BALTIMORE CITY
PUBLIC SCHOOLS

Bridge to Excellence
Baltimore City Public Schools
Master Plan

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Gregory E. Thornton, Ed.D., Chief Executive Officer
Linda P. Chen, Chief Academic Officer

2014 Master Plan Annual Update

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

Master Plan Annual Update Part I

Due: October 15, 2014

Local Education Agency Submitting this Report:
Baltimore City Public Schools

Address: 200 E. North Ave, Baltimore MD

Local Point of Contact: Amreena Hussain

Telephone: 443-642-3958

E-mail: ahussain@bcps.k12.md.us

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2014 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 education agency'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 **Date**

_____ _____

Signature of Local Point of Contact **Date**

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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
Jill Basye Featherston	Office of Teaching and Learning
Nicholas Greer	Office of Teaching and Learning
Jessica Chapman	Executive Assistant, Special Education
Pauline Edwards	Director, Grants Administration
Michael Haugh	Office of Student Support
Tasha Johnson	Director, Title I
Laura Jones	Office of Teaching and Learning
Luis Lima	Office of Teaching and Learning
Janise Lane	Office of Teaching and Learning
Dennis Jutras	Office of Teaching and Learning
Ebony McFadden	Career Technology Education
Amie Bettencourt	Office of Achievement and Accountability
Channa Williams	Chief Financial Office
Amy Rosenkrans	Office of Teaching and Learning
Joel Madrid	Human Capital Office
Keith Dysarz	Chief Academic Office
Heather Nolan	Director, Knowledge Management
Kathryn Dachille	Specialist, School Turnaround Office

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Executive Summary

I. Introduction:

The goal of the Baltimore City Public Schools 2014 Master Plan Update is 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 Baltimore City 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

3) All students will learn in environments that embody a culture and climate of excellence, mutual respect, and safety.	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.
4) All students will benefit from increased family and community engagement that builds resources and opportunities for student success.	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
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	5) City Schools will be good stewards of the district resources and provide excellent customer service through innovative, integrated, responsive management practices
6) All students will benefit from great schools that meet the needs of students and communities	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

The 2014 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 SY13-14 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 the 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 Maryland College and Career Readiness Standards;
- Begin the implementation of 21st century school facilities

In SY 13-14, student enrollment decreased slightly. Enrollment was 84,730 which still represents a significant increase since 2007-2008. Attendance remains a challenge; City Schools' overall attendance rate dropped slightly from 90.1% in SY12-13 to 89.7% in SY13-14. This was primarily due to declines in attendance rates among African-American students, students with disabilities, and students receiving free and reduced meals. The district is implementing an aggressive plan of action for SY14-15 to address this problem. City Schools continues to make gains in school readiness, which we believe is a result of our continued investment in full-day Pre-K.

Like other districts across the state, 2014 MSA results for City Schools declined in SY13-14. This was the final year for the MSA Assessment, which will be replaced by the PARCC Assessment in SY14-15. Last year's assessment was not aligned to the Maryland College and Career-Ready Standards, and the misalignment was most pronounced in math.

In the SY14-15 school year, the focus of City Schools continues to be the transformation of classrooms by ensuring that excellent teaching and learning is taking place and that all students are achieving at their potential. Going into SY14-15, the district will support this work with three key areas of focus:

- District transition to Maryland College and Career Readiness 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

II. Budget Narrative

a. System Priorities

Baltimore City Public Schools' operating budget for SY14-15 (FY15) supports sustained progress toward the vision articulated by the Baltimore City Board of School Commissioners:

> To ensure that every student graduates ready to achieve excellence in higher education and the global workforce through a focus on quality instruction, efficient management, and fostering a culture of excellence.

In recent years, City Schools has created school options and expanded school choice, established a process for review of school performance, increased schools' autonomy over their budgets, begun long-term work to build staff capacity, engaged families and communities in new and expanded ways, and built support across local and state partners and constituencies for an unprecedented investment in school buildings. This work has resulted in a range of positive results: sustained enrollment, lower drop-out rates, and increased numbers of students graduating from high school.

The priorities reflected in the district's FY15 budget rest on this foundation of broad systemic reform and focus on sustaining progress by ensuring excellent teaching and learning in every classroom:

- Teachers are rising to the challenge of the new Maryland College and Career-Ready Standards, supported by investments in aligned curricula, instructional resources, professional development, and technology for administering the online assessments that will measure student growth toward meeting those standards.
- The district has articulated expectations for teachers and school leaders as they advance in their careers, and has developed supports to help them build capacity, as well as financial incentives for attaining excellence.
- The 21st-Century Buildings Plan creates an exciting opportunity to transform how physical spaces in schools support dynamic teaching and learning. Resources dedicated to the plan ensure that commitments to project partners will be met and communities can be fully engaged in the process.

Of course, the budget also reflects the financial climate in which it was developed. Overall revenues are anticipated to increase only slightly, and at a rate well below the average seen in the past three years. At the same time, costs continue to increase—particularly those associated with salaries and benefits for staff who teach in our classrooms and support our students every day.

As in the preceding two years, this budget maintains the district's commitment to funding schools first, and prioritizes providing the funds required for schools to maintain their spending power. Over the past three years, this approach has shifted more than $30 million from the district office budget to schools. The challenge for school communities will be to find ways to deploy a similar level of resources to help students reach higher standards of college and career readiness. For the district, the challenge lies in finding ways to maximize efficiencies to absorb rising

costs in both schools and the district office, while ensuring sufficient funding for priority initiatives to support students' continued progress toward higher levels of achievement and success.

Teacher Contract

Baltimore City Public Schools is proud to be a national example of innovation and partnerships, exemplified by a teacher contract based on four 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 absolute necessity of a culture that promotes collaboration and shared leadership within schools

The goals of City Schools' teacher contract are to retain the best teachers for our students by allowing them to grow professionally, while attracting the best talent to Baltimore. This is made possible through significant increases in compensation, creating a strong incentive to retain and attract great teachers; eliminating steps in compensation based solely on time and acquisition of advanced degrees, in favor of an "earn as you grow" or "self-pacing" concept. This revolutionary process moved City Schools from the bottom quartile to the top quartile in teacher compensation in the state. The contract creates new career pathways to reward and recognize teachers and education professionals who excel 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, and added professional responsibilities; they are also based on improved student achievement, rather than years of experience. Finally, the contract establishes a system of checks and balances among principals and teachers to ensure that all are working toward the same goal of student achievement. This goal is accomplished through the Joint Oversight Committee, Professional Peer Review Committee, Joint Governing Panel, and the creation of other subcommittees as needed. In 2013-2014 City Schools continued to make major strides in the implementation of the school leader evaluation, as well as our efforts to grow teachers along the career pathway.

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 Maryland College and Career Readiness Standards and the City Schools' academic priorities of Rigor, Engagement and Intervention

The Instructional Framework is intended to create alignment between 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 Maryland College and Career Readiness Standards. In school year 2014-2015,all schools will continue to use the Instructional Framework and Rubric for classroom observations, both formal and informal.

In SY 13-14, City Schools entered into its final year of transitioning to the Maryland College and Career Readiness 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 SY13-14, instruction at all schools was aligned to meet the demands of the MCCRS. In SY14-15, schools will 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," causing students to miss critical learning

School leaders have created action plans outlining their school's transition process to the MCCRS. 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 the new Math, ELA/Literacy Standards, and PARCC assessments. Additionally, City Schools will continue to revise curriculum and assessments aligned to the Maryland College and Career Readiness Standards, utilizing its district curriculum writers in ELA and mathematics.

<u>Turning Around Low Performing Schools</u>

In SY13-14 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. 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.

b. Fiscal Outlook

Revenue Analysis

City Schools' funding comes from several sources. The largest contribution, accounting in recent years for more than two-thirds of total district revenue, comes from the State of Maryland; funds from the City of Baltimore make up the next largest contribution to total revenue, followed by federal funds received either directly or through the state. Finally, the district derives some revenue from various other sources, including rent, and investments and tuition paid by nonresidents of Baltimore who attend City Schools.

The district is also able to draw on its fund balance, which comprises money not used in the prior operating year—for example, if revenue in some categories exceeds projections in the adopted budget, or if expenses are lower than budgeted because of increased efficiencies, staff vacancies, and so on—and is therefore available in subsequent years. At the close of FY14, the district anticipated depositing $10 to $15 million in savings realized during the SY13-14 school year into the fund balance. Approximately 50 percent of the fund balance is "assigned," meaning that it can be used only to cover specific expenses (e.g., capital projects, specific budgetary allocations), while the remainder can be used to cover legal obligations and planned major initiatives (the "unassigned" fund balance) or, by Board resolution, for budget stabilization.

City Schools' fund balance has grown each year over the past five years; at the end of FY13, the unassigned fund balance was 4.3 percent of the FY14 operating budget, a healthy level by regional standards. Heading into FY15, the fund balance provides a viable source of revenue to cover specific expenses and budgetary shortfalls, keeping in mind both the district's current *and* future obligations. To ensure long-term good stewardship of financial resources, the Board of School Commissioners is considering setting targets for the fund balance as a matter of policy.

For FY15, the district anticipates total revenue of $1,340,942,541, which includes $910,753,521 from the state, $254,684,808 from the city, $139,612,583 from federal grants and the school lunch program, and $35,891,629 from other sources (including $27.5 million drawn from the fund balance).

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 Maryland College and Career Readiness 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.

Maintaining a Solid Foundation to Support Future Growth

As reflected in the FY15 budget, City Schools' systemic reforms are now mature and firmly established, enabling the district to focus on the work needed to ensure excellent teaching and learning in every classroom. With new standards and curriculum in place in English language arts and mathematics (and soon to begin implementation in science), this focus is essential for the district to prepare students for success in college and career in the 21st century.

Supporting students as they meet more rigorous standards is in itself a significant challenge that demands significant resources, but when coupled with the decline in federal grant funds and required increases in investments in 21st Century school buildings, the need for careful, strategic budgeting is magnified. The district's conservative stewardship of funds over the past several years has positioned City Schools well to make these transitions; but the challenges of presenting a balanced budget for FY15 will persist and may intensify in coming years, particularly if enrollment growth slows.

A budget that continues to empower schools through heightened investment, yet demands accountability at both the district office and school level—as does this Baltimore City Public Schools budget for FY15—will position the district well for a new phase of reform and success.

III. Goal Progress

a. Race to the Top Scopes of Work

A. Executive Summary

Project 12 – Implementation Support:

The Race to the Top grant implementation is managed through the Chief Academic Office and focuses on the grant reporting, fiscal management and programmatic fidelity to the district's scope of work. Also, this project focuses on district-wide communication strategy pertaining to the

teacher and school leader effectiveness initiatives that are funded through the Race to the Top grant. A communication specialist in the office of Family and Community Engagement works directly with all key offices in the district office as the Communications' liaison and directs the communications efforts collaboratively. Specifically:

- Develop and implement a cohesive communication plan for all three areas (website, email, print, social, events, other)
- Participate in a ollaborative leadership team that meets weekly (Chief of Staff, Chief Academic Officer, Human Capital Officer, Chief of Achievement and Accountability, Chief of Schools, Manager of Labor Relations, Executive Director of Engagement, and support staff from each office)
- Active member of cross-office/departmental planning and workgroups (weekly meetings)

Teacher effectiveness

- Communication support for the Teacher Effectiveness Evaluation
- Communication lead for "Teacher of the Year"
- Communication lead for Lead Teacher career pathway designation
- Lead weekly communication meetings and workgroups specific to teacher effectiveness (OAA, Academics, HC)

School leader effectiveness

- Communication support for the School Leader Effectiveness Evaluation
- Communication lead for Transformational Principal designation
- Communication lead for the Growing Great Leaders initiative (collaborative effort between City Schools, New Leaders, and The Noyce Foundation)

School effectiveness

- Communicate and participate in School Effectiveness Reports (SERs)
- Communicate with program updates and announcements

<u>B. Standards and Assessments</u>

Project 1 –Formative Assessments and Implementation of Maryland College and Career Readiness Standards

The district has developed curriculum, assessments, and provided professional development aligned to the Maryland College and Career Readiness Standards in English language arts, mathematics, and literacy in science/social studies/technical subjects. In addition, City Schools has continued to implement literacy diagnostic assessments to make data-driven instructional decisions for the benefit of students. In Year 4, City Schools utilized RTTT Project 1 funds to make a significant investment instructional material aligned to standards. The material was disseminated to classrooms across the district and has been very impactful in implementing the new standards.

Curriculum

- Literacy
  - In Pre-K, the online scripted curriculum was enhanced to provide 10 literacy units with a scope and sequence aligned to the Maryland College and Career Readiness Standards and instruction aligned to City Schools Literacy Instructional Model. In grades K-5, continued development of MCCRS for literacy was supported through the expansion of the Common Core Text Exemplar Lesson Sets in our reading curriculum. The district also provided all schools with anchor texts embedded within the curriculum. Additional support was also provided in the area of word study, including phonemic and phonological awareness, phonics, spelling, grammar and vocabulary. City Schools also revised the Literacy Design Collaborative (LDC) Modules and Units of Study.
  - Continued development of MCCRS for mathematics was supported through revised and enhanced Units of Study. The supporting scope and sequence documents were 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 was purchased for all schools to address the need to improve fluency in mathematics in grades K-8.
- Math
  - Agile Mind curriculum resources continue to be enhanced and implemented in grades 6-8 through Year 4 of RTTT to support the transition to MCCRS. All scope and sequence documents are being aligned to the standards, and all Agile Mind units of study have been revised to have connections to the Mathematics Instructional Model, with explicit connections to Automaticity in each unit. Revisions were also be made to Agile Mind courses in Intensified Algebra I, Honors Algebra I, and new courses in Geometry, and Algebra II.

Assessments

- English Language Arts (ELA) and Content Literacy Assessments
  - In Year 4 City Schools has continued to implement the 3 literacy diagnostics (beginning, middle and end of year) that were the original foundation of this RTTT project.

- The district has also continued to use the RISE assessment in grades 6 - 9, this assessment had now been expanded to grades 5 and 10.
- In grades K-5, reading and writing assessments is administered at the end of each text exemplar module. Questions are modeled after the PARCC prototypes and released items in order to best prepare students for the coming assessments. In grades 6-12, student progress on the ELA and content literacy standards is measured using the Literacy Design Collaborative writing assessments at the end of each module.

- Mathematics Assessments
  - Grades K-5 are experiencing Pre/Post Unit Assessments aligned to the Maryland College and Career Readiness Standards. Additionally, a problem solving task modeled after the PARCC prototypes and released items will be created and administered.
  - In grades 6-12, students 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 (PD)

Teachers and school leaders continue to experience PD centered on the Instructional Models for literacy and mathematics. In Year 4, City Schools has focused on how MCCRS are implemented at the school level by continuing our development work on Instructional Leadership Teams (ILT) and Teacher Collaborative Planning Teams. To support these structures, all non-math teachers have participated in common cycles of professional learning that are focused on the instructional shifts of text-dependent questioning and writing from sources.

C. Data Systems

City Schools has two projects in this assurance area: Project 3 focuses on data driven instruction and training for teacher and school leaders. Project 6 focuses on the development of the Online Professional Management System (OPMS). The data systems that have been created at BCPS over the past three years have focused on various frameworks, processes and solutions that aid in the appraisal, training, development, reward, retaining and growth of teachers and principals.

The results are clear, BCPS has a better quality of data and information about the quality and effectiveness of its teachers and principals. This has led to better decision-making and a better insight into what is happening on the ground. Ultimately it will affect the quality of the education that students receive.

Projects 3 –Data Driven Instructional Teams

This project designs and delivers training and onsite coaching to school leaders, district leaders, and teachers on the Data Driven Instructional Team (DDIT) model for City Schools. DDIT is comprised of two interconnected cycles: Decision Making for Results (DMR) and Data Teams (DT). DMR supports leadership teams in designing their school plan for improving instructional practice and learning across the school. DT is a model for collaborative teacher teams that empowers professionals to improve teaching and learning. Both processes focus on adult actions to drive student outcomes. We have developed additional trainings for teachers to receive Achievement Unit (AU) credits and in the process of approving training for school based leaders to earn Leadership Unit (LU) credits.

