teacher goals, and processes to track and measure the effectiveness of mentor supports in schools. Each new teacher works with a mentor for their first 3 years in the classroom with the overall goal of improving teacher effectiveness and retention in the classroom.

Standards for Effective Mentoring

City Schools Instructional Mentoring program is built on standards and expectations for highly effective mentoring. These standards were developed using a combination of research from the City Schools New Teacher Institute, experience and feedback from City Schools Site-based Mentors, and other district standards and expectation for teacher development. One set of standards highlights the significance of intentional learning experiences that move beginning teachers from understanding of theory and pedagogy to application and the second set of standards highlight the role of the mentor in building a culture of support for teaching and learning. Site-based mentors utilize the standards and expectations to assess current practices through a needs assessment on a quarterly basis. All professional development opportunities for mentors are aligned to the standards and expectations.

Mentoring Support Structure

City Schools has a variety of supports for mentoring. Within the Office of Teacher Support and Development, there is a Coordinator of Site-Based Mentoring and three District Mentors who are dedicated to providing professional development for site-based mentors, collaborating with mentors/coaches from alternative certification programs and providing school based support to mentors. All four positions are funded under the Race to the Top Grant. Over the course of the year, there are four different professional development series offered by this team. Each individual opportunity allows mentors to engage in professional learning for 15-20 hours. Each opportunity follows a coaching cycle that requires

participants to put theory into practice in a safe environment with new teachers in the schools. The various offerings allow each mentor in the district to select an opportunity that is most meaningful to his/her current level of performance as a mentor, the needs of the teachers and the goals of the school community.

Any school can receive support from a District Mentor; however, schools with high teacher turnover and a high percentage of new teachers are our highest priority and receive consistent, strategic support from a District Mentor. In these schools, the District Mentor visits the school at least twice a month to provide specific feedback to the Site-based mentor on his/her ability to impact the practice of beginning teachers. All supports are aligned to an action plan that is assessed quarterly. A school with District Mentor support can expect the following: two visits a month, a monthly update on best practices and pertinent information, arrangement of learning walks/peer observations, and quarterly goal setting.

Additional information about Mentoring and New Teacher Induction in City Schools can be found at the following websites:

Site Based Mentoring <http://www.baltimorecityschools.org/Page/16919>

New Teacher Support <http://www.baltimorecityschools.org/Page/16920>

City Schools currently employs 1600 new teachers in years 1-3, and there are 225 identified site-based mentors. This 1 to 9 mentor to teacher ratio allows new teachers the opportunity for frequent interaction with an instructional mentor. Based on TELL survey data, new teachers reported that the most common supports offered by a mentor were addressing student or classroom behavioral issues and reflecting on the effectiveness of my teaching.

1. Data Regarding the Scope of Mentoring, including the number of probationary teachers and the number of mentors who have been assigned; and

There are 1200 probationary teachers in years 1-3 and 225 mentors who provide support at the school site.

2. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

Effectiveness of Induction/Mentoring: City Schools measures the effectiveness of Induction and Mentoring in three ways. First, we look at the retention data of our beginning teachers as a district and at the school level. . Current data shows that the number of teachers who have taught in City Schools for 4 or more years has increase by 20.4% (from 50.84% in SY 07-08 to 61.21% in SY 12-13). The number of teachers who have taught in City Schools for three or more years has increase by 9.15%, representing an overall 15.23% increase since SY 06-07 (60.06% in SY06-07 compared to 69.21% in SY12-13). In addition, the number of teachers who have taught for less than 1 year has decreased by 8.0%, representing an overall 39.62% decrease since SY06-07. There is still great variability in the 3 year retention data for each school, with some schools reaching 100 percent retention and others much less. Our focus at this point is utilizing site specific data to target our efforts for teacher support and development to schools in which there is a high teacher turnover. We are also working closely with our alternative certification partners to focus

on schools with many new teachers who are coming with resident certificates. By doing this, we look to stabilize the work force at school sites which will allow for greater reform to take hold. According to TELL Survey Data, 69percent of our teachers feel that the school administration makes a sustained effort to support new teacher development, indicating that our Induction/Mentoring programs must be clearly connected to the work of the school administrators.

The second measure of effectiveness for New Teacher Induction/Mentoring is the number, type and quality of support captured in the mentor work log. This online application captures the consistent, strategic supports that site-based mentors provide to all beginning teachers. By analyzing the work log, we can see the amount of time each beginning teacher interacts with a mentor, the type of supports provided to the new teacher, the focus of the interaction and the teacher rating of this support During the 2012-2013 School Year, about 2600 interactions were logged in the work log, demonstrating the various types of new teacher professional development, classroom observations, and one-on-one support new teachers received from site-based mentors.

Finally, we learn from every professional learning opportunity in which mentors and beginning teachers engage. Through participant feedback and evaluation, City Schools analyzes the effectiveness of professional learning by looking at participant satisfaction with facilitation, relevance of the content covered and the probability of transferring the skill or strategy covered into practice. In the most recent professional development opportunity for Site-Based Mentors, 87.5% of the participants left the week-long academy feeling fully prepared to create an effective structure for new teacher support at their school site. Data such as this allows the district to be responsive to the needs of the 12.5% of the participants not yet prepared by visiting schools and providing direct support to those in need.

Persistently Dangerous Schools

No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year.

1. Where Persistently Dangerous Schools are identified, list the schools and describe what steps are being taken by the school system to reverse this trend and prevent the schools(s) from moving into probationary status.

Schools placed on the Watch List for persistently dangerous received written notification that included the types of offenses that occurred in the school that resulted in inclusion on the list. School leadership teams were advised to implement interventions and strategies to address the behaviors to prevent the schools from moving into probationary status. The following schools were required to submit Corrective Action Plans (CAPs) due to their status as either a probationary or persistently dangerous school:

School #	School Name	Status
239	Benjamin Franklin High @ Masonville Cove	Persistently Dangerous
430	Augusta Fells Savage Institute of Visual Arts	Persistently Dangerous
431	Maritime Industries Academy High	Persistently Dangerous
130	Booker T. Washington Middle	Probationary Status
341	The Reach! Partnership School	Probationary Status

Baltimore City Public Schools (City Schools) utilizes a weekly stat process to identify schools in need of assistance based on suspension data. Multi-disciplinary teams are sent to the schools with high rates of suspension to examine the climate of the school and management procedures in place to address student behavior. School administrators are queried to determine what is needed to support the school. A plan is developed and implemented with support from Network staff.

Much of the work around improving climate and culture at City Schools has been done through revisions to the Code of Conduct. Code of Conduct underwent a major revision in 2013-2014. The focus of the work was to provide positive interventions and responses that would address student behavior in the educational setting and keep students in school. Code of Conduct Committee comprised of school-based, central office, and community partners (including Open Society Institute, the Maryland Disability Law Center and the ACLU) reviewed Code of Conduct and recommended revisions.

To better support all schools before they enter Persistently Dangerous status, there is an increased focus on prevention and interventions at City Schools that includes:

- Use of alternatives to suspension, such as community conferencing, restorative justice, parent conference, peer mediation, etc.
- Expanded use of:
 - Student Support Teams (SST) in every school.
 - Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP) for all students with severe and/or chronic disciplinary incidents.
 - PBIS will be provided to 95 schools in SY13-14.
 - Maintained School Safety Hotline for parents and students to report incidents of bullying, harassment and intimidation.
 - School-wide coordinated bullying prevention and intervention programs.
- Professional Development for Staff by internal and external partners on:
 - Code of Conduct - Student Support Liaisons provide schools with professional development on discipline related policies and procedures. The Administrator's Student Discipline Handbook provides schools with step by step instructions on implementing the

Code of Conduct. The City Schools website includes the handbook, Code of Conduct lessons to be used by teachers in the classroom, and City Schools suspension policies and regulations.

- Gang Awareness - City Schools School Police offer a presentation on gang awareness to school communities. Presentations have been made to school staff, students, and community and parent groups.
- Bullying – Principals, Assistant Principals and other school support staff receive training on bullying every year. Student Support Liaisons work with schools to ensure that bullying/harassment policies and procedures are understood and followed. City Schools continues to update its internal bullying/harassment website that includes bullying resources and professional development information that school administrators can share with their staff. Additionally, City Schools continues to improve the ability for parents and students to submit bullying reports both online and in-person. Copies of the Bullying & Harassment Reporting form are provided to every student in the District inside the Code of Conduct.
- Student Support Teams (SST) – Professional Development on student support teams is provided throughout the year to address student issues/concerns around academic, behavior and /or social-emotional health that includes:
 - Providing targeted support student support teams through district-level, school-level and individual professional development.
 - A new SST guidebook outlining the framework for effective implementation of SST has been created and distributed.
 - Data Management of the SST and 504 Processes within the Student Management System (SMS), including enhancements to the Student Support Team and 504 modules to improve accuracy and fidelity of information reported.
 - Creating SST Chair mentoring groups for peer-to-peer support and problem-solving.
 - Central Student Support Team (CSST) for schools in need of additional supports and students in need of additional supports and alternative placements.

Attendance

Based on the Examination of the Attendance Data:

*Data table (5.1)

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

Overall, City Schools has seen a 1% increase (to 82.1%) in the cumulative attendance rates for high school students in SY12/13, compared to 81.1% in SY 11/12. However, an examination of the attendance data revealed the following concerns:

- City Schools middle and high school students continue to struggle to meet the Annual Measurable Objective (AMO) of 94% attendance. Cumulative attendance rates for middle and high schools for SY12/13 were 93.6% and 82.1%, respectively.
 - Attendance rates for elementary students decreased by 0.7 percentage points between SY11/12 and SY12/13.
 - Special education students in all grade bands have lower attendance rates by at least 1 percentage point than similar general education students.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

Attendance efforts for City Schools will focus on identifying the barriers to daily school attendance and the creation of strategies to support students and families. Our attendance plan for SY 13/14 includes the following:

- A full-time Manager of Attendance Strategy has been hired to provide strategic direction for the Office of Attendance and Truancy.

- A full scale attendance improvement plan has been implemented for SY 13/14 targeting elementary school students.
- Interdisciplinary attendance strategy committees that meet biweekly to identify barriers and resources to daily student attendance.
- A focus on attendance prevention, intervention and reengagement strategies.
- The development of rewards and incentive programs that recognize students, parents, teachers and administrators for their efforts in improving student attendance.
- Utilizing data to identify students with previous chronic absences in an effort to provide student level interventions.
- Professional development opportunities for school staff that focus on data-drive decision making, the importance of school culture and climate and maximizing partnerships for attendance success.
- Development of attendance guidelines and protocols that model national best practices.
- Monthly meetings with network staff to identify school-based challenges and systems of support
- Supporting the cultivation of interdisciplinary teams on the school level (SST, IEP, attendance monitor, teachers) and central office (Attendance and Truancy, Special Education, CTE, PBIS, Early Learning) to address student absences.
- Strengthening of community partnerships to meet the attendance needs of schools.
- School climate and relationship building training
- Suspension reduction efforts.

Graduation and Dropout Rates (4-Year Cohort)

No Child Left Behind Goal 5: All students will graduate from high school.

No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.

No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Based on the Examination of Graduation and Dropout Rate Data:

***Data tables (4.1, 4.2)**

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

City Schools has seen an improvement in increasing the number of students who graduate. This has been done through a number of strategies, including:

- Expanded middle and high school options so that more students have an easier middle to high school transition
- Increased access to advanced academic, alternative and accelerator programs
- Many schools are partnering with community-based organizations that pair those students who may be most marginally connected to school and vulnerable to gangs and other negative influences with youth specialists.

We also see significant results in decreasing dropouts. Strategies employed include:

- Dropout Prevention is focused on systemic, school-based, and community-based collaborations:
 - Continual monitoring of student withdrawal data
 - Engaging students in the learning process so that they stay in school.
 - Ensure that concerted efforts are made to contact students and parents of students prior to the student dropping out.

- Redesigned the Alternative Options programs within City Schools
 - Improved access to transitional temporary placements
 - Created two new programs for SY13-14 to provide current high school populations with alternative options *within their current high schools*, including flexible scheduling, individualized plans for graduation, and counseling and career/readiness support, while ensuring that the students still have access to their school’s other resources, including extra-curricular activities and athletics.
 - In SY13-14, the schools are:
 - #410 Mergenthaler Vocational-Technical High
 - #450 Frederick Douglass High
 - Expanded access to alternative options programs for students with disabilities.
- Increased focus on attendance and truancy, especially in the high school grades.
- Continued implementation of the attendance reporting system in SMS
 - City Schools withdrawals are monitored continually
 - Chronically absent students are identified and monitored. Additional steps are being taken to ensure that chronically absent students have access to Student Support Teams (SST) as a method to prevent attendance issues, and/or providing appropriate interventions.
- Bridge Projects
- Dropout rates declined by 3.3 percentage points among all students, and by 7.4 percentage points among students receiving special education services. However, students receiving special education services remain more likely to dropout than the general student population.

However, challenges persist. Male students are 12.7 percentage points less likely to graduate in 4 years than female students, and 6.0 percentage points more likely to dropout in 4 years.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)*

City Schools continues to make changes and adjustments at the school and district level.

- Continual monitoring of withdrawal data to ensure that schools are in compliance with the protocol of student/parent meeting, phone call(s), registered mail, and home visit documentation.
- Utilizing joint Attendance and Safety STAT process to merge data and share information.
 - Increased use of actionable school-level reports for schools and district staff, to better target ongoing issues.
- Students are identified as at-risk of becoming chronically absent, and are referred individually and in groups to Student Support Teams (SST) due to their risk of becoming chronically absent.

City Schools continues to develop the Expanding Great Options Programs through the following means:

- Increasing efforts to meet the academic and socio-emotional needs of students, including flexible scheduling through Twilight, evening shifts, extended year programming, and new alternative options programs in SY13-14.
- Providing additional guidance for schools on Twilight programs and APEX courses.
- Offering review credit opportunities after the school day to help students recover credits from courses which they have previously failed.
- More focus on: students “at risk” of dropping out due to poor academic performance (high school and middle school). “At risk” students display the following warning signs as early as late elementary and middle school:

- Poor attendance
- Behavior concerns, including high rates of suspension
- Course Failure
- Being overage and/or under-credited
- The Alternative Options Subcommittee of the Expanding Great Options Program redesigned the Alternative Options Program structure and entrance criteria to better target over-age and under-credited students, students with disabilities, and other students who need increased supports and alternative options to successfully complete a high school degree.