- 141 schools have been trained in DDIT and are showing evidence of establishing the process based on information collected via onsite coaching with Instructional Leadership Teams.
- As a result of the training, schools are revising their School Performance Plan (SPP) to align with prioritized needs.
- 87% of schools have received onsite coaching and meaningful feedback from their School Achievement Trainers to support their fidelity of implementation.
- Principals, Instructional Leadership Team members, and teachers consistently provide positive feedback on the DDIT training, onsite coaching visits, and evening workshops.
- Over 90% of participants in initial DDIT 2-Day training agree that the training had clearly defined and articulated goals, provided opportunity to apply the concepts, and presented strategies to apply these concepts into their classrooms or schools.
- Over 90% of participants in DDIT evening workshops agree that they gained a deeper understanding of the cycle, found it relevant to their work, and would recommend the training to others.
- Over 90% of principals agree that onsite coaching provides their school with opportunities to deepen and refine their use of the model and receive answers to questions or concerns unique to their school.

Project 6 – Project Technology Supports for Evaluation System

Funds from Race to the Top Project 6 supported Baltimore City Schools' implementation of technology systems to support the following initiatives in RTTT Year 4:

Completed Projects:

Project Name	Description
BTU OPMS System Roll Out	Evaluation system for the Baltimore Teachers Union (BTU) staff based on the 2013-2014 agreement. Modules include: • Formal Observations • Mid-Year Reports • Annual Evaluations
Teachers Effectiveness Rating System V2	Comprehensive rating system for determining the effectiveness of the teacher using school and student growth. Modules delivered include: • Effectiveness Rating Components • OPMS/Professional Expectations/School & Student Growth • Teacher Effectiveness Calculations/Reports • Limited Effectiveness Report • Comprehensive Effectiveness Report
Certification Manager	Automation of the certification management system, including notification of expiration, renewal, and approval of certificates.
Professional Growth System (PGS)Enhancements and Reports	Enhanced functionality for managing learning and development of all BTU staff using the PGS

In progress Projects

Project Name	Description
Principal Effectiveness Rating System (PER)	Evaluation system for principals based on comprehensive set of evaluation factors
Model Pathway System (Peer Review for BTU)	Manage the movement of teachers from professional to model pathways
BTU AU Bank Statement	Updated view of AU procured and consumed by teachers in a bank statement format.

Student Contribution System (AU Menu)	Additional methods to procure AU by additional activities performed by teachers at school
Production Support / Enhancements	Maintenance and enhancements to the new system as needed

The aim of the Project 6 was to expand the reach of the City Schools technical framework to accommodate more system and enable the effectiveness of the teachers and schools leaders in measurable ways. Integrated systems and various enhancements have been delivered and are functioning within acceptable parameters. The professional development system 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 district 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 was initially implemented as a pilot program over the past year. Recently a new appraisal system was rolled out with a new integrated framework to replace the pilot system. Enhanced reporting ability has enabled administrators to capture several data issues and increased the quality and engagement of appraisals. Member initiated contributions and leader contributions to the school, students and peers can now be recognized and captured in the system. These are approved and standardized projects, which contribute to the growth of the district as well as local schools where the contributors are rewarded for their work.

D. Great Teachers and Leaders

Projects 4 and 5 focus on the development, training and communication of the new teacher and school leader evaluation system. Project 7 is the implementation arm of the evaluation system and focuses on the development and implementation of a scaffolded pathway system that allows teachers and school leaders to progress along a trajectory of career growth that is grounded in outcomes. Finally, Projects 8 and 10 provide high quality professional development opportunities to teachers and school leaders. Project 8 has continued to support the Office of Teacher Support and Development and Executive Directors of Principal Support, while Project 10 develops high quality Achievement Units for the Professional Growth System that was developed through Project 6 (Data Systems).

***Projects 4 and 5* – Development of new evaluation measures and tools and the development of communications and professional development materials to implement the evaluation system**

Student Learning Objectives (SLO) Development and Rollout

- Provided in-person trainings for SLO ambassadors to learn how to roll out SLOs to the district (200 SLO ambassadors); provided trainings to principals on approving SLOs; and released an SLO guidebook to guide teachers through the process of developing SLOs.

- Field-tested SLO for all teachers in tested and non-tested grades and subjects

Overall Teacher and School Leader Evaluation Rollout

- Released Teacher Evaluation Guidebook; provided profession development to teachers at BTU Quest conference on understanding evaluation results to improve professional practice; provided principals with mock ratings for school leader evaluation system; and, visited schools to inform teachers about different components of evaluation system.

- Engaged in extensive stakeholder feedback to inform the implementation of the evaluation system included surveys and focus groups. These are geared towards gaining clarity about how the teacher effectiveness evaluation is being implemented at the classroom level and to learn more about the knowledge and beliefs educators hold about the evaluation system.

Project 7 – Evaluation System Implementation

City Schools has implemented all 4 of the teacher career pathways (Standard, Professional, Model, and Lead) and signed a new 3-year agreement with BTU to continue implementation of those pathways. In May 2014, the first pool of Lead teachers was named. Since the beginning of implementation in Spring 2011, 6 cohorts of teachers have completed the Model peer review process, yielding over 250 peer reviewed Model teachers. As a result of the new contract, Grandfathered Model teachers must meet additional requirements by Fall 2014 in order to continue to advance on the Model pathway. In addition, Achievement Unit (AUs) opportunities for teachers have continued to grow as new options from professional development, teacher initiated projects, and district-sponsored initiatives are submitted and approved for AUs. The Career Pathway Service Center remains an interval component in success communication and implementation of these initiatives especially as it pertains to approval and awarding of AUs. The Joint Governing Panel will decrease in size to 4 members in SY14-15 and then to 2 members in SY15-16 as systems and processes established through implementation has ensured more process automation and seamless transitions. The Joint Oversight Committee continues to serve as the governing body that approves all new policy and processes for implementation. However, as the major deliverables of the contract have been completed, the team's role has shifted to policy and processes refinement. The impact of this program's implementation on teachers is apparent, considering that they voted favorably this year to continue implementation of this program for another 3 years after originally voting against it in the first vote of 2011.

Though implementation of the school leader pathways has been met with several challenges and delays, the implementation team has now developed criteria and process for principal advancement onto the Transformational pathway. The inaugural cohort of Transformational principals was announced in early May 2014. They will assume the role officially as of July 2014. In addition, the second cohort of Transformational principals will be announced in the Fall of 2014. Plans for the criteria for movement onto the Distinguished pathway as underway and the team anticipates a Spring 2015 roll out of the role and criteria. There are now over 20 approved Leadership Unit opportunities for school leaders including member initiated projects and PD opportunities, several more are in development for Fall 2014. While the district has struggled to identify and hire staff to meet the demands of this body of work, the team consisting of Academic and Human Capital staff have galvanized to ensure the success of this program. School leaders are now energized about the possibilities through the school leader contract and the district is now in the process of solidifying a new 3-year agreement with PSASA that will continue implementation.

Project 8 – Educator and School Leader Supports

The district has developed over 218 courses that are being offered to educators in Baltimore City Schools. All courses were designed following the MSDE Professional Development Standards Guide as well as the City Schools Professional Development Standards Guide and all of the courses have been approved for Achievement Units under the current teacher contract. The impact of the courses on teacher growth is monitored through teacher perception surveys, review of projects completed by participants, and, ultimately, changes in teachers' evaluations. It is too early to identify changes in teacher evaluation for those attending, but perception data shows a high degree of teacher satisfaction and connection to the shifts to the new standards. A nine hour facilitation course has been designed and is being expanded to facilitators of all approved courses, after a pilot of the course was implemented this academic year with Systemic Professional Development facilitators. Thus far, 167 facilitators have completed the course, which provides a framework for effective facilitation and covers best practices for successful adult learning.

In August of 2014 the district provided a weeklong New Teacher Institute prior to the start of the school year. New teachers were also given support through monthly follow-up sessions in the New Teacher Support Series I & II professional development course during SY13-14. Site-based mentors who support first through third year teachers took part in an extensive one week Mentor Academy in August of 2013, prior to the start of the school year. They have also been provided support through District Mentor visits and mentoring-specific professional development courses such as, Mentor WORKS, "Quality of Teaching in a Culture of Coaching" professional development, and the Mentor Forum.

A tracking system which logs all interactions between new teachers and mentors is being used again for the SY13-14 school year. The system has tracked over **6,000 interactions** between teachers and mentors since inception and the data has been used to adjust supports at the school and district level. Moving forward the district will focus on

- Continued development of high quality professional development opportunities
- Continued provision of New Teacher Institutes and professional development series throughout the school year
- Continuation of Mentor professional development opportunities
- Continued use of the mentor tracking system

Project 10 – Data System Enhancements – PD Planner

City Schools has continued to modify and update the City Schools' Professional Growth System, which allows for the posting of professional development opportunities, registration, course management, marking of completions, and awarding of credits. All courses are loaded into the Professional Growth System. Phase 4 improvements, completed this academic year, allow the system to support additional course/credit types including leadership-focused courses and Leadership Unit (LU) credits.

City Schools' Office of Teacher Support & Development engaged schools in *Project CYCLE;* a project focused on the engagement of teachers and mentors in the cycle of development through the use of innovative video technology and research-based mentoring/coaching methods. Video technology and project support was secured through Project 10. Seven schools participated in the pilot year in SY12-13. City Schools is currently working on project expansion for the current school year.

- Over 98,500 individual registrations have been logged in the system since it was launched.
- 218 professional development courses have been approved and loaded in to the system.
- 699 classes have been offered within those 218 courses
- 8,063 unique district employees have used the Professional Growth System at least once
- Over 6,500 of those individuals are instructional staff
- Implementation of *Project CYCLE* and procurement of video technology for classrooms

E. Low-Achieving Schools

Project 11 - Turning around Lowest Performing Schools

Turning Around the Lowest Performing Schools aims to increase student achievement with the support of the MSDE Breakthrough Center. The Breakthrough Center supports the district's Turnaround schools through operational management, family and community engagement, student health services, and coordination of student support services.

Central Support Team members supporting the Breakthrough Center schools received a significant amount of professional learning through this project in Year 4. The Central Support Team provides vital resources and time to helping the district's lowest performing schools implement identified Turnaround strategies. The Breakthrough Center also provided significant technical assistance to identified schools in the area of instruction to through onsite coaching and support. City Schools looks forward to working with the Breakthrough Center in the future.

b. 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 focus on raising the bar for *every* student of the three academic priorities – Excellence, Effectiveness and Equity.

Excellence: In SY14-15 City Schools' focus is on ensuring that *every* student graduates from high school prepared for college completion and career success.

Effectiveness: Another key academic priority for SY14-15 is to focus on supporting highly effective instruction

Equity: The third key academic priority for City Schools is Equity. The district is focused on raising the achievement of all students while narrowing the gaps between the highest and lowest performing students and; eliminating the predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (race, gender, income, disability, language)

c. 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 English for Speakers of Other Languages (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 Annual Measurable Achievement Objectives (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 PD aligned to the new standards has been strategically scheduled to allow all ESOL teachers to attend content area professional development.

While the Office of Special Education (OSE) is focused on improving outcomes for students with disabilities, there is a commitment to maintaining a high level of compliance. City Schools' maintenance of a high rate of compliance has been evidenced through the results of the MSDE comprehensive audit; as of June 2014, City Schools achieved 100% compliance on each of the audit's 81 indicators. To ensure continued compliance, the Office of Special Education has put into place systemic processes and procedures to conduct preventative self-monitoring.

In conjunction with maintaining a high level of compliance, 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 for City Schools.

In efforts to increase the effectiveness of inclusion the Office of Special Education in collaboration with the School Support Networks provides school teams with extensive support through inclusion planning and scheduling, targeted professional development and coaching, as well as monitoring implementation. Identifying the needs of individual high school students with special needs remains an area of focus as City Schools continues to implement strategies to increase graduation rates for students with disabilities as well as prepare them with skills for opportunities past high school.

Career and Technology Education (CTE)

In SY12-13 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 8,180 in SY11-12 to 8,519 in SY12-13. 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 SY14-15 City Schools will continue several key initiatives to ensure that students are fully ready for school including:

- Pre-kindergarten and kindergarten curriculum aligned to Maryland College and Career Readiness Standards
- 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 provided 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 OSE will continue with the 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.

While the majority of students with disabilities can have their needs met within the general education classroom with the supports listed above, some students require a smaller, more specialized setting. The Life Skills program and Program for Autistic Learners (PAL) are designed to provide instructional supports to students with significant cognitive delays as well as deficits in adaptive functioning. Though these students are on a certificate track, the expectation remains high. During the SY13-14, City Schools continued implementing a functional academic curriculum, Styer-Fitzgerald. The curriculum authors declared five classrooms as model sites for the implementation of the curriculum. During the SY14-15, City Schools will continue the focus on the implementation of the curriculum as well as a communication system to improve the communication of these students and community-based work opportunities.

City Schools also has a specialized program for students with emotional disabilities. The program works to balance high expectations while meeting the social and emotional needs of the students within a structured and consistent environment. The focus during the SY13-14 school year was establishing clear expectations and working to push related services support into the classrooms. During the SY14-15, City Schools will focus on continuing to balance academic rigor in these programs with providing behavioral support to improve student outcomes.

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 be better addressed.

FARMS

In Baltimore City Schools, 83.8% of the student population qualifies for free and reduced meals (FARMS). For this reason we offer the same level of supports and educational opportunities for all City Schools 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 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, improving academic outcomes, 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)

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 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 as well as how to use the IEP as an instructional planning tool. 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 network of schools to provide support and partnership between special education and general education.

The Academic team within the Office of Special Education, in collaboration with 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 track to receive credits thus enabling them to be eligible for graduation.

d. Universal of Design for Learning (UDL)

Over the last 2 school years, the Offices of Teaching and Learning and Special Education have collaborated to integrate the principles of Universal Design for Learning into all content curriculum and professional development for teachers. City Schools recognizes that the research based framework set forth by the UDL principles enables all individuals to gain knowledge, skills, and enthusiasm for learning and has sought to ensure that these principles are evident through curriculum and professional development. While the integration of UDL has significantly increased, City Schools recognizes the opportunity for more coordinated efforts across offices.

Curriculum Development

Throughout SY13-14, City Schools demonstrated concentrated efforts to infuse the principles of UDL within all new curriculum that was rolled out to the field. In order to support this curriculum writing and understanding of the principles of UDL, all district office Teaching and Learning staff participated in professional development to ensure understanding of UDL. A specific focus for the development included the difference between differentiating lessons versus building curriculum from the onset to support learning and barrier reduction for all students. Through this effort, all new curriculum, across content, were developed to explicitly demonstrate this by providing flexible instructional materials, techniques, and strategies for the following:

- Presenting information and content in different ways (the "what" of learning)
- Differentiating the ways that students can express what they know (the "how" of learning)
- Stimulating interest and motivation for learning (the "why" of learning)

For the last two school years there has been intense development and review of the mathematics and literacy curriculum and models of instruction and therefore, UDL elements are more evident in these content areas. In May 2014, the Board of School Commissioners voted to provide increased funding to the development of instructional models, curriculum, materials and professional development for science and social studies. Throughout SY14-15, UDL principles and coordination will continue to be at the forefront, with a focus on science and social studies curriculum, which are in year one of redesign. Within in the social studies curriculum, in addition to the principles of UDL within all development, hybrid courses that include online components are already in development for World History and 8th grade US History with plans for development of the a Government module to begin in October 2014. Within science the focus is on design challenges, which will be aligned to the Next Generation Science Standards, and the materials and professional development needed to support scientific exploration and experiments. Both contents are also exploring the feasibility of 'tech' books that allow students to access just-in-time, content specific and grade level information at the reading level that best supports individual students.

Also going through curriculum revision during SY14-15 are World Language, Arts and ESOL courses. All of these will encompass UDL principles and subsequent professional development and coordination across departments.

Assessments

With the transition to PARCC assessments, City Schools has begun to build and align assessments to reflect the type of items students will encounter within the computerized testing environment.

Throughout SY13-14, collaboration between the academic and instructional technology offices began to build a library of assessment items. This will continue to be a focus in SY14-15 as City Schools recognizes that this is an area of growth and coordination.

Professional Development

As new curriculum was presented to teachers, systemic development on the materials and course guides took into account the guiding principles of UDL throughout SY13-14. In SY14-15, PD will continue to embed UDL, but make explicit the principles in order to ensure that teachers make the connections regarding the importance and the impact on student learning.