Determining Root Causes for Dropout

Dropping out is not a singular event in a student's life, but a culmination of a series of events that can begin in elementary school. The following factors have been shown to effect dropout and graduation rates:

- Teacher Effectiveness
 - Studies show that teacher effectiveness has a greater impact on student achievement than any other reform under a school's control. The qualifications, professional development, preparation, mentoring and coaching of teachers have great bearing on creating and retaining effective teachers.
- Parent Engagement
 - Research shows that students with involved parents, regardless of family income or background, are more likely to do better in school, graduate from high school, and attend college.
- Lack of Graduation Pathways and Dropout Recovery for Overage and Under-Credited Youth
 - Students that are overage and under-credited often need additional supports and structures that a traditional learning environment cannot provide.

- The redesigned Alternative Options Programs are designed to provide additional alternative routes to graduation for youth that fall in this category.
- Dropout prevention and rigorous engagement of students prior to withdrawal will continue in SY13-14. Efforts to expand re-engagement processes through the entire year are ongoing.

Narrative: Section E – Turning Around the Lowest-Achieving Schools

Section (E) (1): Authority to Intervene in Low-Achieving Districts and Schools

Baltimore City Public Schools supports the state’s laws and regulations regarding intervention in low-achieving districts and schools.

Section (E) (2): Turning Around the Lowest-Achieving Schools

Baltimore City Public Schools is deeply committed to ensuring that all of its students attend high-quality schools, and the City is making decisive progress toward that goal.

The district’s first cohort of turnaround schools have transitioned from the Title I 1003(g) School Improvement Grant to Priority status identified by the ESEA Flexibility Waiver. The first cohort of Priority schools includes Booker T. Washington Middle School and Augusta Fells Savage High School who are implementing the federal “turnaround” model and Calverton Elementary/Middle School and Commodore John Rodgers Elementary/Middle School who are implementing the “restart” model. William C. March Middle School and Garrison Middle School who were previously a part of this cohort closed at the end of the 2012-2013 school year. Baltimore IT Academy remains in the first cohort, but is now implementing the turnaround principles rather than the “restart” model. In addition to these schools, Baltimore Civitas Middle/School and Steuart Hill Academic Academy were also identified as Priority schools through the ESEA flexibility waiver. Both of these schools are implementing the turnaround principles.

The second cohort of schools continues to implement the School Improvement Grant, but will transition to Priority status as of June 30, 2014. Among the second cohort, Frederick Douglass High School and Benjamin Franklin High School at Masonville Cove are both implementing the “turnaround” model while Cherry Hill Elementary/Middle School is implementing the “restart” model.

In addition to those schools implementing federal reform models, City Schools has targeted additional persistently low-achieving schools by identifying feeder patterns to current turnaround schools. As a result, the district has identified eight additional schools to receive targeted support. These schools include: Moravia Park Primary School, Harford Heights Elementary School, Samuel Coleridge Taylor Elementary School, James Mosher Elementary School, Alexander Hamilton Elementary School, Lockerman Bundy Elementary School, Patterson High School and Gilmor Elementary School. Patapsco Elementary/Middle School was supported in Year 3, but closed at the end of the 2012-2013 school year. City Schools uses general funds and Race to the Top dollars to implement reforms in order to increase student achievement at these schools. This will continue to be a focus in Year 4 of Race to the Top.

The district’s ten turnaround schools and eight feeder schools will continue to engage in the supports accessible to them through the Breakthrough Center initiative led by the Maryland State Department of Education (MSDE) through Maryland’s Race to the Top grant. Initially, academic outcome targets for these schools were defined by the 1003(g) School Improvement Grant. During the 2012-2013 school year, these

targets were amended to reflect the AMOs developed through Maryland's ESEA Flexibility Plan. Through the remainder of Race to the Top, the district will target resources for growth areas where outcomes were not met, structuring services to the specific needs of each Breakthrough Center school. This work is coordinate by two School Support Network team leads. One Turnaround School Network includes seven schools that are eligible for Breakthrough Center supports. Therefore, the Team Facilitator position will be fully funded through Race to the Top. The other School Network Team includes three Turnaround Schools, therefore, that position will be funded .50 through Race to the Top. The Team Facilitator who is partially funded will carefully track time and effort logs to account for his or her time.

City Schools is committed to providing the best possible support to our chronically lowest-performing schools, and we believe strongly that the expanded, fully dedicated support structure of the Network Teams will be a key component to their success. The Team Facilitator will play the critical role of ensuring all services and supports for these schools are aligned to their plans and priorities, and that all services are coordinated for efficient and effective implementation.

The Network Teams provide direct support to schools, and the Team Facilitator organizes all support services provided by Network Team members and by district offices. In the Turnaround School networks, the Facilitator is responsible for ensuring that all services within our chronically lowest-performing schools are aligned with the school's strategic plans, including plans that are memorialized and funded through School Improvement Grant or Race to the Top. The Team Facilitator and the Student Services Liaison, is responsible for connecting Breakthrough Center schools to opportunities for technical assistance or professional development related to student support services, including PBIS training and implementation. During the 2013-2014 school year, City Schools will work closely with the Breakthrough Center to better coordinate work in the area of Student Support Services.

The Team Facilitators will play support roles to our schools, but will work closely with the Executive Director for Principal Support and with the Turnaround Director and Specialist to ensure that all services and supports are provided in accordance with the parameters of any applicable grants. The Network Academic Content Liaisons are responsible for providing and planning professional and technical assistance to administrators and teachers in areas related to the implementation of instructional support for teachers and paraprofessionals, monitoring the alignment and implementation of curriculum with national, state and local standards, identifying barriers to success and assisting with strategies for improvement, and offering training for school level staff on the use of diagnostic, formative, and daily assessment tools. All staff is monitored through Baltimore City Public School's performance management system and connect regularly with the Network team as well as content area teams such as Teaching and Learning for the Academic Content Liaison.

In addition to the Network Facilitators, Race to the Top funds .50 of the Specialist and Business Manager in the Office of School Turnaround and .50 of the Data Specialist who works in the Network with the largest amount of Turnaround Schools. The Specialist, Business Manager, and Data Specialist will ensure that all spending, monitoring, and reporting comply with grant requirements.

Recognizing that a challenge faced by schools in the Breakthrough Center at the middle and high school level is that students are unprepared and below grade level, an initiative for the Turnaround Schools office is to identify and work with feeder schools. In Year 1 feeder schools were identified and needs assessments were conducted to better prepare students for success in upper grades. In Year 4, City Schools will continue to provide targeted support to feeder schools in the areas of instruction, student support, physical fitness and leadership development.

City Schools' Office of Human Capital is making deliberate efforts to staff the district's lowest-performing schools with high-quality teachers and leaders, including consideration of promising new candidates from Teach for America, and New Leaders for New Schools. To ensure that the current teachers in need of assistance receive sufficient support, the Office of Teaching and Learning is coordinating assignment of additional teacher mentors to City Schools' lowest performing schools (funded through Section D's scope of work). Teacher support provided by mentors will be tracked to determine if support can be linked to improvements in the individual teachers' areas of need. Where possible, these efforts will be aligned with key provisions in the State's Race to the Top application (e.g., prohibiting teachers and leaders rated as "ineffective" under the new statewide evaluation from filling vacancies in the identified persistently lowest-achieving schools). City Schools has reserved funds through Race to the Top in Year 4 in order to attend recruitment fairs to specifically search for high performing candidates to fill vacancies in Turnaround Schools.

In addition to the two School Support Network Team Facilitators and supplemental teacher mentors, City Schools will encourage schools identified as having access to the Breakthrough Center to allocate portions of their school-based budgets to several positions or services that align with key areas identified in Maryland's Race to the Top application. These areas include school operational management (allowing the principal to focus on instructional leadership), family and community engagement, student health services, and coordination of student support services. Central leadership also will prioritize these schools, according to their needs, to receive supplemental services funded centrally or coordinated through external partners that align with any of the same key areas. If needed, City Schools also will consider re-purposing central office positions to best meet school needs. For example, in Year 3, the Turnaround Office funded two additional Academic Content Liaisons to directly support the district's lowest performing middle schools. City Schools looks forward to working with MSDE staff designated in the areas outlined above to identify resources and expertise for its lowest-performing schools.

These schools will have access to funds for extended learning opportunities through the Breakthrough Center. Two Turnaround Schools were awarded grants through the 21st Century Learning Communities in spring 2012. This grant-funds after-school or weekend programming that will allow students who need additional support to receive it beyond the regular school day.

The school and student supports available via the Breakthrough Center will ensure that students have better opportunities for academic success. City Schools will monitor service delivery and school outcomes, including student-level outcomes (attendance, suspension, academic performance, etc.) and teacher effectiveness ratings. These outcomes will largely inform whether the services and programs continue after 2014. In addition, schools receiving Title I Priority School Improvement Grant funds have specific targets for improvements in student achievement linked to the turnaround strategies specified within the grant.

Areas of Alignment with the State

City Schools supports the State's efforts to identify persistently lowest-achieving schools and is devoting 1.5 staff members to assisting schools with access to the Breakthrough Center supports with services provided by MSDE. The goal is to provide coordination among the many Breakthrough Center services to ensure that turnaround efforts are streamlined, organized, and effective.

Conclusion

City Schools' aggressive moves in recent years to accelerate the achievement of the district's most struggling students have resulted in ten schools receiving federal dollars and eight being identified through feeder patterns for additional support. In the 2013-2014 school year, City Schools will use Race to the Top funds to focus on targeted support to feeder schools, coordination with the Breakthrough Center on Student Support Services offered to all Turnaround schools, and recruitment of highly effective teachers to fill vacancies in Breakthrough Center schools.

Action Plan: Section E

Goal(s) for Project 11: School Turnaround Activities

- Improve teacher quality and student achievement at Breakthrough Center schools by participating in high-quality professional development and providing school support that is aligned with outcomes of robust needs assessments.
- Improve teacher and leadership quality at persistently low performing schools by ensuring highly effective teachers and leaders are available and assigned to these schools.
- Accelerate school improvement by sharing best practices among schools and districts and by maximizing external expertise as appropriate.
- Accelerate student achievement at Breakthrough Center schools through extended learning opportunities and improvement in school climate and student support services.

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(E)(2)					
Booker T. Washington Middle School, Calverton Elementary/Middle School, Commodore John Rodgers Elementary/Middle School, Augusta Fells Savage Institute of Visual Arts, Baltimore Civitas Middle/High School and Steuart Hill Academic Academy will implement reforms funded through Title I Priority dollars.	(E)(2)(ii)	11	September 2013- June 2014	Kim Ferguson, Director of Turnaround Initiatives Kate Dachille, Specialist, Office of Turnaround Initiatives	<ul style="list-style-type: none"> Academic outcome targets are defined in the Priority plans and in contracts with restart operators. Regular oversight by district and state leadership is described in the Priority plans and will ensure implementation of strategies with fidelity. 	Y
Frederick Douglass High School, Cherry Hill Elementary/Middle School, and Benjamin Franklin High School will continue implementation of turnaround strategies as outlined and funded through the 1003(g) School Improvement Grant. These schools will transition to Priority schools at the close of the 2013-2014 school year.	(E)(2)(ii)	11	September 2013- June 2014	Kim Ferguson, Director of Turnaround Initiatives Kate Dachille, Specialist, Office of Turnaround Initiatives Network Facilitators	<ul style="list-style-type: none"> Academic outcome targets are defined in School Improvement Grant and in contracts with restart operators. Regular oversight by district and state leadership is described in the School Improvement Grant and will ensure implementation of strategies with fidelity. 	
Feeder Schools will be provided with targeted support through the	(E)(2)(ii)	11	September 2013-June	Breakthrough Center	<ul style="list-style-type: none"> Regular oversight by district and state leadership will 	Y

Breakthrough Center in the areas of instruction, professional development, physical activity, student support, and leadership development.			2014	Office of Turnaround Initiatives Network Facilitators	ensure implementation of strategies with fidelity. <ul style="list-style-type: none"> MSA scores, school climate surveys 	
City Schools will ensure efforts are made to staff Breakthrough Center schools with high quality teachers and leaders, including: <ul style="list-style-type: none"> Consideration of promising new candidates from Teach for America and New Leaders for New Schools; Removal of persistently unsatisfactory or ineffective teachers or leaders; and Recruitment of effective teachers at area recruitment fairs and events. 	(E)(2)(ii)	11	September 2013- August 2014 Office of Turnaround Initiatives	<ul style="list-style-type: none"> Only highly effective and promising new candidates will be hired at Breakthrough Center schools (when new evaluation is in place). Teachers with two unsatisfactory or ineffective ratings will be prohibited from assignments at Breakthrough Center schools. 	N	
Schools applied for 21 st century learning communities and are implementing activities as outlined in the grant award. The Turnaround Office will support additional schools in applying during Spring 2014.	(E)(2)(ii)	11	September 2013-June 2014	Office of Turnaround Initiatives	Specific performance measures are identified in individual grant awards.	Y
Based on the outcomes of the needs assessments, Breakthrough Center schools will be prioritized to receive supplemental student health services funded centrally or coordinated through the City Health Department or other external partners (depending on availability).	(E)(2)(ii)	11	September 2013- June 2014	Network Student Support Liaisons	Provision of supplemental health services will be tracked to determine if services can be linked to decreased student absences.	N