Pioneer Cohort/SWIFT Schools

Through the IDEA discretionary grant during SY12-13 and 13-1, 4 a partnership with Liz Berquist (Assistant Professor at Towson University) was forged to provide support to the Office of Special Education and Teaching and Learning. This partnership provided City Schools staff a deeper understanding of UDL and provided resources and tools to use with schools to support meeting the needs of all students through UDL design. The pioneer cohort included 6 middle school teacher triad groups (e.g. Social Studies, ESOL and Special Education teachers). Through this effort, educators learned about various resources including on site coaching and iPad use in class. Triads designed a set of lessons for UDL Exchange (online lesson plan bank) and participated in UDL Works courses. Through this effort, an online resource page for the cohort began. The cohort continues to receive support and participated in a UDL refresher opportunity in January 2014.

In partnership with MSDE and the University of Kansas in SY13-14, City Schools embarked on support for 4 schools through the SWIFT grant. Similar to the pioneer schools development on UDL through Liz Berquist and her colleagues, participating schools participated in a conference offering at Towson University through the Center for Applied Special Technology (CAST) in June 2014. Each SWIFT school also received a set of 11 iPads and a wireless router to support the technology components of UDL.

Achievement Units (AU)

Two AU courses (UDL 101 and UDL 102) were developed and sent for approval to the Joint Governing Panel (JGP). Approval was garnered at the end of SY13-14 and will be available for teachers, related service providers and other interested employees in SY14-15. The development opportunities are designed to move participants from UDL exploration to UDL integration. Practical strategies shared will build on teachers' current knowledge of Universal Design for Learning. Emphasis will be placed on planning flexible learning environments to support ALL learners.

District Office

As mentioned above professional development opportunities for district office staff in both Special Education and Teaching and Learning has occurred over the past two school years. In April 2014, professional development regarding UDL was also provided to all Teacher Mentors and New Teacher Institute facilitators to develop an understanding of UDL so that information could be shared with teachers new to City Schools.

In SY14-15, efforts will center around strengthening the application of knowledge within classrooms and increasing coordination between offices.

Coordination

An area of opportunity for City Schools with regard to UDL lies within the coordination between offices. During SY14-15 a UDL Committee will be established and meet quarterly in order to provide strategic direction and oversight regarding UDL principles within curriculum and professional development. The committee will be comprised on selected members from Special Education, Teaching and Learning, Secondary Services, Student Support and Safety and Instructional Technology. Through this dedicated time and cross-functional work, a more cohesive roll-out to the field will be accomplished.

Curriculum and Assessment Development

The curriculum writers within the Office of Teaching and Learning do much of the work regarding design and revisions across contents. City Schools recognizes that cross-functional support for curriculum and assessment development has been variable from offices outside of Teaching and Learning. In SY14-15, dedicated support from the Office of Special Education to curriculum writing will be provided to support the lift for UDL within all content development.

As more schools begin to have the capability to support instructional technology, the partnership with the instructional technology team increased during SY13/14 and will continue in SY14-15.

During SY14-15 the collaboration across departments is vital to ensure that all students experience curriculum and assessments to ensure high levels of instruction. The UDL committee will serve as a review point for incorporation of UDL within curriculum and assessment.

Professional Development

As mentioned with curriculum and assessment development, the professional development initiatives could benefit from a higher level of cross-departmental coordination. City Schools recognizes that UDL must be a partnership across offices and, as such, the development and implementation of professional development must be a joint undertaking in order to successfully model best practice to the field. In SY14-15, dedicated support from the Office of Special Education to professional development will be provided to support the lift for UDL and model the collaboration expected of school based personnel.

The UDL committee will serve as a review point for incorporation of UDL within curriculum and assessment.

I.B

Finance Section

Introduction

The Master Plan Annual Updates provide insight into the work in which school systems engage 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 LEA'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 2015.
        ii. Prior Year Variance Table: a comparative look at the FY 2014 plan versus actual events.
    b. **Race to the Top Scope of Work Grant Documents**
        i. Summary C-125
        ii. C-125 forms for Years 1-4, and Year 5, if applicable
    c. **Race to the Top Project Budget Workbooks**

2. ***Resource Allocation Discussions are included in the content analysis throughout the 2014 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, American Recovery and Reinvestment Act (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

1. The purpose of the variance tables is to illustrate that LEA Master Plan goals and objectives are aligned with annual budgets.
2. These tables are not intended to be prepared in accordance with Generally Accepted Accounting Principles (GAAP).
3. Revenue and expenditures must equal.
4. Federal ARRA, regular Title I and Individuals with Disabilities Education Act (IDEA) funds **must** be separately identified and listed by Code of Federal Domestic Assistance (CFDA) number and grant name.
5. It is appropriate to include Transfers in the Other Category.
6. For expenditures, identify each as restricted, unrestricted or ARRA. For ARRA expenditures, include the federal CFDA number.

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 **must** 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. This table is not intended to be prepared according to GAAP. It is appropriate to include Transfers in the Other Category. LEAs will update the pre-populated tables with actual data (revenue, expenditure, and full time equivalent - FTE).

- The Prior Year Variance table (plan v. actual for FY 2013). 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 **must** 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 9/30/2014.

- 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 9/30/14. As stated in the LEA Project Budget Amendment guidance, 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. LEAs should use the most recent approved indirect cost rate.

Resource Allocation Discussions are included in the content analysis throughout the 2014 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 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. LEAs **must** identify the source of the funding as restricted or unrestricted. If the source is restricted ARRA, regular Title I, or IDEA funding, include the CFDA number, grant name, and the associated funds. Otherwise, identify the source as unrestricted and include associated funds.

Please respond to the following questions using current Race to the Top Project-level data.

Race to the Top Monitoring Questions

All Participating LEAs should answer question number one for all projects not included in a No Cost Extension Request.

1. Are there unclaimed balances in any project? If so, please provide, for each project, the balance available, a narrative explanation for the balance, and the LEA's plan to fully liquidate the balance, including a date by which the expenditures will be claimed.

    a. There will be no unobligated balance after 9/23/14

LEAs with a No Cost Extension should answer the following questions for those projects included in the No Cost Extension Request.

2. For each project, identify the current expenditures, encumbrances and balance available.

    a. Please see attached appendix A (Data as of 9/17/14, will be updated 10/15/14)

3. For any unobligated balances, please provide the plans for obligating the balance, including expected time of the obligation and the amount.

    a. There will be no unobligated balance after 9/23/14

4. Does the LEA anticipate any challenges in implementing the activities included in the No Cost Extension Request? If so, please identify the challenges at the project level and activity, if applicable.

a. No challenges are anticipated at this time

Definitions of Key Terms

1. Original Approved Budget – budget as approved at the beginning (July 1) of the fiscal year
2. Final Approved Budget – budget as approved at the end (June 30) of the fiscal year
3. Redistributed Funds – funds that were once used for a different purpose, now being used for a new purpose
4. Retargeted Resources – resources that are being used for a new purpose without a change in funding

Submission Information

1. MSDE will transmit the budget documents to LEAs in an Excel workbook in early July. The workbook will include spreadsheets for the Current and Prior Year Variance Tables.

2. ***Two methods of submission*****.** As noted in the Submission Instructions in Appendix D, an electronic Excel workbook containing the budget documents **must** be submitted with the 2014 Master Plan Update and uploaded separately to DocuShare. This submission process applies to the original **October 15** and final **November 18** submissions.

3. ***LEAs should submit the two Master Plan Budget tables as well as the Race to the Top C-125 grant documents and all project budget workbooks (as amended) using the same process and timeline. ALL*** final budget documents should include any changes made as a result of the review process.

Race to the Top Scopes of Work
Section A: State Success Factors
(ONLY for LEAs with an approved no cost extension)

Narrative: The narrative for Section A will describe the LEA's commitment to participation in the national and statewide evaluation of the Race to the Top program. LEAs must identify all goals and all tasks/activities that will be implemented in **Year 5** to achieve the stated goal(s).

City Schools will not extend Race to the Top Project 12 in Year 5.

Goals to be sustained after RTTT:

After the end of RTTT the district will continue all the communications initiatives around Teacher Effectiveness, School Leader Effectiveness and School Effectiveness. The district plans to use local funds to support the communications initiatives.

Race to the Top Scopes of Work
Section B: Standards and Assessments
(ONLY for LEAs with an approved no cost extension)

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 Maryland College and Career Readiness 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 Maryland College and Career Readiness Standards as required by the State of Maryland.

Project 1 - Formative Assessments and Maryland College and Career Readiness Standards Implementation
Project 1 of Race to the Top supports the implementation of the Maryland College and Career Readiness Standards in City Schools. The district has developed curriculum, assessments, and professional development aligned to the Maryland College and Career Readiness standards 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.

In years 1-4 of the Race to the Top grant, City Schools has used Race to the Top funds from this project to support the development of curriculum aligned to the Maryland College and Career Readiness Standards (MCCRS) mostly in the areas of Literacy and Mathematics. The district also leveraged grant funds in the implementation of the STEP, WIRELESS, and RISE literacy assessments in grade PreK through high school to inform instruction; and the implementation of Agile Mind curriculum resources for Mathematics. To support all of these curricular units, City Schools conducted 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. As year 4 was the first full year of the implementation of the MCCRS, the district made a significant investment in literacy and mathematics instructional materials that were disseminated to every school in the district.

Year 5 Extension Plan - Formative Assessments and Maryland College and Career Readiness Standards Implementation

In year 5 of Race to the Top, City Schools will continue the implementation of new standards and assessments district-wide. We will focus on the implementation of Next Generation Science Standards for all grades for science and new curriculum materials for social studies aligned to MCCRS. District funds will be used to make a significant investment in curriculum development, assessments and professional development. Race to the Top grant funds will be used to procure instructional material centrally to be disseminated to schools across the district, similar to the district-wide dissemination of literacy materials in Year 4.

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

For the past four years, City Schools has been engaged in the development, improvement, and implementation of curriculum, assessments, materials, and professional development aligned to the Maryland College and Career Readiness Standards (MCCRS) 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 MCCRS 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.

<u>Curriculum</u>

As City Schools worked to align its curriculum with the Maryland College and Career Readiness Standards, it became critical to develop a Theory of Action outlining the impact our revised curriculum would have.

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 MCCRS 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 Maryland College and Career Readiness 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.

Areas of Alignment with the State

City Schools' work on curriculum and assessments aligned to the Maryland College and Career Readiness Standards is directly connected to Maryland State Department of Education's implementation of the Maryland's 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

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 2014-15 is to continue progress toward the expectations outlined for schools and students in the MCCRS. 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 2014-15 and beyond.

Elementary and Secondary Education Flexibility Accountability

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 measureable objectives (AMOs). The third is the development of the School Progress Index that addresses progress on achievement, closing the achievement gap, and student growth, or preparing students to be college and career ready.

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 10% 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 10% 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 50% or more economically disadvantaged students, it will receive the title of a *Superlative High Performing Reward School.*

*Highest **Progress** Reward Schools (Category 2)* 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" subgroup and have a 10 percent or less gap between any other performing subgroup.

Reward Schools in either category will be recognized by the Maryland State Department of Education and act as models of success for other Title I schools.

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

***Focus and Priority Schools – prompts provided in Attachment 7 of Part II (Title I)**

2014 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 Request, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in six years (2017).

LEA Level AMO Analysis for Reading and Mathematics:
***Data tables (2.1 – 2.2.)**

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

The 2014 Reading MSA data shows a 5.5 percentage point decrease in literacy district wide. Though overall there was a decrease from SY2013 to SY2014, there was a 0.3 percentage point increase on the Reading MSA in grade 5. No other grades displayed an increase.

All subgroups displayed a decrease in reading between SY2013 and SY2014. Specifically, FARMs students displayed a noticeably larger drop (5.9 percentage points) compared to non-FARMs students (1.4 percentage points). Similarly, students with disabilities displayed a 7.1 percentage point drop compared to a 5.7 percentage point drop among general education students. Finally, English Language Learners (ELL) displayed a 13.9 percentage point drop compared to a 5.3 percentage point drop among Non-English Language Learners.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description 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.)*

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 English/Language Arts, Science, Social Studies, 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 2012, an expanded curriculum was rolled out to all schools in the district. The district has provided a rigorous curriculum aligned with Maryland College and Career-Ready Standards 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 Instructional Models for 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.

In the 2014-15 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. Additionally, the Title 1 approaching target funds will be used in the 2014-2015 school year to support targeted classroom teachers who will work individually with a coach to implement lesson study cycles. The lessons will be planned, implemented, and revised using the Baltimore City literacy curriculum, materials, and assessments.

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 have a new Weekly Planning Sequence per module. Grades K-5 received Fundations and Building Vocabulary to be utilized during the word study portion of the literacy block. In addition to the curriculum provided with the exemplar units and supplemental texts in SY 2013-14, supplemental documents were created to support the planning and implementation of modules in the Planning Guide and Toolkit. Literacy ACLs will support teachers in implementing each unit, and systemic PD will be offered around the 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 the Maryland College and Career-Ready Standards. Literacy ACLs will support teachers in implementing each unit and systemic PD will be offered to support implementation of the units.

Assessments

Schools will continue to use literacy assessments Wireless, STEP and/or RISE. Support will be provided through Executive Directors of Principal Support, ACLs and SELs around implementing the assessments, analyzing the data, and determining next steps for students based on their unique assessment results. Beginning in SY14-15, all 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.

1. Based on available data, describe the challenges in **Mathematics**. In your response, identify challenges in terms of subgroups.
   ***Data tables (2.4 – 2.5)**

   The 2014 MSA data shows a significant decrease in mathematics district wide. All subgroups posted a decrease in mathematics. When analyzing FARMS and non-FARM students, there was a greater drop in FARMs students with 18.1% decrease. This subgroup had the greatest decrease compared to others and thus demonstrates the largest challenge. The Special Education subgroup decreased by 11.8%.

   City Schools anticipated a significant decrease in MSA Math scores based on realignment of district curriculum scope and sequences to match the expectations defined by the Maryland College and Career-Ready Standards. Grades 3 through 5 have the greatest data declines; SY13-14 was the first year of full implementation curriculum aligned to the MDCCRS. Grades 6-8 saw less dramatic declines; SY13-14 was the second year of implementing curriculum aligned to the MDCCRS.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description 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.)*

   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. 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.

   In August, revised curriculum was rolled out to all schools in the district. During the revision process, curriculum was updated to include Universal Design for Learning strategies as well as accommodation strategies. The district has provided a rigorous curriculum aligned with Maryland College and Career-Ready Standards. The revisions to the curriculum are structured around the blueprints for PARCC's PBA and EOY assessments. The curriculum connections are connected to the focus areas of the MCCRS and meet the district's Model for Effective Mathematics recommendations for the mathematics block.

Curriculum Support

Grades 1-5 have a new Unit Planning Sequence and yearly scope and sequence per grade. We have also developed out planning tools that help assist teachers with big ideas for each block in a unit and provide a glance at how students should be instructed. Mathematics ACLs will support teachers in implementing each unit, and systemic PD will be offered around the integration of revised curriculum.

For Grades 6-8 schools will be using the revised Agile Mind curriculum. The topics have been revised to meet the rigor and expectations that are aligned to the MCCRS. These topics have also been revised to incorporate PARCC like items. Mathematics ACLs will support teachers in implementing each unit, and systemic PD will be offered around the units.

First in Math, a fluency program, has been purchased for schools. First in Math is used to support the fluency expectations that are outlined within the Maryland College and Career Readiness Standards.

Assessments

Schools will continue to use mathematics assessments that are developed for the units and topics aligned with the scope and sequence. In addition to topic and unit assessments, the office has designed 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. Progress monitoring will be done strategically to ensure that students who are struggling receive additional attention and support by leveraging small group instruction in the Mathematics Instructional Model.

Professional Development

To help support schools with the implementation of curriculum and assessment, teachers will receive systemic PD. School based leadership will receive professional development during monthly principal meetings as well as monthly math representative meetings. In addition to providing these supports at the district level, the Office of Mathematics will support implementation of curriculum through the use of Title I funds for Approaching Target schools. These supports will be job embedded professional development in which teachers can receive direct support while implementing the City Schools curriculum.