Based on the outcomes of the needs assessments and audits of student service coordination, Breakthrough Center schools will receive additional support in coordinating student support services. Positions within the Office of Student Support & Safety or School Support Networks have been re-purposed to provide direct support in the coordination of student services at targeted schools.	(E)(2)(ii)	11	September 2013- June 2014	Network Student Support Liaisons	Provision of student support coordination services will be tracked to determine if services can be linked to improved delivery of student supports and improved student outcomes, such as improved attendance, fewer referrals or suspensions, or improved academic outcomes.	N
In coordination with the Breakthrough Center, schools will be invited to recommend potential leaders to participate in an aspiring leader's institute.	(E)(2)(ii)	11	September 2013- June 2013	Office of Turnaround Initiatives	Evaluations will be conducted at aspiring leader's institute to measure effectiveness. Leaders will be coached and observed.	Y
Through the Breakthrough Center partnership, schools have received physical education equipment and will test the physical education of their students during the school year. Schools will also organize wellness teams to develop wellness policies for the school.	(E)(2)(ii)	11	September 2013-June 2014	Office of Turnaround Initiatives	School-based physical fitness data will be collected through Fitness Gram or the Presidential Fitness Challenge. School based wellness teams will be monitored by the Race to the Top Physical Education Coordinator.	Y
Optional Activities:						
The Office of Turnaround Initiatives are is organizing all support services provided to Breakthrough Center schools by Network Team members and by district offices. In the Turnaround School networks, the Facilitator will also be responsible for ensuring that all services within our chronically lowest-performing schools are aligned with the school's	(E)(2)(ii)	11	September 2013-June 2014	Kim Ferguson, Director of Turnaround Initiatives Kate Dachille, Specialist, Office of Turnaround Initiatives	The Specialist will ensure adherence to terms of our Race to the Top scope of work, including school participation in agreed upon services and delivery of support as needed. Requests for policy flexibility will be submitted for the CEO's review	

<p>strategic plans, including plans that are memorialized and funded through School Improvement Grant or Race to the Top. The Team Facilitator and other Network Team members dedicated to student services will be responsible for functions that were previously described for the Breakthrough Center and Student Services Liaisons, including connecting Breakthrough Center schools to opportunities for technical assistance or professional development. The Network Facilitators will play support roles to our schools, but will work closely with the Executive Director for Principal Support and with the Turnaround Director to ensure that all services and supports are provided in accordance with the parameters of any applicable grants.</p>				<p>Network Facilitators</p>	<p>as needed.</p>	
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Goals to be sustained beyond Race to the Top:

- City Schools will continue to provide comprehensive supports to its lowest performing schools in all key areas. New funding streams will be explored to support key turnaround activities in the district.

Office of New Initiatives: Expanding Great Options

The Office of New Initiatives (ONI) serves as the office that coordinates many of the Baltimore City Public Schools (City Schools) reform-efforts through Expanding Great Options – an initiative designed to ensure that all students in City Schools have strong public school options. This office promotes choice and partnerships, allowing schools to develop new, autonomous school designs while seeking greater accountability for outcomes and engaging the community in decision making. ONI coordinates City Schools’ efforts related to Charter Schools, New and Innovation High Schools, Transformation Schools as well as decisions related to options for improving, transitioning or closing persistently low performing schools. In doing so, ONI plays a pivotal role in City Schools’ management of its portfolio of schools working in close concert with the Chief Academic Officer, Office of Achievement and Accountability and the School Support Networks.

Expanding Great Options

Through Expanding Great Options, the district conducts a rigorous annual review of its 195 schools and programs, placing academic performance within the context of enrollment trends, facilities needs, the range of options for families in a given geographic area and opportunities for new school creation. Based on this analysis, City Schools determines which schools are meeting the needs of students and which schools are not—and what actions it as a district can take to provide a higher quality academic experience for students in low-performing schools.

In four years of Expanding Great Options, City Schools has worked to create better school options for students and families by strengthening low-performing schools, expanding the reach of high-performing schools, creating new and specialized schools with strong chances of success, leveraging the expertise and resources of outside organizations to operate or partner with schools, and closing low-performing schools with poor prospects of improvement. This work has touched dozens of schools, either directly (such as schools that are relocated) or indirectly (such as schools that have received students from closing schools), and thousands of students have been afforded better academic experiences as a result. Specifically through Expanding Great Options since 2009-10, City Schools has:

- Opened 14 new schools;
- Relocated 9 schools;
- Launched turnarounds at 13 schools;
- Closed 20 low-performing schools, merging or replacing 5 with successful schools.

To enable students and families to take advantage of these better school options, City Schools has also increased the number of pre-kindergarten seats and continues to offer school choice for middle and high school students.

The Ten Year Plan

In order to build on the reform efforts described above and to have a clearer picture of the structural challenges that have slowed or impeded our progress in certain areas, City Schools commissioned a comprehensive report on the physical condition and educational adequacy of our school buildings during school year 2011-12. The findings from the report conducted by the Jacobs Project Management Company are an important additional resource for the EGO process and the development of a 10 year plan.

In the fall 2012, the Board articulated a vision where all Baltimore City School students learn in 21st Century buildings. After a series of community meetings with school communities, the Board approved a 10-year facilities plan in January 2013 that would result in 163 modernized buildings, 26 closed buildings, and 17 closed schools over the course of the entire plan. That plan was presented to the State Legislature in addition to a proposed implementation plan in the 2013 legislative session. HB860 was passed and signed by the Governor in May 2013 setting up the funding and implementation mechanisms required to begin executing the plans for 21st Century buildings. Furthermore, City Schools is committed to quality 21st Century instruction and learning in these modernized buildings. The district, led by the Academic office, has begun the process of developing and refining a vision for what 21st Century education means for Baltimore City Public Schools.

The implementation for this plan is in its infancy beginning with the negotiation of an MOU required by HB860 with the State of Maryland, City of Baltimore, and Maryland Stadium Authority. Structures will be in place for regular review of the facilities plan, critical data points, and community engagement. In addition, the district has set up an interdisciplinary “core team” of staff whose responsibility it is to coordinate the implementation of this work.

Funding Analysis

Since 2009, City Schools has recognized the need to refine its model for Fair Student Funding for traditional schools and to devolve more funds to the schools. Getting the funding formula right for all schools and devolving as much funding as possible to schools will allow City Schools the flexibility to make the right decisions for students while providing school leaders the autonomy to deliver results.

In the 2011-12 school year, City Schools began the hard work of conducting a funding analysis with the help of a third party partner to analyze district school spending to determine the value of services provided by City Schools to charter and non-charter schools and to build the internal infrastructure to do this analysis internally in the future. This work will help identify what spending can remain directed by central office to schools and what spending can be devolved to schools to ensure that all funds are spent most effectively, efficiently, and flexibly. City Schools recognizes the need to ensure that the maximum levels of sustainable funds are available to all Baltimore schools, school leaders and school communities.

To provide all students with quality educational choices, City Schools is working to optimize its ability to use all educational tools and school models available to it as a portfolio district. One way to increase equity, efficacy and efficiency is through offering some services through a fee for service model. In 2011-12, City School identified 8 services that lend themselves to this model and will be offered on a fee for service basis in FY13. Five of the services applied only to charter schools because the funding for these services is part of the charter per pupil amount. Three of the services which are special education services apply to all schools because special education funding is distributed in the same way across all school types. Nine services will be offered in FY14 including some of the services from the previous year and the addition of a few professional development options for charter schools. Six of the services offered in FY14 apply only to charter schools because the funding for these services is part of the charter per pupil amount. The services offered in FY14 are:

- Systemic Professional Development – Common Core support
- SAT Prep Online - The program, created by the College Board, provides online practice for the Verbal and Mathematics sections of the SAT.
- High School Credit and Recovery - Courses are offered during the summer for students who need to recover credits. Students can take a maximum of two courses per summer.
- Elementary Summer School (K-3) - The K-3 summer reading program will be offered at school sites across the district. Students who participate will receive in depth reading instruction in the morning.
- Middle Grades Summer School (5-8) - The middle grades summer program will be offered at school sites across the district. Students who participate will receive in depth math instruction in the morning and enrichment opportunities including arts, STEM, and youth development in the afternoon.
- ¡Live Spanish! - Spanish immersion program for current proficient/advanced 5th to 7th graders offers options both for beginners and for those who already have some knowledge of the language.
- Summer Special Ed Staff Coverage - Schools are required to develop a plan and to budget for conducting required Individualized Education Program (IEP) meetings during the summer.
- Special Ed Prevention Plans - Provision of assessments and/or related services for students when school-based staff unavailable to provide assessment/service. If a school must submit a prevention plan during the summer months, they must budget for the cost of the needed services.
- Make-Up Services (formerly called Compensatory Services) – Recognizing that it is preferable that schools deliver the required make-up service for instructional services (after school hours) missed and attributable to the school, if the delivery of make-up services to student, after school hours, cannot be completed by the school, then the Office of Special Education will arrange for the tutoring services at the current contracted rate.

The Portfolio

Charter Schools: Maryland passed Charter School legislation in April 2003 and the City Schools policy was developed by November 2003. In

December 2004, the Baltimore City Board of School Commissioners expanded its commitment to innovation and choice by approving its first 12 charter school applications. Charter schools offer the school system opportunities to partner with stakeholders in a unique relationship that provides public funds to leverage the resources of organizations such as cooperatives of teachers, parents, and community groups, non-profit organizations and universities. Baltimore City's charter school partners range from Coppin University to the Living Classrooms Foundation to the Patterson Park Neighborhood Association. Baltimore now has 31 charter schools serving about 12,000 students and in May approved 3 new charters to open in SY 2014-15 and 2015-16. Nearly 14 percent of Baltimore's public schools are charter schools.

Ensuring Quality Schools of Choice: City Schools received a total of 8 charter applications between July 1, 2012 and June 1, 2013; three applications were approved. Lillie May Carroll Jackson School and Green Street Academy, which is converting from the transformation school type, are scheduled to open or convert in SY 2014-15. Additionally, the Banneker Blake Academy of Arts and Sciences is scheduled to open in SY 2015-16. Each applicant goes through a written application screening by City Schools staff and the New and Charter School Advisory Board. Then all applicants are interviewed. The Board of Commissioners holds a public forum in early Spring and then votes on each application in late Spring/early Summer, in accordance with the state mandated 120 day review period. Charter schools sign an initial five year contract with the district. Each charter school has an intensive two day site visit in year one, covering domains including governance, fidelity to mission, instructional program, stakeholder satisfaction, and operational viability, and then completes an accountability plan.

Accountability and Renewal for Schools of Choice: In year three or five depending on contract term, operator schools submit an application for renewal and begin the operator renewal process. The operator renewal process is designed to ensure consistency, predictability, fairness, rigor and transparency and was developed in collaboration with the Baltimore Charter Coalition and Supporting Public Schools of Choice (SPSOC) and included operators representing a diverse group of schools in terms of mission and vision, population served and grade configuration, City Schools' staff and other stakeholders.

Each school is reviewed based on the following metrics Student Achievement, School Climate and School Management consistent with charter law and Board policy. The renewal decisions are made by evaluating a variety of measures that include both quantitative and qualitative data. The Board of School Commissioners considers the application, analysis of the school's performance and feedback from the Advisory Board and votes to grant a full renewal (a new five year contract), a partial renewal (3 year extension of contract) or non-renewal. Last year due to the maturity of some schools and inconclusive data, 4 were granted one year extensions by the Board of School Commissioners.

The operator renewal process is designed to be iterative, in that at the conclusion of the renewal process, stakeholders are invited to participate in sessions designed to improve the process. One of the improvements was to create additional measures that can be used to provide data for immature schools.

This year we have 13 schools going through operator renewal including the 4 schools that received one year extensions as part of last

year's process.

School Type	Sch#	School Name	Renewal Type	Operator	Rubric Type
CHARTER	63	Rosemont**	Normal	Coppin State University	Elementary/Middle
CHARTER	332	The Green School	Normal	Experiential Environmental Education, Inc.	Elementary
TRANSFORMATION	338	Friendship Academy of Science & Technology	one year extension		
TRANSFORMATION	339	Friendship Academy of Engineering & Technology	one year extension		
TRANSFORMATION	341	REACH! Partnership School	one year extension		
CHARTER	346	City Neighbors Hamilton	Normal	City Neighbors Foundation, Inc.	Elementary
CHARTER	347	KIPP Harmony	Normal	KIPP Baltimore, Inc.	Elementary
TRANSFORMATION	349	NACA Freedom and Democracy Academy II	Normal	Northwood Appold Community Academy, Inc.	Middle
TRANSFORMATION	364	Bluford Drew Jemison STEM Academy West	Normal	Bluford Drew Jemison STEM Academy, Inc.	Middle
TRANSFORMATION	365	Baltimore Liberation Diploma Plus High School	Normal	Third Sector New England and Diploma Plus	AOP

TRANSFORMATION	366	Baltimore Antioch Diploma Plus High School	Normal	Third Sector New England and Diploma Plus	AOP
TRANSFORMATION	422	New Era Academy	Normal	Replications, Inc.	Middle/High
INNOVATION HIGH SCHOOL	428	Baltimore Talent Development	one year extension		

City Schools recognized the need to have a diverse portfolio of school options to match the diverse needs of our student population., The portfolio contains a mix of school types including—traditional schools, CTE schools, and entrance criteria schools as well as operator schools like charter schools and transformation schools to name a few. Our portfolio of operator schools is listed below.