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.
   ***Data tables (2.7 – 2.8)**

All students in the aggregate in grade 5 posted a one-year decrease of 5.5% from 36.3% proficient or advanced in SY 2012-2013 to 30.8% proficient or advanced in SY 2013-2014, and a two-year decrease of 7.8% from 38.6% proficient or advanced in SY 2011-2012.

All students in the aggregate in grade 8 posted a one-year decrease of 3.1% from 39.3% proficient or advanced in SY 2012-2013 to 36.2% proficient or advanced in SY 2013-2014, and a two-year decrease of 1.6 % from 37.8% proficient or advanced in SY 2011-2012.

The following results reflect detailed performance of all student groups in Grade 5 Science:

African American students posted a one-year decrease of 6.3% from 32.8% proficient or advanced in SY 2012-2013 to 26.5% proficient or advanced in SY 2013-2014. The African American male population also posted a one-year decrease of 5.0% from 31.2% proficient or advanced in SY 2012-2013 to 26.2% proficient or advanced in SY 2013-2014. The female population within this subgroup also posted a one-year decrease of 7.7% from 34.6% proficient or advanced in SY 2012-2013 to 26.9% proficient or advanced in SY 2013-2014.

FARMS students posted a one-year decrease of 6.0% from 32.8% proficient or advanced in SY 2012-2013 to 26.8% proficient or advanced in SY 2013-2014. This subgroup also posted a two-year decrease of 8.2% from 35.0% proficient or advanced in SY 2011-2012.

Limited English Proficient students posted a one-year decrease of 21.9% from 30.1% proficient or advanced in SY 2012-2013 to 8.2% proficient or advanced in SY 2013-2014. This subgroup also posted a two-year decrease of 17.0% from 25.2% proficient or advanced in SY 2011-2012.

Special Education students posted a one-year decrease of 3.5% from 15.7% proficient or advanced in SY 2012-2013 to 12.2% proficient or advanced in SY 2013-2014. This subgroup has posted a two-year decrease of 7.2% from 19.4% proficient or advanced in SY 2011-2012.

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 decrease of 3.7 percentage points from 36.5% proficient or advanced in SY 2012-2013 to 32.8% proficient or advanced in SY 2013-2014. The African American male population also posted a one-year decrease of 5.1 percentage points from 34.0% proficient or advanced in SY 2012-2013 to 28.9% proficient or advanced in SY 2013-2014.

FARMS students posted a one-year decrease of 3.4% from 36.1% proficient or advanced in SY 2012-2013 to 32.7% proficient or advanced in SY 2013-2014. This subgroup also posted a two-year decrease of 1.7% from 34.4% proficient or advanced in SY 2011-2012.

Limited English Proficient students posted a one-year decrease of 7.3% from 18.1% proficient or advanced in SY 2012-2013 to 10.8% proficient or advanced in SY 2013-2014. This subgroup also posted a two-year decrease of 7.6% from 18.4% proficient or advanced in SY 2011-2012.

Special Education students posted a one-year decrease of 2.9% from 13.6% proficient or advanced in SY 2012-2013 to 10.7% proficient or advanced in SY 2013-2014. This subgroup also posted a two-year decrease of 0.4% from 11.1% proficient or advanced in SY 2011-2012.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress 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.)*

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. The Office of Science/STEM education will continue providing 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 Maryland College and Career Readiness Standards for Literacy and Mathematics and uses the engineering design process, informational texts, science note booking and instructional 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.

During systemic professional development, Science Teacher Leaders in grades 1-12 facilitate 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 Maryland College and Career-Ready Standards, discuss best instructional practices, and create and analyze common formative assessments.

In addition to systemic professional development offerings, science representatives have been selected for each school site. These individuals will convene with district office staff once a month throughout the school year in order to develop the skills to lead school-based professional development and collaborative planning and reflection sessions. Specifically, science representatives will be trained to lead data-driven instructional planning, guide peer teachers and school leaders through the transition to new curriculum aligned to the Next Generation Science Standards, and support teacher collaborative planning.

Additional optional professional development opportunities available for teachers are listed below:

Elementary STEM Certification Program
City schools has partnered with the Notre Dame of Maryland University to develop an Elementary STEM Certification Program for in-service teachers. Each year a cohort of 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 pedagogical best practices. Participants in the program are supported by the Science Team to ensure coursework is implemented in the classroom.

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.

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 and the ESOL division are partners in the SABES initiative with the Science division in 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 that the developed curriculum is inclusive of differentiation, tools and strategies that explicitly support students with disabilities and the corresponding professional development for teachers.

As part of the SABES project, elementary Master STEM Teachers and Johns Hopkins faculty host monthly grade level content development sessions. In these sessions, teachers conduct and practice science lessons that are aligned to the Next Generation Science Standards, Maryland State Science Standards and Maryland College and Career Readiness Standards for Literacy and Mathematics, engage in learning content specific to Earth and Space and Physical science, and discuss best instructional practices.

Assessments

The Office of Science will continue to revise and edit 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 100 percent.
- 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)
- 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 the Y of Central Maryland to develop a FIRST Lego League (FLL) program for 4th and 5th grade students. Teachers will receive yearlong training on FLL and effective robotics training.
- City Schools will implement the 5 year plan to transition to the Next Generation Science Standards from 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 2014Master 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.

   The below chart, which was included in the SY13-14 Bridge to Excellence Master Plan, has been updated with a column added to identify whether the task was accomplished.

Goal	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives	Was the task accomplished?
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	Yes
	Pilot Literacy Design Collaborative module for 5th grade	Complete by July 2014	Completed and vetted Literacy Design Collaborative module for fifth grade	No, Baltimore City Schools revised this plan to concentrate on the re-writing of the grade 4 and grade 5 curricula.
	Review & Revise Grade 8 Curriculum to begin at the year 1754 per MSDE	Complete by	Completion of revised	Yes

Goal	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives	Was the task accomplished?
	requirements	January 2014	curriculum	
	Add assessments to 8th grade curriculum per Baltimore City Public Schools guidelines	Complete by July 2014	Completion of assessments	Yes
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	Yes
	Systemic Professional Development by content area (secondary), with special emphasis on American Government	Seven, day long sessions throughout the year	Workshop evaluations	Yes, however professional development days were reduced from seven to four due to inclement weather.
Assessment	American Government High School Assessment	MSDE Guidelines	Test Results	Test results are not currently available.

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.)

Last year, City Schools had a Social Studies Specialist to carry out the activities listed above. Other than the specialist's salary, no additional funds were allocated for these initiatives. In addition to the listed items, the Social Studies Specialist also increased the participation of City Schools' students in National History Day from 135 students the previous year to 1600 students in SY 2013-2014. Baltimore City Public Schools has now allotted funds for Social Studies education in addition to having a Social Studies Specialist. The table below includes curriculum materials, professional development, and support to further National History Day initiatives.

Goal	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives	Funding
Curriculum	Provide Units of Study for grades 4&5 aligned to the MDCCRS that integrate the current literacy materials	Complete by July 2015	Updated documents posted on City Schools website	Central Office
	Provide revised middle school and high school world history curricula	Complete by July 2015	Updated documents posted on City Schools website	Central Office
Professional Development	National History Day teacher course	Monthly	Student participation and end of course evaluation	Central Office
	Systemic Professional Development by content area (secondary), with special emphasis on American Government	Four, day long sessions throughout the year	Workshop evaluations	Central Office
	Systemic Professional Development for grade 4 and grade 5	Four, half day sessions throughout the year	Workshop evaluations	Central Office
Resources	Purchase of Resources for grades 4 and 5	October 2014	Materials delivered to schools	Central Office
	Purchase of Resources for	October	Materials delivered to	Central Office

Goal	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives	Funding
	grades 6-8	2014	school	
	Purchase of Resources for grade 9-12	October 2014	Materials delivered to the school	Central Office
Field Learning Experiences	All school students in grade 4 will attend the Maryland Historical Society for a place based learning experience	May 2015	Approximately 5,178 students will attend the Maryland Historical Society and teacher feedback	Central Office
	All school students in grade 5 will attend Fort McHenry National Monument and Historic Shrine for a place based learning experience	May 2015	Approximately 5,008 students will attend Fort McHenry National Monument and Historic Shrine and teacher feedback	Central Office
	History Field Day – 8th Baltimore City students will present different aspects of the Civil War in a field day setting	May 2015	History Field Day will take place in May 2015 with approximately 1,000 students participating and teacher feedback	Central Office
Assessment	Provide performance assessments for grades 4&5	Complete by July 2015	Updated documents posted on City Schools website, teachers will norm student work at systemic professional development using student work protocol, number of students taking the exam with be monitored	Central Office
	Provide midterms and end of course assessments for the middle school courses	Complete by July 2015	Updated documents posted on City Schools website, teachers will norm student work at systemic	Central Office

Goal	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives	Funding
			professional development using student work protocol, number of students taking the exam with be monitored	

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

English High School Assessment

1. Based on available trend data, describe the challenges in English. In your response, identify challenges in terms of subgroups.
   ***Data table (2.3)**

   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 82.2% pass rate in 2013, down from an 85.2% pass rate in 2012 and an 84.6% pass rate in 2011. The black/ African-American subgroup posted a 63.0% pass rate in 2013, down slightly from a 63.4% pass rate in 2012, and a 64.6% pass rate in 2011. The Hispanic/ Latino subgroup posted a 49.0% pass rate in 2013, up slightly from a 48.6% pass rate in 2012, but below a 58.2% pass rate in 2011. This data illustrates continued challenges for the black/ African American and Hispanic/ Latino subgroups.

   Considerable gaps in achievement are evident in the Special Education and LEP student data. 44.3% of all 10th grade students who took the English assessment in 2013 were proficient. However, only 6.9% of students with disabilities in the same grade were proficient. Similar disparities were seen in the remaining high school grades; 60.3% of all 11th grade students were proficient in 2013 compared to 17.7% of 11th grade students with disabilities; and 64.2% of all 12th grade students were proficient in 2013 while only 29.5% of 12th grade students with disabilities were proficient and less than 5% of all LEP students were proficient. FARM student data shows that 60.7% of all FARM students are proficient. This data reveals significant challenges for the Special Education, FARM, and LEP subgroups.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress 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.)*

   The district allocated resources to support achievement of all students on the English HSA. There are four secondary Academic Content Liaisons (ACLs) for literacy and four 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 leadership 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 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 2014-2015 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 secondary literacy coordinator supports the development of comprehensive MDCCRS 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 MDCCRS 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 2014-2015 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.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

The strategies to address the district challenges are continuing from last year as City Schools continues to implement the MDCCRS and focus on PARCC readiness. In addition to continued work with the LDC, teachers will have opportunities to experience PARCC tasks in professional development, and plan for instruction based on deeper knowledge of standards and assessment.

Based on the examination of 2013High School Assessment Test Participation and Status results for English:
***Data tables (3.1, 3.2, 3.3)**

1. Identify any additional challenges that are evident.

Many City Schools 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: Word Recognition and Decoding, Vocabulary, Morphological Awareness, Sentence Processing, Efficiency of Basic Reading Comprehension, and Comprehension Level.

In spring 2014, 11,770 students in fifth through tenth grades completed the RISE assessment. Our spring 2014 RISE data shows that 54% of students in Grades 5-10 students were identified as "High Proficient" or "Low Proficient" in the Word Recognition and Decoding. Approximately 18% of students were identified as "Needs Improvement" in this area, and 28% of students were identified as "Warning."

In overall Reading Comprehension Level, 33% of students were identified as "High Proficient" or "Low Proficient," 31% of students were identified as "Needs Improvement," and 28% of students were identified as "Warning." Approximately 7% of all students tested did not complete this section and did not receive an overall Reading Comprehension Level score.

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.)*

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, the City Schools RISE focus group will be examining the current RISE literacy assessment data and identifying intervention programs for students that are not reading proficiently. Teachers will be able to access RISE scores through City Schools Data Link.

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). 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.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Algebra/Data Analysis
***Data table (2.6)**

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 2013 shows that the 57.9% of students passed the Algebra/Data Analysis HSA. This data point remains the same from 2012. Hispanic and African American students continue to trail their Caucasian and American Indian counterparts by approximately 20 percentage points. The American Indian subgroup has shown the greatest increase in the number of students passing the exam (13.2 percentage points); whereas Hispanic students have shown the greatest decline in their passing rate 13.9 percentage points from 2012 to 2013.

   In 2012, 23.9% of students with disabilities passed the HAS, while 23.8% passed in 2013. LEP students have shown a significant decline. In 2012, 30.6% of students passed in the HSA while only 15.9% passed in 2013.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate and include timelines, and method(s) of measuring student progress 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.)*

   In order to increase the academic achievement of our student population, Baltimore City Schools has moved into it is third year of using a web-based curriculum resource developed by the Charles A. Dana Center and customized by Agile Mind to meet the MDCCRS. This curriculum resource allows for greater student engagement through the use of animations and other interactive features and provides students with the visualizations as well as the manipulative connections to ensure mastery of content. 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 of students will take the PARCC Algebra I assessment.

   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. This course 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 that is aligned to the MDCCRS. In addition to the formative assessments, City Schools has developed quarterly interim assessments that will be cumulative to track the progress of major conceptual categories in high school mathematics. 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 of Principal Support and Network 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 PARCC Algebra I.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

   City Schools will continue many of the strategies above. However, many of these strategies have been refined to better support subgroups that are struggling. For example, systemic professional development is focusing on the planning and implementation of such curriculum resources so that students of all subgroups make gains for the PARCC Algebra I assessment.

   First time test takers in Intensified Algebra I demonstrated a 3.5% increase from 2012 to 2013. This course has allowed students the extra time to work on deficit areas to ensure they have the skills needed to be successful in the course.

Based on the examination of 2013High School Assessment Test Participation and Status results for Algebra/Data Analysis:
***Data tables (3.4, 3.5, 3.6)**

1. Identify any additional challenges that are evident.

   Additional challenges around the 2013 HSA Test Preparation and Status results for Algebra/Data Analysis include the need to provide curriculum resources that support the transition to the MDCCRS for Mathematics that aligns to the new graduation requirement of PARCC Algebra I. This new changes have been defined by the PARCC blueprints. Another challenge includes supporting students who were not successful in the first testing experience. City Schools has 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 the outline to the PARCC blueprint for PBA and EOY. This customization specifically targets first time test-takers in grades 8 and 9. Additionally, to support students that are struggling entering 9th grade, students will be enrolled in an Intensified Algebra I course that will give students instruction for yearlong for 90 minutes which helps with the scaffolding necessary to be successful in Algebra I.

   To support students who did not succeed as first time test-takers, City Schools has instituted guidelines that require schools to enroll students in a Mastery class prior to retaking the HSA. This is for students that are in grades 10 – 12. The Mastery class is designed to provide targeted instruction to students based on the subscores results of the latest HSA administration. Curriculum resources have been redesigned to provide teachers with the necessary tools to enact this intervention.

   Approaching Target Grant funds have been allocated to provide additional coaching and professional development support to teachers implementing the Agile Mind program in grades 6-8. By investing in teacher capacity in the middle grades, more students will enter Algebra I with the requisite skills needed to be successful on the PARCC Algebra I assessment.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Biology

1. Based on available trend data, describe the challenges in Biology. In your response, identify challenges in terms of subgroups.
   ***Data table (2.9)**

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 80.0% pass rate, slightly up from 79.9% in 2012. The black/ African-American subgroup posted a 53.7% pass rate, slightly up from 53.4% in 2012. The Hispanic/ Latino subgroup posted a 59.0% pass rate, down from 65.5% in 2012. This data illustrates challenges for the black/ African American and Hispanic/ Latino subgroups. The Special Education sub-group demonstrated a decrease from 24.8% in 2012 to 24.0% in 2013. The number of FARMS students performing at proficient and advanced levels went from 53.5% in 2012 to 54.3% in 2013. Of growing concern is the low performance and downward trend of students with Limited English Proficiency, a burgeoning population in the city, from 35.5% in 2012 to 23.4% in 2013.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate and include timelines, and method(s) of measuring student progress 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.)*

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 increasing achievement gap between African American, Free and Reduced Meal, Hispanic, and Limited English Proficiency populations with the white population. 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. LEP students represent a small, dynamic subgroup in City Schools. As a group, LEP students are more transient than other students, and many students are able to "graduate" from LEP 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 LEP 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 LEP students in the general education setting

ESOL teachers were 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 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 mock-HSA assessments provided throughout the year.
- City Schools requires that all schools schedule Biology as a full year course.
- Biology teachers will be encouraged to develop intervention strategies, such as a 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-led conferences.
- The 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. The Science Team will provide materials to support teachers in implementing rigorous, inquiry-based labs and lessons via the STEM resource center.
- 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.
- In addition to systemic professional development offerings, science representatives have been selected for each school site. These individuals will convene with district office staff once a month throughout the school year in order to develop the skills to lead school-based professional development and collaborative planning and reflection sessions. Specifically, science representatives will be trained to lead data-driven instructional planning, guide peer teachers and school leaders through the transition to new curriculum aligned to the Next Generation Science Standards, and support teacher collaborative planning.
- 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.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Based on the examination of 2013High School Assessment Test Participation and Status results for Biology:
***Data tables (3.7, 3.8, 3.9)**

a. Identify any additional challenges that are evident.