School Type	Sch #	School Name	Address	Zip	2013-14 Grade	Grade Conf.
CHARTER	8	City Springs**	100 S. Caroline St.	21231	PK-8	PK-8
CHARTER	23	General Wolfe**	245 S. Wolfe St.	21231	PK-5	PK-5
CHARTER	47	Hampstead Hill Academy**	500 S. Linwood Ave.	21224	PK-8	PK-8
CHARTER	63	Rosemont**	2777 Presstman St.	21216	PK-8	PK-8
CHARTER	125	Furman L. Templeton	1200 N. Pennsylvania Ave.	21217	Pk-5	Pk-5
CHARTER	262	Empowerment Academy	851 Braddish Ave.	21216	Pk-8	Pk-8
NEW SCHOOLS INITIATIVE	322	New Song Academy	1530 Presstman St.	21217	PK-8	PK-8
CHARTER	321	Midtown Academy**	1398 Mt. Royal Terrace	21217	K-8	K-8

CHARTER	323	The Crossroads School**	Temp: 1601 E. Lombard Perm: 802 South Caroline St. (construction)	21231	6-8	6-8
CHARTER	324	KIPP Ujima Village Academy**	4701 Greenspring Ave.	21209	5-8	5-8
CHARTER	325	ConneXions: A Community Based Arts School	2801 N. Dukeland St.	21216	6-12	6-12
CHARTER	326	City Neighbors Charter School	4301 Raspe Ave.	21206	k-8	k-8
CHARTER	327	Patterson Park Public Charter	27 North Lakewood Ave.	21224	PK-8	PK-8
CHARTER	328	Southwest Baltimore Charter	1300 Herkimer St	21223	K-8	K-8
CHARTER	329	Inner Harbor East Academy	200 N. Central Ave.	21202	PK-8	PK-8
CHARTER	330	Northwood Appold Community Academy	4417 Loch Raven Blvd.	21212	K-5	K-5
CHARTER	331	Maryland Academy of Technology & Health Sciences	2801 N. Dukeland St.	21216	6-12	6-12
CHARTER	332	The Green School	2851 Kentucky Ave.	21213	K-5	K-5
CHARTER	333	Independence School Local I	1250 W. 36th St.	21211	9-12	9-12
CHARTER	335	Baltimore International Academy	4410 Frankford Ave.	21206	K-8	K-8
CHARTER	336	Baltimore Montessori Public Charter School	1600 Guilford Ave.	21202	Pk-6	Pk-6
CHARTER	337	Afya Public Charter School	2800 Brendan Avenue	21213	6-8	6-8
TRANSFORMATION	338	Friendship Academy of Science & Technology	801 S. Highland Avenue	21224	6-12	6-12
TRANSFORMATION	339	Friendship Academy of Engineering & Technology	2500 E. Northern Pkwy.	21214	6-12	6-12
TRANSFORMATION	341	REACH! Partnership School	2801 Saint Lo Drive	21213	6-12	6-12

CHARTER	346	City Neighbors Hamilton	5609 Sefton Avenue	21214	K-7	K-8
CHARTER	347	KIPP Harmony	4701 Greenspring Ave.	21209	K-4	K-8
CHARTER	348	Baltimore Leadership School for Young Women (BLSYW)	128 W. Franklin Street	21201	6-10	6-12
TRANSFORMATION	349	NACA Freedom and Democracy Academy II	2500 E. Northern Pkwy.	21214	6-10	6-12
TRANSFORMATION	364	Bluford Drew Jemison STEM Academy West	2000 Edgewood St.	21215	6-12	6-12
TRANSFORMATION	365	Baltimore Liberation Diploma Plus High School	2801 N Dukeland Street	21216	ages 15-21 (over age and under-credited)	ages 15-21 (over age and under-credited)
TRANSFORMATION	366	Baltimore Antioch Diploma Plus High School	2555 Harford Road	21218	ages 14-21 (over age and under-credited)	ages 14-21 (over age and under-credited)
CONTRACT	368	Elmer A. Henderson: A Johns Hopkins Partnership School	1101 N. Wolfe Street	21213	K-6, 8	K-8
CHARTER	373	Tunbridge Elementary School	5504 York Road	21212	PK-6	PK-8
CHARTER	376	City Neighbors High School	5609 Sefton Avenue	21214	9-12	9-12
TRANSFORMATION	377	Green Street Academy	201 North Bend Road	21229	6-9	6-12
CHARTER	379	Roots and Branches School	1807 Harlem Avenue	21217	k-4	K-5
CHARTER	381	Monarch Academy Public Charter School	2525 Kirk Ave.	21218	K-6	K-8
TRANSFORMATION	382	Baltimore Design School	1500 Barclay St.	21202	6-9	6-12
CHARTER	383	Baltimore Montessori Public Charter Middle School	1600 Guilford Ave.	21202	6-8	6-8

CHARTER	384	Creative City Public Charter School	2810 Shirley Ave.	21215	K-2	K-5
TRANSFORMATION	422	New Era Academy	2700 Seamon Ave.	21225	6-12	6-12
TRANSFORMATION	427	Academy for College and Career Exploration (ACCE)	1300 W.36th Street	21211	6-12	6-12
INNOVATION HIGH SCHOOL	428	Baltimore Talent Development	1500 Harlem Avenue	21217	9-12	9-12
CHARTER	432	Coppin Academy**	2500 W. North Avenue	21217	9-12	9-12

Family Engagement

1. Describe how the LSS shares information with parents about student academic standards, assessments and data (e.g., publications, website, workshops, etc.).

City Schools uses a variety of tools to share information with parents about student academic standards, assessments, and data with parents. These include print correspondence, publications and other print materials, three district websites (for public and employees), school websites, Parent Portal, automated calls through Parent Link and Channel 77.

As of September 2010, all schools and programs have websites. A new content management system was installed that is very easy for all employees to use. Departments within the district office can now easily manage and maintain their sections of the district website. Information on the district site is current and provides up-to-date information on student academic standards, assessments, and data.

Each school has a unique website with important information such as school progress data and key contact information, along with the capacity to link to students' grades and attendance and more. Websites include a prominent link to a school profile that includes testing and climate survey data, which are maintained and updated by the district office.

Parent Portal provides parents with a range of tools to help them support their children's education. This year, City Schools will continue to expand the features of this tool to include grades on individual assignments, quarterly grades, disciplinary actions and attendance and other important information for parents online. In the 2012-13 school year, Parent Portal was offered to parents throughout the district. As of June 2013, there were 5,906 active parent accounts on the Parent Portal across 186 schools. This is a significant increase from the previous year's 3,452 parent accounts at 167 schools. Through Parent Portal parents also have online access to resources and tools that support their children's learning, including links to Encyclopedia Britannica, the Library of Congress, National Geographic and the Black History Center.

In addition to these tools, all schools, excluding alternative and special programs, must have one or more annual meetings during the school year to discuss yearly school and student progress data, school performance plans to increase the academic achievement of all students, financial program information and schools' implementation of their family and community engagement plans. This requirement is governed by City Schools' Family & Community Engagement Policy and requires that schools present parents with the latest information about student academic standards, assessments and data.

The Engagement Office worked with many other district offices to create and distribute a wide range of communications to all families in 2011-12, including the following:

- **2012-13 back-to-school packets.** For the convenience of families and to ensure efficiency for schools, materials to be distributed at

the beginning of the school year are delivered to schools pre-bundled into packets for distribution to students. Each student packet contains a Family Handbook and Directory describing important policies and supports available for students and families (with an address and phone number directory for all schools); a Family Information Calendar with important dates and events; the annual Code of Conduct; the application for Free and Reduced-Price Meals; and several additional forms and flyers.