One concern is that there are 19.1% of all 10th grade students not taking the HSA for the first time. Of particular concern are the subgroups of Black (20.2%), Special Education (27.0%), Limited English Proficient (31.9%) and Free/Reduce Meals (20.4%) populations. In addition, the percentage of 12th grade students who are taking the HSA, yet not passing is of concern with 38.4% of all students in 2013. In this same category, a significant achievement gap can be seen between white (12.2%) and Hispanic (41.9%), Black (40.6%), Special Education (67.9%), Limited English Proficient (76.3%) and Free/Reduced Meals (41.1%).

b. 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.*

The following actions will increase the number of students passing the Biology HSA after initial testing:

Schools will be able to 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, LEP 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.

In addition, City Schools has re-designed 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.

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) or college and career readiness (in HS) . Based on this information, schools will fall into strands for both State Education Agency (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.

*Please use 2014 SPI data to respond to the prompts below.

ESEA requires that 1%-3% of Strand I school improvement plans are sampled and reviewed.

Questions:

1. What percentage of Strand 1 school improvement plans was sampled?
2. What challenges were revealed during the review of Strand 1 school improvement plans?
3. Describe what the school system will do to address the identified challenges. 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).*

ESEA requires that 4%-5% of Strand 2 school improvement plans are sampled and reviewed.

Questions:

1. What percentage of Strand 2 school improvement plans was sampled?
2. What challenges were revealed during the review of Strand 2 school improvement plans?
3. Describe what the school system will do to address the identified challenges. 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).*

ESEA requires that the systems report on strategies in place to support schools in Strands 3, 4, and 5.

Question for Strands 3, 4, and 5:

1. Please identify the commonalities in Strand 3 schools.

2. Please identify the successes and challenges in Strand 3 schools.

3. Please provide a description of any differentiation of supports to these schools. 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).*

1. Please identify the successes and challenges in Strand 4 schools.

2. Please provide a description of any differentiation of supports to these schools. 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).*

1. Please identify the successes and challenges in Strand 5 schools.

2. Please provide a description of any differentiation of supports to these schools, including a description of interventions, reporting and monitoring of these schools being supplied by the LEA. 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).*

Specific Student Groups

Limited English Proficient Students

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 2014-2015 **56%** 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 2014-2015, **14%** 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

(Please note that LEAs that have not met the AMAOs for two or more consecutive years will be required to submit a separate Improvement Plan to the Title III/ELL Office in addition to responding to the questions below.)

1. Describe where challenges are evident in the progress of Limited English Proficient students towards attaining English proficiency by each domain in Listening, Speaking, Reading and Writing.

ELL enrollment trends are showing slight overall district growth, and 57% of students are meeting the AMAO 1 target for proficiency growth. There is a need to determine the growth patterns for English Language Learners who are not making this progress in overall proficiency level, and review individual school plans where AMAO targets were not met.

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 and older students with limited formal schooling continue to struggle with language acquisition.

2. Describe the changes or adjustments that will be made to ensure sufficient progress of Limited English Proficient students towards attaining English proficiency. Include a discussion of corresponding resource allocations, and incorporate 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).*

During the SY14-15, additional staff members have been hired to ensure an equitable student to teacher case load ratio. ESOL teachers and assistants are funded through local funding, and placed at schools based on student population. Parent liaisons are available at each school. Title III funding supports an additional three 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”, which provides opportunities for ESOL teachers to learn about evaluations for linguistically diverse learners with suspected disabilities, and providing an opportunity for IEP teams to learn about best practices regarding English Language Learners with disabilities. The course,

"Enhancing Instruction for ELLs in the Mainstream Class" helps grade level teachers plan for differentiated instruction and culturally sensitive classes, while "Developing Rich Conversations for English Language Learners" help ESOL teachers scaffold class activities to help their students meet standards.

3. ***If applicable***, *based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.*

Career and Technology Education

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

City Schools is committed to preparing students for success after high school. To make certain that students are equipped with the proper tools, City Schools has created a new department, Secondary Education Services, to support all college and career readiness efforts. As a part of the new division, the Office of Learning to Work (LTW) continues to guide all Career and Technology Education (CTE) programs. The vision for the Office of Learning to Work, Career and Technology Education (LTW-CTE) is to foster an atmosphere for students in Baltimore City that will prepare them to graduate ready to achieve excellence in postsecondary education and the global workforce; excellence in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence. Our goal is to prepare students to lead productive and prosperous lives in the 21st Century workforce; using technology and strategies that will allow students to compete in a global workforce and economy; and for post-secondary options including the world of work and college. To support the vision, LTW-CTE will:

- Increase the numbers of students graduating from high school and enrolling in post-secondary institutions. The graduation rate for students who started high school in 2008-09 and graduated within five years (by June 2013) was 71.7 percent, up 5 percentage points from two years earlier. In the same two-year period, the dropout rate declined from 23.8 percent to 14.1 percent. Enrollment in Career and Technology Education programs increased from 6,901 students in 2011 to 8,180 in 2012 and 8519 in 2013. In school year 2013 results on Advanced Placement exams and the SAT held steady or dropped over the preceding two years, indicating a need for increased emphasis on college preparation. (Office of Achievement and Accountability)

- Prepare students for careers in targeted industries in Baltimore City. The Baltimore Workforce Investment Board has selected eight targeted industries for workforce development. To choose the most promising industries, the BWIB analyzed current need, wage growth, past employment growth, projected employment growth, potential for career ladders and availability of entry-level jobs. The current or projected availability of local economic development support and grant funding was also considered. Industries include: Health Care and Social Assistance,

Pot and Port related Services, Bioscience, Business Services, Computer, Internet and Software Related Data Services, Construction, Sustainable Energy and Environmentally-driven Services and Hospitality and Tourism. Additionally, we will use the information gleaned from the Baltimore Regional Talent Development Pipeline study to inform our work within the CTE programs. The Development Pipeline Study presents foundational information on workforce supply and demand conditions for sectors in the Baltimore Region. The focus of the report is on 13 selected industry sectors in the region and the study provides a detailed analysis of the expected future hiring demand within each sector. The sectors include: Bioscience , Business Services , Construction , Education Finance & Insurance , Healthcare , Hospitality & Tourism, Information Technology (incl. Cyber Security and Health Informatics) , Manufacturing , Retail Trade , Transportation And Warehousing Utilities and Wholesale. Those requiring a High School diploma or less include: Business Services, Construction, Healthcare, Hospitality & Tourism, Information Technology (incl. Cyber Security and Health Informatics), Manufacturing, Transportation and Warehousing.

- Prepare students for careers in the healthcare industry in Baltimore City. Healthcare has been the strongest-growth industry cluster over the past decade and is expected to add the most new jobs in the 8-year period between 2012 and 2020, a total increase of 20,049 new jobs. Healthcare is one of the largest employment sectors in the Baltimore Region with 188,000 employees as of 2012. An aging workforce and interlinks between the healthcare and bioscience sectors are expected to support growth of the sector over next decade. Three major hospitals - Johns Hopkins Health System, University of Maryland Medical Center and Medstar Union Memorial Hospital - provide service to the entire region. Combined, the three systems alone consistently post openings for between 600 and 800 jobs. Many of the region's hospitals are currently advertising jobs for a very broad set of occupations, including strong demand for nurses and technicians in all areas of care. Major healthcare developments in the region include Kaiser Permanente's new facility in Lansdowne, the Northwest Hospital expansion, the Allegis data center at bwtech, the New Mercy outpatient facility in Timonium, and a new patient tower at Franklin.18 Similar projections of healthcare job creation in Maryland State expect the Healthcare sector to add around 75,000 jobs between the years 2010 and 2020 and our projections indicate that approximately one third of that will come from the Baltimore Region.

- Provide students with greater access to high wage/high growth career paths while still in high school. In 2013, Baltimore City's median household income was estimated at $40,803 which is $32,196 less than the State's estimate of $72,999. (US Census Bureau).

Career and Technology Education Continued Expansion

To meet the individual needs of all of student populations, City schools offers a variety of schools such as; traditional, entrance criteria, innovation, charter, performing arts, alternative, transformational, and career and technology education. To provide access for all students, Career and Technology Education in City Schools continues to grow. In school year 2012-2013 CTE enrollment was 8519 an increase from the previous year from 8180 students. In school year 2014-2015, there are thirty-three (33) schools offering CTE programs. CTE has also made great progress in expanding its middle school program, Gateway To Technology. There are currently fourteen schools offering GTT program.

The Career and Technology Education (CTE) five (5) year plan for Baltimore City includes program upgrades, increased student enrollment and an increase in the number of students who take industry certification exams and become credentialed. City Schools has added programs at three high schools and four middle schools. The LTW-CTW office continues to transition current local Programs of Study and Model Program to Maryland Programs of Study and expanding existing program offerings for the 2014-2015 school year. There are three (3) new schools offering CTE programs in 2014-2015, The Renaissance Academy offers the Homeland Security-Criminal Justice pathway, Coppin Academy offers Computer Science, and the Independence School offers Environmental Studies and Natural Resources. Vivien T Thomas Medical Arts Academy will transition its Emergency Medical Technician program into the Fire Science: Maryland Fire and Rescue Institute (MFRI) pathway as well.

The outreach to the middle grades includes the addition of four (4) 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 Booker T. Washington, Commodore John Rodgers, Roland Park Middle, Waverly Elementary/Middle School There are now a total of fourteen schools offering GTT. The ten from the 2013-2014 school year which include Coldstream Park Elem/Middle, Calverton, Cherry Hill Elementary/Middle, Cross Country Elementary/Middle, Bluford Drew Jemison MST Academy (west), Bluford Drew Jemison MST Academy East Middle School, Academy of College and Career Exploration, Friendship Academy of Engineering and Technology, Baltimore IT Academy, and National Academy Foundation Middle School.

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. 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 recertified 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 5%.

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. Each of Baltimore City Public Schools' 85,000 students has unique interests and needs, and the district is committed to making sure they all have access to the programs, opportunities and supports they need to succeed academically and in life after school. This commitment to student success has generated major changes to the district's landscape in recent years: City Schools has gone from being a district where most students were required to attend zoned schools closest to their homes, regardless of quality or focus, to a district where students have a wide range of quality options and a far greater opportunity to choose the school they attend, regardless of where they live. City Schools is building a portfolio of high-quality school programs spanning different grade configurations, governance structures, academic programs and themes.

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 2012-2013, City Schools had an increase in the performance percentage of Technical Skills Attainment. In the previous school year City School performance percentage was 70.81. In SY 2012-2013, the performance percentage was 71.45, an increase .65 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.

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:

- District-wide agreement with College Board to pay for the PSAT for all 10th and 11th grade students. The results of the PSAT provide a diagnostic for SAT and Accuplacer performance. The district-wide agreement also covers the cost of the SAT for all 11th and 12th grade students. In addition, students also have the opportunity to take the ACT.
- Increased Advanced Placement courses in high schools.
- District-wide FAFSA initiatives to encourage students and families to complete the FAFSA process. The district has hosted eight central FAFSA events in addition to FAFSA events held at individual high schools. To increase our utilization of technology and social media, we host FAFSA twitter office hours that allow students and parents to tweet in questions about financial aid and receive responses.
- Encourage schools to offer the services of the College Bound Foundation, College Summit and AVID to CTE students

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.

Another major strategy of the LTW Office is to create dual enrollment/dual credit courses for purposes of accelerating the high school graduation rate and career and college options for 11th and 12th grade students. In 2013 the Maryland General Assembly passed the College and Career Readiness and College Completion Act of 2013 (CCRCCA), which aims to increase college and career readiness and improve college completion rates. An MOU has been established with Baltimore City Community College (BCCC) to provide dual enrollment opportunities for students. City Schools students that meet eligibility criteria have the opportunity to attend BCCC at no cost or a reduced cost and enroll in credit bearing courses. Student can earn one or more college credits prior to graduation. Dual enrollment stands to provide students district-wide with an opportunity to apply more rigor to their high school experience and to better prepare for college via credit acquisition and direct college exposure.

2 What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study (http://www.msde.maryland.gov/MSDE/divisions/careertech/career_technology/programs/), including students who are members of special populations?

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. Teachers are monitored by the LTW-CTE Office to make certain that student IEP accommodations are written into daily lesson plans and implemented in the classroom. Additionally, to ensure that students are provided with coherent and rigorous content LTW-CTE staff members provide technical assistance to teachers and schools through visitations, observations and professional development training. To eliminate performance gaps as outlined in the Master Plan, LTW-CTE continues to work with the Office of Teaching and Learning and Special Education to provide guidance to instructional programs.

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.

2. 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.

Career and Technology Education (CTE) enrollment has increased significantly over the past six years. Since 2008, overall City Schools CTE enrollment has increased from 5207 students to 8519 students, an increase of 63.61%. Enrollment growth trends have shown a 4.14% increase from 8180 to 8519 over the 2011-2012 to 2012-2013 school year.

The increase in City Schools CTE enrollment is attributed to robust public relation and marketing of CTE programs and increased district support. The number of schools offering CTE programs has grown exponentially. Existing schools and CTE centers have expanded the number of pathways from which students may choose. An inclusive atmosphere targeting guidance counselors was also important in the enrollment expansion process.

In SY 2012-2013, eight of the eleven career clusters displayed an increase in enrollment from the previous year. There were three in particular that made significant gains. Information Technology increased enrollment from 1345 to 1575 students, an increase of (230) 17.10%. Human Resource Management increased enrollment from 966 to 1164 students, an increase of (198) 20.50%. Health and Biosciences enrollment increased from 1141 to 1233, an increase of (92) 8.06%;

In SY 2012-2013, one new CTE school implemented programming and produced new enrollment, Academy for College and Career Exploration (ACCE). This yielded a total of 201 new students participating in CTE.

Increased pathway offerings at existing CTE schools have maximized the ability to increase enrollment. The following schools have increased their CTE enrollment: Friendship Academy of Engineering and Technology increased by 207 students; Digital Harbor increased by 158 students; Mergenthaler increased by 157 students; Carver by 125 students; Friendship Academy of Science and Technology increased by 123 students; and Patterson increased by 97 students.

In SY 2011-2012, City Schools had 1456 concentrators and 1131 completers. In SY 2012-2013, City Schools had 1562 concentrators and 1010 completers. There was a slight decrease in completers, however concentrators increased by 7.28%. 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.

3. CTE improvement plans are required if a local education agency 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.

a.) Identify the Core Indicator(s) of Performance that did not meet the 90% threshold

Academic Attainment (1S1) was not met by at least 90% for the English II and Algebra High School Assessments (HSA's).

The local English II target core indicator was 67.00% (1046/1561). Baltimore City's performance in English II was 60.28% (941/1561).

The local Algebra target core indicator was 72.27% (1124/1561. Baltimore City's performance in Algebra was 62.78% (980/1561).

b.) Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.

To have achieved 90% of the 1S1 indicator, 1,046 CTE concentrators needed to meet the academic attainment standards for English II and 1,124 students needed to meet the standard for Algebra.

In analyzing student performance it was clear that Baltimore City students would benefit from interventions that support academic skill attainment across all the pathways. Specifically the data reveals that the percentage of CTE concentrators who met academic standards for English II is low for students enrolled in Career Research and Development (41.11%) and in 4 career clusters: C&D (36.00%), BMF (57.14%) IT (57.51%), and AMC (57.62).

For Algebra the data reveals that the percentage of CTE concentrators who met academic standards is low for students enrolled in Career Research and Development (46.67%) and in 4 career clusters: IT (55.56%), AMC (55.63%), BMF (59.74%) and H&B (61.66%).

Consumer Services, Hospitality and Tourism and Human Resource Services career clusters met academic attainment for English II. The Manufacturing, Engineering and Technology career clusters met academic attainment for Algebra.

c.) Indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described in the FY 15 Local Plan for Program Improvement.

The goal for the 1S1 indicator for SY 14/15 is to provide strategies (see Strategy Worksheet B-1: Transition and Alignment between Learning Levels) to increase the total number of CTE students passing both English II and Algebra High School Assessments without the need for students to complete a bridge plan project to fulfill graduation requirements.

d.) For each Core Indicator of Performance that was not met, describe how the Improvement Plan is being monitored to ensure progress toward meeting the 90% threshold

The 2014/2015 local target of 67.00% for English II and 72.27% for Algebra will require 1,046 students to pass the English II assessment and 1,124 students to pass the Algebra assessment. Our goal of a minimum of 1150 or 73.67% (1150/1561) of students passing English II and Algebra assessments will put us above the Maryland State Department of Education goals for CTE.

To increase the total number of students who meet academic attainment indicators, 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 14/15 school year to discuss how schools can meet the Perkins indicator for academic attainment and to share core indicator results. Teachers will receive program updates during summer professional development in August. During the school year, school staff will continue to receive support from CTE specialists who will meet with teachers and administrators throughout the school year to provide instructional support and to share program data with school staff.

The LTW office is developing a Technical Assistance and Capacity Building plan for CTE that includes support for comprehensive, relevant professional development opportunities for teachers to ensure that all students are prepared for High School Assessments. There will be an emphasis on academic and technical curriculum integration to infuse instruction with the core academic areas of math, science, language arts and the technical core areas. This curriculum integration will help students to make connections between academic and technical courses and helps them to answer the “why do I have to learn this?” question.

Teachers will receive ongoing instructional support to better prepare students to meet academic attainment measures. Students will benefit from solid instruction that incorporates appropriate learning activities that challenge students to master the key elements of the assessments.

Targeted professional development will include strategies to:

- Foster achievement of academic skills by relating real-world applications to classroom and work based learning.
- Introduce potentially troublesome or misunderstood vocabulary at the beginning of each assignment.
- Integrate Writing to Win strategies such as “What I thought you taught,” acrostics (vocabulary), quad clusters, either or, etc.
- Involve other instructors in a team approach to teaching.
- Make appropriate adaptations in assignments to meet learner strengths (e.g., substitute a project for a written report.)

- Use the mastery approach to learning, where students complete and revise work until they meet standards.
- Integrate a variety of instructional activities into classroom lessons: small and large group interaction, self-paced multimedia instructional packages, independent study, and assignments with outside resources, activities to develop problem solving skills, student teacher contracts, demonstrations, simulations, and role playing activities.
- Align course curriculum with academic and technical standards.
- Develop the use of cooperative learning groups to give students' the opportunity to discuss, explain, collaborate, and work as teams to demonstrate math knowledge.

Students will also benefit from learning effective study habits and from academic skills preparation that is integrated in to every day lessons and activities. There will be professional development or instructional support to enable teachers to focus on how to best help students master content and how best to interpret test scores as a means to improve teaching and learning.

The Learning to Work office will work with staff to interpret test results to ensure that all stakeholders understand the principal concepts related to assessment, including key terms, assessment methods, different ways of reporting performance, and basic principles for appropriate interpretation of test scores. In addition, all teachers will receive ongoing support to integrate Maryland College and Career Readiness Standards for English/Language Arts and Mathematics and to understand and apply higher order thinking strategies such as Bloom's Taxonomy.

Students will continue to prepare for assessment exams by taking practice exams throughout the school year. This data will help both teachers and students to determine potential areas of weakness and allow time to address any concerns. LTW will coordinate with industry partners to develop and implement professional development around student testing to increase test outcomes. For example, during summer professional development training, teachers will be learning about best practices that support student certification success. The best practices can be developed and shared with teachers who will be preparing students for assessments so they can learn about and infuse the best practices into their lesson plans to develop testing strategies and plans to improve student academic outcomes.

Career and Technology Education Specialists in the LTW Office will continue to work with teachers and students to assist them with planning their academic and skill-related programs. The specialist will work with school staff to help students to develop future plans for education, training, employment; and provide counseling as needed.

Specialists and staff from the School Support Networks will support the LTW Office to provide study skills training and assistance to students who may need additional help in passing academic assessments. In addition, School Support Networks and LTW staff will work with teachers to develop and implement a plan to monitor the testing process. The plan would incorporate academic attainment skills preparation and reporting on student progress into the schedule already used to report on student achievement.

Teachers will administer ongoing assessments and will work with students and staff to refine the process. CTE Specialists and School Support Networks staff will assist teachers as they determine test approaches and methods to integrate testing into lesson plans. Teachers will include a schedule for academic skills testing in their lesson plan. Student progress will be monitored to assess what interventions are needed to ensure that adequate progress is being made toward all students meeting and exceeding academic attainment measures.

Early Learning

A. Based on the examination of 2013-14 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 Maryland College and Career-Ready Standards in prekindergarten and the new Ready for Kindergarten (R4K) assessment will address the school readiness gaps.

City Schools readiness data reveal that 76% of kindergarteners were fully ready for school in SY2013-2014, up by 48 percentage points since SY2001-2002. 20% were approaching readiness, indicating that they require targeted instructional support to successfully meet kindergarten expectations, and 4% were developing readiness and do not demonstrate the skills, behaviors, and abilities required for kindergarten. 81% 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. 69% of kindergarteners were fully ready for school in Language and Literacy, up from 21% in 2001-2002. 71% were fully ready for school in Mathematical Thinking, up from 18% in 2001-2002. 62% were fully ready for school in Scientific Thinking, up from 12% in 2001-2002, and 66% were fully ready for school in Social Studies, up from 14% in 2001-2002.

City Schools has identified several key initiatives to increase the percentage of students entering kindergarten fully ready for school and to support students who are entering kindergarten less than fully ready in the 2014-2015 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
- 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 Kindergarten Readiness Assessment (KRA)
- Additional Professional development aligned to City Schools 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 update 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 updated for SY14-15 to include more interactive read aloud lesson sets for each theme-based unit. The content of each lesson set is directly related to the theme and vocabulary that students experience in the Literacy Unit. The PreK Math Curriculum has been updated to ensure that each unit is directly aligned to the expectations delineated in the Maryland College and Career Read Standards. Additionally, the assessments for each unit are updated to provide teachers with rigorous tools for evaluating student needs and strengths.

Kindergarten has undergone significant curriculum enhancements. New units of study for Social Studies and Science will be implemented for the 2014-2015 school year. ELP worked with the Office of Science to develop units of study aligned to the Next Generation Science Standards. These units will introduce scientific thinking to early learners in an explorative, playful, and developmentally appropriate manner. ELP also collaborated with the Office of Humanities to develop units of study for Social Studies. These units focus on community-building, rules and routines, and concepts of history. Students will analyze artifacts, compare and contrast events, and build oral language skills through discussion.

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 2014-2015.

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

ELP will be working with special education experts 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. An AU course on Picture Exchange Communication System (PECS) will give teachers the ability to implement a research-based form of augmentative and alternative communication. Emphasis will be placed on incorporating these strategies into daily classroom routines instruction. In addition, the University of Maryland will offer specialized training to teachers to enhance core knowledge, skills, and attitudes necessary to help children identified with behavioral and social emotional concerns.

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

ELP is expanding 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' PreK curriculum and is supported by a partnership with Johns Hopkins University. Two new classes were added for school year 2014-2015

PreK at Play

PreK at Play, a nationally-recognized program, is part of ELP's efforts 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. 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 Kindergarten Readiness Assessment (KRA)

As part of Race to the Top – Early Learning Challenge Grant (RTT-ELC), Maryland is revising the state kindergarten readiness assessment. In SY14-15, the state will be transitioning from the Maryland Model for School Readiness (MMSR) to Ready 4 Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System. R4K will eventually consist of three components; one component, the Kindergarten Readiness Assessment (KRA), will be rolled out in SY14-15.

The window for administering the KRA will be from the first day of school to October 31. During this window, teachers will evaluate their students one-on-one on several domains of learning: social foundations, language and literacy, mathematics, science, social studies, physical well-being and motor development, and fine arts. Teachers will have access to an online dashboard that will assist with monitoring their progress toward completion.

ELP conducted full-day training for all kindergarten teachers on August 20, 2014. Kindergarten teachers received instruction on the seven domains of learning, assessment administration, and use of KRA data to inform instruction. Additional support will be provided to teachers via MSDE-certified KRA Trainers throughout the assessment window, as well as during systemic professional development.

Professional Development Aligned to City Schools Initiatives

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

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 align to City Schools' initiatives.

Collaborative Consultation Model: Provides participants with an overview of consultative service delivery. Participants develop tools and strategies to adapt curriculum and materials, gain experience on differentiating instruction and addressing individual learning needs, and develop skills and strategies for consultation between special and general education teachers.

Autism 101: Provides participants with an overview of characteristics of students with autism spectrum disorder (ASD), instructional strategies and environmental supports used to support the learner with autism in the early childhood setting. This course includes different diagnostic and assessment methods, inclusive practices, impact on families, curriculum development for individuals with ASD.

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.

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.

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

ELP is conducting regular 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.

2. Describe how the school system is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Preschool Special Education; Preschool For All sites; 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 Director of Early Learning Programs serves on the Baltimore City Head Start Governing Board. In addition, the Director of Early Learning Programs 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.

University Partnership for i3 Grant
City Schools is partnering with Dr. Barbara Wasik from CSOS at Johns Hopkins University (JHU) to develop 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 philanthropic 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.

Early Learning Tables 8.1 and 8.2
Domain Abbreviations

SP: Social and Personal
LL: Language and Literacy
MT: Mathematical Thinking
ST: Scientific Thinking
SS: Social Studies
TA: The Arts
PD: Physical Development

B. Based on the examination of the 2013-2014 Public Prekindergarten Enrollment Data (Table 8.3)

3. 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 school year 2013-2014.

4. 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.

5. Describe any policies the school system has put in place to work collaboratively with other early learning and development programs to provide a prekindergarten program for all eligible children, including any collaboration related to the Prekindergarten Expansion Grant program.

Downtown Baltimore Child Care Center (DBCC) MOU
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 SY2014-2015. 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.

Episcopal Community Services of Maryland (ECSM) Ark Preschool MOU
ECSM's Ark Preschool program provides early education and social skills development to children ages three and four whose families are experiencing homelessness. ECSM was awarded a grant under the Pre-k Expansion Act of 2014 to provide pre-k programming to eligible four-year-olds. City Schools developed an MOU with ECSM/The Ark to define the parameters of this partnership and to ensure that this program is available to disadvantaged children.

Gifted and Talented Programs

COMAR 13A.04.07.06 specifies that local education agencies 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 *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

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 education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [*COMAR 13A.04.07.02(A*)].
Goal 2. Programs and Services Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student's potential *[COMAR 13A.04.07.03(A)*]
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 on the next page to report the school system's 2013-2014 objectives and strategies for these three goals along with implementation timelines and assessment of progress.

List the local education agency's 2013-2014 initiatives for gifted and talented students which support the three goals in *COMAR 13A.04.07 Gifted and Talented Education.* Please indicate the specific COMAR reference for each initiative.

Goal 1. Student Identification

Each local education agency 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)*].

Reference COMAR 13A.04.07.02	**Objectives and** **Implementation Strategies**	**Timeline**	**Methods for Measuring Progress**	**Assessment of Progress (Met, Partially Met, Not Met)**
	City Schools implemented a comprehensive identification practice that requires students to meet eligibility criteria in nationally normed assessments in both Ability and Achievement or in three areas from Ability, Achievement, Creativity, and Motivation.	1/2/14 – 6/1/14	Tracking of quantitative data around the total number of students identified around national standards as compared to students previously identified solely by schools without the use of nationally normed assessments.	Met
	Students scoring in the 80th to 89th percentile are identified as Advanced and offered access to gifted programming.	1/2/14 – 6/1/14	Tracking of data from NNAT2, NWEA, SCAT, OLSAT, PSAT, SAT, GES-3, Torrance and Student Product Assessment Form.	Partially Met
	Students scoring in the 90th to 99th percentile are identified as Gifted and offered access to gifted programming	1/2/14 – 6/1/14	Tracking of data from NNAT2, NWEA, SCAT, OLSAT, PSAT, SAT, GES-3, Torrance and Student Product Assessment Form.	Partially Met
	Identification can be initiated by students, parents, teachers, counselors, or other staff.	1/2/14 – 6/1/14	Tracking of external and internal requests for identification (separate from any archival or previously scheduled assessment).	Met

Goal 2. Programs and Services

Each local education agency 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)]*

Reference COMAR 13A.04.07.03	**Objectives and** **Implementation Strategies**	**Timeline**	**Methods for Measuring Progress**	**Assessment of Progress (Met, Partially Met, Not Met)**
	City Schools conducted an audit of existing gifted curricula, such as Jacob's Ladder and M2/M3, to determine if they were being implemented with fidelity in Grades K-5.	1/2/14 – 6/1/14	Collection of qualitative and quantitative data from school principals and teachers as well as classroom observations.	Partially Met
	City Schools conducted an audit of existing Honors courses offered in Grades 6-8 to determine if the needs of Gifted students were being sufficiently met	2013-2014	Collection of qualitative and quantitative data from school principals and teachers as well as classroom observations.	Met
	City Schools conducted an audit of existing AP and IB courses to determine if the needs of Gifted students were being sufficiently met.	2013-2014	Collection of qualitative and quantitative data from school principals and teachers as well as classroom observations.	Partially Met

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.

Reference COMAR 13A.04.07.04	**Objectives and** **Implementation Strategies**	**Timeline**	**Methods for Measuring Progress**	**Assessment of Progress (Met, Partially Met, Not Met)**
	City Schools offered professional development opportunities throughout the year for differentiated course offerings such as Honors and AP.	2013-2014	Tracking of the number of teachers who took part in these opportunities as compared to the total number of teachers who should have participated based on their teaching assignment.	Partially Met
	City Schools worked to establish a cohort of educators to participate in formal training for credentialing in Gifted Education.	2013-2014	Tracking of enrollment numbers of City Schools' teachers taking part in courses offered at JHU or Notre Dame in order to earn a certification in Gifted Education.	Not Met
	City Schools worked to establish formal professional development opportunities in conjunction with CTY and William & Mary.	2013-2014	Tracking of the number of teachers who took part in these opportunities as compared to the total number of teachers who should have participated based on their teaching assignment.	Partially Met

2013- 2014 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 for programs and services at each grade level. Observe the FERPA rules for reporting student data in small cells; however, include those students in the totals for "All GT Students."

	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
All GT Students	14	9	824	760	600	378	349	263	212	270	546	488	395
Hispanic/Latino of any race	0	0	75	39	21	17	21	10	6	10	23	11	12
American Indian or Alaskan Native	0	0	5	1	5	2	0	1	0	1	1	1	12
Asian	0	1	24	14	12	12	14	10	7	13	20	16	9
Black or African American	9	5	540	524	432	242	224	157	119	149	374	361	257
Native Hawaiian or other Pacific Islander	0	0	2	3	1	0	1	0	0	0	1	1	2
White	5	3	168	171	123	102	86	78	77	94	126	96	101
Two or more races	0	0	10	8	6	3	3	7	3	3	1	2	2
Special Education	0	1	27	29	10	10	5	2	2	2	4	3	2
Limited English Proficient (LEP)	0	27	9	0	0	0	0	0	0	0	0	1	0
Free/Reduced Meals FARMS	5	4	592	536	410	233	209	158	123	133	305	253	198

The school system may include below additional information on the gifted and talented program that pertains to local education agency requirements.

Special Education

The BTE Act requires that each updated Master Plan "shall include goals, objectives, and strategies" for students with disabilities. Both federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the federal special education legislation commonly known as IDEA also requires that a child's needs resulting from a disability be addressed "so that they may be involved in and progress in the general curriculum." Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP).