- **Family Menus.** These monthly newsletters for parents feature articles about supporting students and promoting learning at home, information about Family Institute, tips and resources for health and nutrition and school lunch menus.
- **21st-Century Buildings for Our Kids.** Communications in support of this major initiative were broad, varied, and designed to engage at entire school communities. Staff produced several videos for use at school-based meetings of parents and other stakeholders (and posting to the district website for broader viewing), lengthy printed reports, one-page recommendation summaries for each school (in poster and flyer formats), an extensive website area, social media use, etc., all designed to raise awareness of and support for the buildings plan overall and to inform school communities about recommendations for their particular school buildings.
- **Summer Jump promotional materials.** To support the significant expansion of seats for summer learning programs, the communications division created a series of print materials for general and targeted audiences, including letter templates, a program catalog, flyers and direct-mail postcards; a comprehensive set of webpages; radio advertising; and Parent Link phone calls.
- **School survey.** To increase parent participation in the annual school survey, the communications division created a multi-prong campaign that included district and school website postings, social media use (Twitter), flyers, Parent Link calls and radio advertising. Communications staff is also participating in development of a toolkit for school leaders to facilitate their sharing of survey results with their school communities.
- **Flyers.** A wide range of flyers was distributed either in print or digitally throughout the school year to alert families to various programs, initiatives, forums, events and opportunities.

In addition to system-wide communications, some families received communications specific to their children's school or grade levels. These communications included

- **Middle and High School Choice.** The publication that explains the school choice process and provides an overview of school options for families with students who entered middle or high school in 2012-13 was revised and updated. The guide helps families choose the best school for their children—and prepare for the transition from middle to high school, and to college and career. In the past year's guide, coverage of Career and Technology Education was expanded. To support choice still further, complementary webpages were developed, a series of videos was created in which students discussed their schools and how they made their own school choices, and staff created a Powerpoint presentation to be delivered at the School Choice Fair and in presentations by the Enrollment, Choice and Transfers Department.
- **Expanding Great Options/21st-Century Buildings Plan Recommendations.** A range of communications went out to families with students enrolled in schools slated for major change in 2013-14, including flyers, letters and Parent Link calls. These communications to families helped to increase attendance at community briefings and hearings.

- **Pre-Kindergarten and Kindergarten Registration Guide.** The communications staff worked with the departments of Early Learning and Enrollment, Choice and Transfers to update this annual guide, which not only describes the registration process for families with young children entering the district but also outlines the importance of early education and the high quality and value of City Schools' early learning options.
- **Brochures and other publications.** Several program-specific brochures were created in the 2012-13 school year, including one describing the One Year Plus program and one describing resources for students who are homeless. Staff also assisted in editing and designing the handbook for PSRP members about the new performance evaluation system.

In 2012-2013, City Schools used ParentLink as a tool for school communities to communicate effectively with families. Through a simple automated phone call, schools are able to deliver information easily and effectively to families. From July 2012 to June 2013, ParentLink was widely used at both district and school levels. The system was used by schools to reach families on a total of 6098 distinct occasions, with 196 schools using Parent Link at least once in the year. Messages included announcements of school closings or upcoming events. The district office used the system to inform families about Board meetings and work sessions, community forums, academic opportunities, attendance initiatives, back-to-school reminders and testing dates, among other things.

Finally, Education Channel 77 provides an important opportunity for City Schools to share information with parents and community members. Continued funding by The Gary I. Strausberg Children's Cable Education Fund supports City Schools' emphasis on original, local content, largely developed with student participation. The following signature programs were highlights of the 2012-13 year, and footage from these programs was used to enhance district websites—and thereby spread exposure to video stories through use of multiple channels.

- ***Shows produced by Career and Technology Education (CTE) students.*** For the 2012-13 school year, students in the CTE career pathway for Arts, Media and Communications showcased their classroom video productions on Channel 77. Videos covered a wide range of topics and formats: public service announcements, commercials, music videos, short and longer format television shows and more. Seventy-three completed productions (approximately five hours of original programming) aired on Channel 77 during the 2012-13 school year.
- ***Great Kids Up Close.*** This television series is hosted by students and produced by staff and students. Each episode features several stories about students and different school-based activities. Nine new 30-minute shows were produced in 2012-13, including a 50-minute season finale.
- ***You Too/Tu Tambein.*** This new program is produced and developed by City Schools staff and features a range of topics in English and Spanish, including the benefits of early learning, the school choice process and how to apply for college scholarships. Six 20 to 50 minute shows were produced during the 2012-13 school year.
- ***School Board meetings.*** Channel 77 continues to air recorded and live public meetings of the Baltimore City Board of School Commissioners. Ranging from two to four hours in duration, these recorded meetings repeat weekly on the station. Meetings are also streamed live on the internet as of April 2013.

Channel 77 also aired special feature videos, including a show about summer learning in City Schools called, *What We Did this Summer*, a special presentation of the 2012-13 Dance Symposium and a musical performance featuring four City Schools and Peabody Institute musicians.

School Modernization and Renovation Transformation (SMART) Strategy

PLAN FOR 21ST CENTURY BUILDINGS

Baltimore City Public Schools students have made dramatic progress in recent years. Achievement is up across the board since 2007, with 18.5 percent more students scoring proficient or advanced in reading and 25 percent more in math on the Maryland School Assessment (MSA) tests in 2011 compared with 2007. Graduation is at an all-time high, and dropouts are down by 56 percent over the same time period. Meanwhile, enrollment has increased each year for the past four years, reversing a four-decade pattern of decline. And as more and more students are engaged and succeeding in school, juvenile crime in Baltimore has plummeted by almost 70 percent.

But this progress has been achieved in spite of the poor quality of the facilities in which students learn and teachers teach every day. Rather than being a source of support to the learning environment, the physical condition of too many buildings is an obstacle in the way of students' achieving their full potential. Research—and common sense—make it clear that buildings matter for learning. City Schools' building inventory is the oldest in the state, with the average age of school buildings at almost 40 years. Heating systems in many buildings are unreliable, resulting in classrooms being too hot or too cold. Half of schools lack air conditioning, forcing closures and undermining productivity in the warm months of the school year and during summer learning. The windows in many schools have turned opaque with age; many don't shut properly, while others do not open. As STEM subjects (science, technology, engineering and mathematics) become ever more important, the vast majority of schools lack adequate science classrooms. Rising student interest in career and technical education outstrips current seats in those programs, and providing more of those hands-on learning opportunities will require a significant facilities investment. And after years of population shifts, many schools need to be expanded to accept higher enrollment, while others are seriously underutilized and may make sense to close.

In the fall 2012, the Board articulated a vision where all Baltimore City School students learn in 21st Century buildings. After a series of community meetings with school communities, the Board approved a 10-year facilities plan in January 2013 that would result in 163 modernized buildings, 26 closed buildings, and 17 closed schools over the course of the entire plan. That plan was presented to the State Legislature in addition to a proposed implementation plan in the 2013 legislative session. HB860 was passed and signed by the Governor in May 2013 setting up the funding and implementation mechanisms required to begin executing the plans for 21st Century buildings. Furthermore, City Schools is committed to quality 21st Century instruction and learning in these modernized buildings. The district, led by the Academic office, has begun the process of developing and refining a vision for what 21st Century education means for Baltimore City Public Schools.

The implementation for this plan is in its infancy beginning with the negotiation of an MOU required by HB860 with the State of Maryland, City of Baltimore, and Maryland Stadium Authority. Structures will be in place for regular review of the facilities plan, critical

data points, and community engagement. In addition, the district has set up an interdisciplinary “core team” of staff whose responsibility it is to coordinate the implementation of this work.