Therefore, each school system's annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Annual Measurable Objective targets at the system and individual school level. Changes to strategies, and or specific areas of progress, and rationale for selecting strategies, and/or evidence-based practices that have improved performance should be discussed in the Update, particularly if applicable for Priority, Focus **or** Approaching Target Schools.

AS YOU COMPLETE THE 2014 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES <u>WITHIN</u> YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS <u>NOT</u> TO BE COMPLETED AS A STAND-ALONE SECTION.

- ***Access to the General Education Curriculum***. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- ***Collaboration with General Educators.*** How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- ***Strategies used to address the Achievement Gap***. When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- ***Interventions, enrichments and supports*** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general educations students?

Professional Development and Highly Qualified Staff

- How is the local education agency ensuring the participation of special education teachers and leadership in Maryland's College and Career Ready Standards, and other content-related professional development to promote student achievement?
- How is the local education agency ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

Education that is Multicultural (ETMA)

The Local School System Compliance Status Report provides the critical indicators for the assessment of Education That is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories reflect 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. The completion of the ETMA Protocol Form requires collaboration among the LSS ETMA Network contact person and appropriate LSS individuals. 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.

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

   City Schools provides resources that reflect diversity and commonalities of students, cultural groups, and communities. All students have access to diverse fiction and non-fiction texts that includes characters and authors from multiple racial and socioeconomic backgrounds. Racial, ethnic and socioeconomic diversity is integrated throughout the City Schools curriculum for English/Language Arts and Social Studies.

   As City Schools selects assessments, a particular focus has been placed on identifying assessments that are culturally neutral. For example, the Naglieri Non-Verbal Ability Test (NNAT2) has been chosen for district use to identify students who are gifted and talented.

   There is district wide participation in the Maryland One Book reading program; this year's book is The Distance Between Us by Reyna Grande. This book chronicles the author's life before and after illegally immigrating from Mexico to the United States.

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

   City Schools is continuing to make efforts to ensure that rigorous academic programs, including Advanced Placement, International Baccalaureate, and Ingenuity have student enrollments that mirror the racial and socioeconomic diversity of the district.

3. Summarize your progress on meeting last school year's LSS ETMA goals. What are your three major ETMA goals for the next school year and strategies for meeting those goals?

City Schools is continuing work to narrow the achievement gap across all disciplines.
As part of our district gifted and advanced plan, City Schools will continue to identify students who are gifted and advanced, includes students who might be twice exceptional. As programmatic options expand, more students will receive high quality gifted and advanced instruction.

City Schools will provide cultural experiences, including local historical, cultural, and fine arts experiences aligned to district social student curriculum.

Race to the Top Scopes of Work
Section C: Data Systems to Support Instruction
(ONLY for LEAs with an approved no cost extension)

Section C: Data Systems to Support 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.

Project 2: 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, 17 schools participating in this project have a 1GBhigh-speed, fiber connection to the City Schools network. The remaining 149 participating schools have a 100MB high-speed, fiber connection. A total of 78 schools are projected to be upgraded this fiscal year to 1GB connectivity. Currently, 17 schools have been completed and the remaining 61 schools will be upgraded prior to the end of the currently school year. This district in-kind contribution to the overall project will ensure that all schools are prepared to incorporate online assessments and resources.

Additionally, in the past, the district has utilized other grant funds to install building-wide wireless in select schools. While the ideal would be to ensure that schools have a full wireless implementation, this was not financially feasible. Additional funds are needed to install wireless in the remaining 103 schools.

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 literacyinto 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 has offerred 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 has allowed 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 with greater fidelity and consistency. 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 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 supplemented the available

technologies through locally budgeted funding of additional equipment. A virtual desktop environment has been implemented in schools that were identified in Year 3.

In addition to the shared cost model, City Schools utilized additional funding in Year 3 to provide classroom technology to 23 additional schools, giving the district a total of 217 mobile computer carts and 6.510 new laptops designated for use by students in their classrooms.

Any additional funds received through the RTTT grant will be allocated to those schools still needing to increase their technology inventory to provide the means to conduct the on-line assessments or who have a demonstrated partnership with elements of Teaching and Learning that foster the use of instructional technology in daily instruction. Any new laptops will feature a touch screen capacity to take advantage of the student's preference for touch screen navigation and to provide experience for our students in the latest computer interface systems. Because of the inability to know how much RTTT money or when the funds would become available, we are not asking the schools selected in this final phase of the RTTT grant to contribute a 25% share of the cost of newest mobile carts.

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 Maryland College and Career Readiness Standards. Sixteen schools received a sub-grant that allowed the purchase of additional mobile carts, printers, LCD projectors and other technology to supplement the instructional program at the schools. The schools receiving the sub-grant were #27, 50, 55, 66, 64, 210,212, 221, 228, 229, 237, 247, 301, 341, 406, and 425. Costs associated with this project, such as upgrades, replacements, and ongoing maintenance will be supported by local funds.

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 these teachers 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 quarterly professional development sessions that explore topics such as managing the mobile carts, accessing the OIT, LDS, and implementing online curriculum and instructional resources.

Specific training topics were designed to help schools use the carts for daily instruction and for online assessments. The sessions modeled a hybrid learning environment, in which participating teachers were provided training on the topics during face-to-face sessions and then were given additional resources and activities to complete independently and with their peers. Participants were then tasked with using the strategies and resources learned to train a cadre of teachers in their schools. They then participated in an online forum to reflect upon the strategy and its implementation in their classroom and those of the cadre members. This program will be continued into the 2014-2015 school year in an additional 30 schools.

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 continues to provide 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.

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, nearly 90% 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 Trainerswas provided to schools needing extra support.

City Schools strategically rolled out DDIT training to schools in cohorts to ensure that consistency and rigor across the cohorts. Following training, schools received 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 school representatives 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) and in spring 2013, a third cohort of 25 schools was trained. In the final year of the Race to the Top funded grant project, a fourth cohort of 31 schools was trained in fall 2013 and a smaller cohort of 10 schools was trained by spring 2014 for a total of 141schools.To date, nearly 90% 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 had the opportunity to opt into training in SY 2013-14.

In Year 4 City Schools continued to deliver DDIT training to cohorts of Principals and members of the Instructional Leadership Teams (ILTs). The investment made through RTTT allowed for a team of four School Achievement Trainers led by a Coordinator in the Office of Achievement and Accountability to build the foundation of DDIT in the district office and in schools. As Year 4 was the final year of the grant funded position and in support of the district's effort to build internal capacity among district office staff and schools, the focus of the team was to provide the district with the materials needed to continue the trainings and supports in the future.. For example, in year 4, model data classrooms and schools were identified as case study schools and videos presenting the school's process for implementing DDIT were developed for posting on the district's Professional Development site.

With the implementation of Maryland College and Career Readiness (MCRR) Standards and transition to Partnership for Assessment of Readiness for College and Careers (PARCC), student performance from formative and summative assessments as well as school climate data are central foci for the instructional decisions made by teachers and school leaders. As such,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 was designed todeliver 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 across schools. The goal in all cases is to support and build on each team member's professionalism, and to inspire each team's responsibility for accelerating student learning through an individualized approach of reflecting and analyzing data to make informed changes to adult practice This work for the past four years was 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 through the Decision-making for Results process, and it serves as a model for collaborative teacher teams to improve teaching and learning through the Teacher Data Teams process.

The professional development began in the fall of Year 2 and culminated this past school year (2013-2014) in year 4 of the Race to the Top grant. The focus of Year 4 was to continue to train new schools in the process and build on the capacity of previously trained schools through onsite

coaching. 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 focused primarily on school leaders who are responsible for empowering their staff to lead the inquiry process at schools. In addition, building off of district office trainings completed in year 2, a subset of staff consisting of 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 successfully completed the three-day certification training in Year 3. As part of the district's sustainability plan, those certified would be able to deliver future training and provide onsite coaching after Year 4. In addition, for the past two yeasr, the model has been embedded inside the School Performance Plan so that schools followed an evidenced-based inquiry process to develop a a detailed plan of action to meet goals.The district is building the training framework and support to offer principal training opportunities of the DDIT course to continue to build internal capacity and sustainability. These trainings would be associated to Leadership Units as part of the new principal contract.

The cohort approach taken by the district to train schools in the DDIT process was intentional. By creating 5 cohorts of schools, the district was able to provide in depth training and differentiated coaching to schools from 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 31schools was trained in fall 2013. An additional cohort of 10 schools was trained by spring 2014 for a total of 141 schools..Nearly 90% of the participating schools 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 SY 2013-14.

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.

Building off year 2 and 3 practices, a set of schools were identified as best practice laboratories for implementing the DDIT process year 4. . The classrooms and schools became the source of City Schools' multi-media case study videos. The purpose of the case study views were to provide interviews and film of principals, ILT members and teacher teams; captureILT and Collaborative Teacher Teams using the model during meetings, and serve as a repository on the district's Professional Development training site (TSS) for current and new staff to sue to support sustained implementation of the model

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 the

Office of Achievement and Accountability , 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.

Sustainability of Data Analysis Training Across Schools

Due to budget constraints for SY 2014-15 and the tremendous amount of work done these past three years in providing trainings and tools to schools on the DDIT process, a decision was made to no longer fund the Coordinator and School Achievement Trainer positions. As such, in addition to continuing trainings and onsite support, a focus of the DDIT process in the final year of grant funding was to provide the district with the materials needed to continue the trainings and supports in the future. Prior to the departure of the School Achievement Trainers and the closing of the contract with the Leadership and Learning Center, the district is in receipt of the following material to integrate the DDIT process within existing district structures:

- A comprehensive DDIT support matrix which rates each school in the implementation of the process as well individualized next steps for continued support
- Communication templates for trainings and coaching visits
- Differentiated training presentations and survey templates for gaining feedback post trainings

In addition to aligning the SY 14-15 School Performance Plan to the Decision-making for Results (DMR) process, this summer's CEO Leadership Institute focused specifically on the application of an evidenced-based inquiry process to increase the outcomes of every student. The session provided at the institute consisted of the following activities: connecting standards and assessment, understanding and analyzing data to prioritize needs, identifying a problem of practice, developing an action plan to address the problem of practice. At the end of the institute, the principals along with their Instructional Leadership Teams were given an overview of the School Performance Plan Components which drew a connection to the DMR process.

Taking into account new district leadership and the transition of leadership at schools, the district office are considering multiple approaches for continuing the schools' investment in the DDIT process. For example, by moving trainings, tools, and videos online, principals and teachers will be able to get real-time access to supports. Most importantly, the district is building off the momentum from the past three years of creating a structure of ILT teams and how they meet to have data driven conversations at schools.

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 has provided provide dollars to a majority of to access online data resources quickly. These dollars have helped fund specialized training for teachers and leaders in order to build their capacity to analyze student data through an inquiry process, and City Schools has worked to align this training with the state's efforts at the Educator Instructional Improvement Academies.

Goals to be sustained after RTTT:

- District embeds the DDIT training and coaching within its current support model
- Schools will continue to carry out these DDIT processes.
- Reinforcement of the DDIT through the School Performance Planning Process.
- All the systems that we have developed using RTTT funds. New enhancements and additional functionalities based on district's 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.

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

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 4 included: continuing to refine the measures that will be used to measure teacher and school leader effectiveness; most notably the student survey and student learning objectives (SLOs); 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; 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; fulfilling internal evaluation data requests; training school-based "SLO Ambassadors" on the use of SLOs as a measure of teacher effectiveness and how to roll them out to the district; field testing SLOs for all teachers in tested and non-tested grades and subjects; creating an SLO Ambassador organization on Blackboard; training of executive directors for principal support and principals on the components of the principal evaluation system; 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 evaluation process and results; and completing the roster validation process with teachers and principals for a third year in order to ensure that City Schools is accurately linking teachers to students when measuring student growth for evaluation purposes.

<u>Goals and Objectives</u>

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 and implemented this system in Year 4. The evaluation system is anchored around the following key elements:

Teacher Effectiveness Evaluation System	School Leader Effectiveness Evaluation System

• Classroom Observations based on Instructional Framework 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
• Professional Expectations Measure 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.
  ○ 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.
• Student Learning Objectives: All teachers will use student learning objectives as a student growth measure. This measure captures student growth or mastery of a set of standards by looking at student performance on an approved assessment.
	• Leadership Framework: 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: Survey of leadership practices of a principal as assessed by teachers, Executive Directors of Principal Support and principal self-evaluation.
	• Student Learning Objectives: All school leaders will use student learning objectives as a student growth measure. This measure captures student growth or mastery of a set of standards by looking at student performance on an approved assessment.

The Teacher Effectiveness Evaluation system 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 2011-12, City Schools conducted a pilot of the evaluation system and in 2012-13 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 implemented the Teacher Effectiveness Evaluation system for stakes in 2013-14 along with Student Learning Objective (SLO) and Student Survey Field Tests.

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 (SLEC). 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.

Sustaining the New Evaluation System:

City Schools anticipates strengthening the evaluation systems in 2014-15 by including student learning objectives (SLOs) as student growth measures. 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. In 2013-14, teachers and principals experienced the new evaluation for the first time and received Achievement Units (AUs - for teachers) or Leadership Units (LUs – for principals) based on the evaluation results that correspond to the 4-tier evaluation rating system (Highly Effective, Effective, Developing, Ineffective.)

SLO Ambassadors: In order to continue capacity across the district at each school, in 2014-15 every school will continue to have at least one SLO Ambassador. SLO Ambassadors will continue to be the school-based experts on the SLO process, and along with principals and assistant principals, helped teachers at their school understand and participate in the SLO field test.

Supporting Struggling and New Teachers: Baltimore City Schools will continue to provide 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.

Providing Quality Professional Development Content: City Schools will continue to develop and maintain quality PD courses that are provided through the online Professional Growth System. In year 4, the focus of the work with the Professional Growth System was to maintain the online courses provided through the PGS and track new data related to updates on the career pathways. We will specifically focus on the newly instituted Lead Pathway. In addition, we are continuing to build out the system to track Leadership Units (LUs) for administrators and applicable central office staff. As all of these things are developed and added, we will continue to adjust and modify the system to be as user friendly as possible and pull reports that can inform the work of schools and the district.

Linking Compensation to Effectiveness:

For the past 4 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 ladder that encourages 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. 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 from 29%

to 50% between cohorts 1 and 4. In addition, in the fall of 2013 the JOC released 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 continue to 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 4. According to current City Schools' estimates, in 2014-2015 approximately:

- 3917 are on the Professional Pathway (63%);
- 601 (10%) are currently on the Model Pathway. [*There are 2 opportunities in year 4 for educators to participate in the peer review process. All educators on the Professional pathway can apply to become Model. The success rate is about 50%*]
- 11 are on the Lead Teacher Pathway;
- 1714 (27%) are on the Standard Pathway

Race to the Top funds were 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 further developed our technology platform to 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. 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.

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.

Instructions:

1. Complete data tables 6.1 – 6.7.

2. Review the criteria associated with each table on the next two pages.

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

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:
6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers As of SY 12-13 82.9% of all CAS courses were taught by Highly Qualified Teachers	The percentage of CAS is 95% HQT or higher.	1. Describe where challenges are evident. 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. 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. **2.** Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress

		placing HQT in CAS. 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. 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.
6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools As of SY 12-13, 87.1% of all CAS courses were taught by Highly Qualified Teachers in Title I Schools	The percentage of CAS in Title I schools is 100% HQT.	1. Describe where challenges are evident. Challenges outlined for all schools are the same for Title I schools. 2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT. 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. 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 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. 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.
6.3: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason There are a total of 2,959 courses not taught by Highly Qualified (NHQ) teachers.	The *combined* percentage total of *NHQT across all reasons* is less than 10%.	1. Describe where challenges are evident. 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. 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 to ensure that staff are trained to become a CAP. However, this lack of CAPs may increase the processing time for certificates. **2.** Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of NHQT. 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. 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
6.4: Core Academic Classes taught by Highly Qualified Teachers in both Elementary and Secondary Schools High Poverty and Low Poverty Schools.	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	1. Describe where challenges are evident. 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

	poverty).	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. 2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools. 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 Paraprofesssional 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. 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. 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.
6.5: Core Academic Classes taught by Highly Qualified Teachers in both Elementary and Secondary High Poverty and Low Poverty Schools By Level and Experience.	The percentage of inexperienced HQT in CAS in high-poverty schools is not greater than the percentage of experienced HQT in CAS in low- poverty schools.	1. Describe where challenges are evident. 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. 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? 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. 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. 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.
6.6: Attrition Rates	Total overall attrition is less than 10%	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? 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.
6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools 100% of paraeducators assigned to Title I schools are qualified.	Percentage of qualified paraprofessionals in Title I schools is 100%	1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified. All paraeducators assigned to Title I schools are qualified. 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. 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.

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 requirements and follow a complete cycle of development that includes Learning, Implementation, Reflection, Sharing, and Feedback. It must also be connected to the larger work of the district and focused on improving teaching and learning. We make a clear distinction between Professional Development that meets these minimum requirements and other opportunities we consider "Training" which is shorter term and teachers individuals how to complete a task, not focused on long term growth. More information about our Professional Development model and how these processes work can be found in the Professional 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 Maryland College and Career Readiness 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 Maryland College and Career Readiness 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.

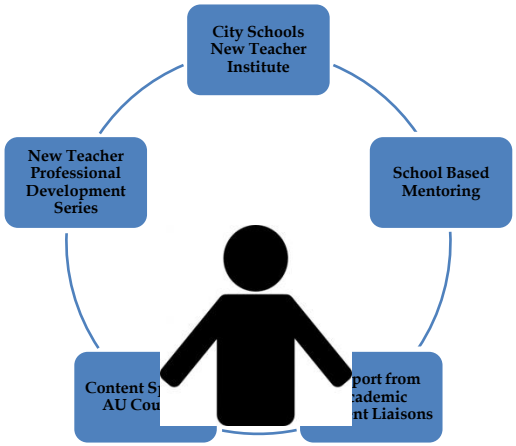
4. Transition to the new teacher and principal evaluation system

The Instructional Framework and Rubric are now the tools utilized for evaluation. As we move forward this year, we are utilizing teacher feedback to build out support opportunities that support the development of our teachers by teaching them out to use this document as a support tool. At this point, many of our teachers know the Key Actions and the descriptors associated with the Teacher Key Actions, so we will be building our professional development to show them what these could look like through video, evidence from classroom practice, and opportunities to practice in real time. Structures for visiting peers to observe areas for growth will also be put in place. For the 2014-2014 we are utilizing teacher data to provide differentiated learning opportunities based the Instructional Framework-making more connections between the Teach Key Actions and the plan and reflect/adjust key actions. Using observational data, we will be addition courses that build teacher understanding of the Instructional Framework as tool that can support growth. This is in addition to the 15 hour course that is still 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 as 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 strategically broken down into 5 components. These components are designed to build skills of early career teachers over a three year period, and engage them in multiple types of learning to improve overall effectiveness.

New Teacher Institute

City Schools provides a five-day New Teacher Institute during which first year teachers learn the necessary skills to begin a teaching career in City Schools. The institute is composed of three parts that included an optional two days focusing on special education roles, responsibilities and tools, four days for all beginning teachers to introduce them to the city, the curriculum, the Instructional Framework, and classroom management, and one day at the school with a site-based mentor and administrator.

New Teacher Professional Development Series

Throughout the year, teachers are offered additional professional development around specific needs of the grade level or content area in which they teach. Once a month, teams of teachers meet to dissect 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 successful completed this year-long commitment during the 2013-2014 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 supports including assistance with planning, modeling of lessons, and analysis of data. This support does not replace the supports of the Site-Based 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 receiving feedback from colleagues to improve instruction. These courses are conducted with both new and veteran teachers in the class, which allows early career 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 early career teachers in years 1-3. This system includes processes for selection, identification , and professional development of site-based 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 expectations 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's Induction Team, there is a District Mentor dedicated to coordinating and providing professional development for site-based mentors, collaborating with mentors/coaches from alternative certification programs and providing school based support to mentors. Over the course of the year, there are two different professional development series offered by this team. Each individual opportunity allows mentors to engage in professional learning for 15-30 hours. Each opportunity follows a coaching cycle that requires participants to put theory into practice in a safe environment with early career 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 early career 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/25564

New Teacher Support http://www.baltimorecityschools.org/Page/25563

City Schools currently employees 1600 new teachers in years 1-3, and there are 286 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 286 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.

Race to the Top Scopes of Work
Section E: Turning Around Lowest Performing Schools
(ONLY for LEAs with an approved no cost extension)

Section E: Turning Around 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 two cohorts of turnaround schools have transitioned from the Title I 1003(g) School Improvement Grant t 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. 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.

Steuart Hill Academic Academy, which was identified as a Priority school through the ESEA Flexibility Waiver continues to implement the seven turnaround principles. Baltimore Civitas Middle/High School which implemented the same model closed at the end of the 2013-2014 school year.

Baltimore City Public Schools wrote a successful School Improvement Grant III application for Gilmor Elementary School. Gilmor will implement the transformation model for three years beginning at the start of the 2014-2015 school year.

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. City Schools uses general funds and Race to the Top dollars to implement reforms in order to increase student achievement at these schools.

The district's ten turnaround schools and seven 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. The district will continue to target resources for growth areas where outcomes have not been met, structuring services to the specific needs of each Breakthrough Center school. This work is coordinated by three School Support Network Facilitators and three Executive Directors.

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 Network 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 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, Priority, 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.

The Facilitators will play support roles to our schools, but will work closely with the Executive Director for Principal Support and with the Turnaround 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.

Recognizing that a challenge faced by schools in the Breakthrough Centerat 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. 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).

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.

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.

Areas of Alignment with the State

City Schools supports the State's efforts to identify persistently lowest-achieving schools and is devoting 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 seven being identified through feeder patterns for additional support.

Appendices

- Appendix A – Contact Information for MSDE Program Managers
- Appendix B – General Submission Procedures
- Appendix C – Bridge to Excellence Resources
- Appendix D – Race to the Top Liaisons
- Appendix E – Race to the Top Finance Officers
- Appendix F – 2014 MSDE Race to the Top Scopes of Work Reviewers
- Appendix G – Local BTE Points of Contact
- Appendix H – Race to the Top Fiscal Controls Update

Appendix A: Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Michelle Daley	410-767-0359	mdaley@msde.state.md.us
Race to the Top Requirements	Danielle Susskind	410-767-0476	dsusskind@msde.state.md.us
Elementary and Secondary Education Act Flexibility Requirements	Danielle Susskind	410-767-0476	dsusskind@msde.state.md.us
Finance Requirements	Donna Gunning	410-767-0757	dgunning@msde.state.md.us
Title I, Part A Improving the Academic Achievement of the Disadvantaged	Maria Lamb	410-767-0286	mlamb@msde.state.md.us
Title II, Part A Preparing Training, and Recruiting High Quality Teachers	Cecilia Roe Heather Lageman	410-767-0574 410-767-0892	croe@msde.state.md.us hlageman@msde.state.md.us
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon	410-767-6577	iyoon@msde.state.md.us
Title I, Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	Marie Lamb	410-767-0286	mlamb@msde.state.md.us
Career Technology Programs	Jeanne-Marie Holly	410-767-0182	jmholly@msde.state.md.us
Early Childhood Programs	Judy Walker	410-767-8182	jwalker@msde.state.md.us
Education That Is Multicultural	Henry Johnson	410-767-0428	hrjohnson@msde.state.md.us
Fine Arts Initiative	Jay Tucker	410-767-0352	jtucker@msde.state.md.us
Gifted and Talented Programs	Jeanne Paynter	410-767-0363	jpaynter@msde.state.md.us
Special Education Programs	Karla Marty	410-767-0258	kmarty@msde.state.md.us
Highly Qualified Staff	Liz Neal	410-767-0421	eneal@msde.state.md.us
Social Studies	Marcie Thoma	410-767-0519	mthoma@msde.state.md.us

Appendix B: Submission Instructions

General Submission Procedures

Date	Submission
October 15	**Master Plan Part I** **Hardcopy** ▪ Send 5 hardcopies, double-sided and three-hole-punched: Master Plan Part I, Finance Section, and Data Section. ▪ Avoid sending documents in binders. ▪ **All unsigned C-125s (RTTT, federal, and technical) should be paper clipped together-not integrated into the final draft-and placed in a separate folder upon submission.** **Electronic** ▪ Post to DocuShare using the detailed instructions on the next page. Master Plan Part I should be submitted as one document in **PDF** format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in **Excel format**. **Master Plan Part II: Attachments** **Hardcopy** ▪ Send 2 hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders. **Electronic** ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Master Plan Part II should be submitted as one document in **PDF** format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as a separate document in **Excel** format.
November 18	**Final Submission: 2014 Master Plan Annual Update** **Hardcopy** ▪ Submit 2 hardcopies of the entire final 2014 Annual Update, double-sided and three-hole-punched, including Parts I and II to the address below. **ONE** final hardcopy submitted on this date **must contain original signatures in all areas where required. Please label this copy as "Original".** ▪ **All signed, original C-125s (RTTT, federal, and technical) should be paper clipped together-not integrated into the final draft-and placed in a separate folder upon final submission.** ▪ Avoid sending documents in binders.

Appendix B: Submission Instructions

Date	Submission
	Electronic ▪ Post the 2014 Master Plan Annual Update to DocuShare. This posting should include Part I, Part II, and the **Excel workbook**s containing the final Finance, Data sections, RTTT Project Budgets and RTTT C-125 workbooks ▪ Parts I and II should be submitted in **PDF** format. The Excel workbooks should be submitted in **Excel format**.

Send Hard Copy Submission to:

Michelle Daley
Division of Student, Family, and School Support
Maryland State Department of Education
200 West Baltimore Street (4th Floor)
Baltimore, Maryland 21201
Phone: 410-767-0359

Appendix C: Bridge to Excellence Resources

Bridge to Excellence	
Bridge to Excellence Home Page	http://www.marylandpublicschools.org/MSDE/programs/Bridge_to_Excellence/
Bridge to Excellence Master Plans	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-7622
MGT Report: *An Evaluation of the effect of Increased State Aid to Local School Systems through the Bridge to Excellence Master Plan*	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-18046
Bridge to Excellence Guidance Documents	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177
Review Tools for Facilitators and Panelists	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-21192
Bridge to Excellence Calendar of Events	http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13221/Document-146202
Race to the Top	
Maryland's Race to the Top	http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top
ESEA Waiver	
ESEA Waiver Information	http://www.marylandpublicschools.org/MSDE/programs/esea/ESEA

Appendix D: Race to the Top Liaisons

Race to the Top Local School System Liaisons -2014

First Name	Last Name	LEA	Email Address
John	Logsdon	Allegany County Public Schools	john.logsdonjr@acps.k12.md.us
Gregory	Pilewski	Anne Arundel County Public Schools	gpilewski@aacps.org
Amreena	Hussein	Baltimore City Public Schools	ahussain@bcps.k12.md.us
William	Burke	Baltimore County Public Schools	wburke@bcps.org
Carrie	Campbell	Calvert County Public Schools	campbellca@calvertnet.k12.md.us
James	Orr	Caroline County Public Schools	james_orr@mail.cl.k12.md.us
Steven	Johnson	Carroll County Public Schools	smjohns@carrollk12.org
Jeffrey	Lawson	Cecil County Public Schools	jalawson@ccps.org
Amy	Hollstein	Charles County Public Schools	ahollstein@ccboe.com
Lorenzo	Hughes	Dorchester County Public Schools	hughesl@dcpsmd.org
Barbara	Baker	Garrett County Public Schools	barbara.baker@garrettcountyschools.org
Susan	Brown	Harford County Public Schools	susan.brown@hcps.org
Linda	Wise	Howard County Public Schools	linda_wise@hcpss.org
Nina	Newlin	Kent County Public Schools	nnewlin@kent.k12.md.us
Damon	Jones	Prince George's County Public Schools	@pgcps.org
Julia	Alley	Queen Anne's County Public Schools	julia.alley@qacps.org
Douglas	Bloodsworth	Somerset County Public Schools	dbloodsworth@somerset.k12.md.us
James	Smith	St. Mary's County Public Schools	jssmith@smcps.org
Pam	Heaston	Talbot County Public Schools	pheaston@tcps.k12.md.us
David	Brandenburg	Washington County Public Schools	branddav@wcps.k12.md.us
Linda	Stark	Wicomico County Public Schools	lstark@wcboe.org
Stephanie	Zanich	Worcester County Public Schools	SAZanich@mail.worcester.k12.md.us

Appendix E: Race to the Top Finance Officers

Race to the Top Local School System Chief Finance Officers-2014

First Name	Last Name	LEA	Email Address
Randall	Bittinger	Allegany County Public Schools	randall.bittinger@acps.k12.md.us
Susan	Bowen	Anne Arundel County Public Schools	sbowen@aacps.org
Victor	De La Paz	Baltimore City Public Schools	vdelapaz@bcps.k12.md.us
Barbara	Burnopp	Baltimore County Public Schools	bburnopp@bcps.org
Tammy	McCourt	Calvert County Public Schools	mccourtt@calvertnet.k12.md.us
Erin	Thornton	Caroline County Public Schools	erin_thornton@mail.cl.k12.md.us
Christopher	Hartlove	Carroll County Public Schools	cjhartl@carrollk12.org
Tom	Kappra	Cecil County Public Schools	tkappra@ccps.org
Randy	Sotomayor	Charles County Public Schools	rsotomayor@ccboe.com
Timothy	Brooke	Dorchester County Public Schools	brooket@dcpsmd.org
Larry	McKenzie	Garrett County Public Schools	lmckenzie@ga.k12.md.us
Jim	Jewell	Harford County Public Schools	james.jewell@hcps.org
Terry	Brukiewa	Howard County Public School System	terry_brukiewa@hcpss.org.
Angela	Councell	Kent County Public Schools	acouncell@kent.k12.md.us
Thomas	Sheeran	Prince George's County Public Schools	Thomas.sheeran@pgcps.org
Robin	Landgraf	Queen Anne's County Public Schools	robin.landgraf@qacps.org
Marvin	Blye	Somerset County Public Schools	mblye@somerset.k12.md.us
Greg	Nourse	St. Mary's County Public Schools	gvnourse@smcps.org
Charles	Connolly	Talbot County Public Schools	cconnolly@tcps.k12.md.us
David	Brandenburg	Washington County Public Schools	branddav@wcboe.k12.md.us
Bruce	Ford	Wicomico County Public Schools	bford@wcboe.org
Vincent	Tolbert	Worcester County Public Schools	vetolbert@mail.worcester.k12.md.us

Appendix F: MSDE Race to the Top Scopes of Work Reviewers

2014 MSDE Race to the Top Scopes of Work

First Name	Last Name	LEA Assignments	Phone Number	Email Address
Sterlind	Burke	Queen Anne's County, St. Mary's County	(410) 767-3765	sburke@msde.state.md.us
Tom	DeHart	Allegany County, Howard County, Talbot County	(410) 767-0366	tdehart@msde.state.md.us
Dorian	Barnes	Prince George's County	(410) 767-0793	dbarnes@msde.state.md.us
Joe	Freed	Carroll County, Charles County, Kent County	(410) 767-0725	jfreed@msde.state.md.us
Bob	Glascock	Baltimore County, Dorchester County, Washington County	(410) 767-0322	rglascock@msde.state.md.us
Ann	Glazer	Baltimore City, Caroline County	(410) 767-0321	aglazer@msde.state.md.us
Mary	Minter	Wicomico County, Cecil County	(410) 767-0136	mminter@msde.state.md.us
Danielle	Susskind	Worcester County	(410) 767-0476	dsusskind@msde.state.md.us
Frank	Stetson	Anne Arundel County, Garrett County	(410) 767-0377	fstetson@msde.state.md.us
Ilene	Swirnow	Calvert County, Somerset County, Harford County	(410) 767-5317	iswirnow@msde.state.md.us

Appendix G: Local Bridge to Excellence Points of Contact

Local Education Agency	Name	E-mail
Allegany County	Kim Greene	Kim.greene@acps.k12.md.us
Allegany County	Ellen Sause	Ellen.sause@acps.k12.md.us
Anne Arundel County	Deanna Natarian Sheila Hill	dnatarian@acps.org skhill@aacp.org
Baltimore City	Amreena Hussain	ahussain@bcps.k12.md.us
Baltimore County	Russell Brown	rbrown16@bcps.org
Calvert County	Diane Workman	workmand@calvertnet.k12.md.us
Caroline County	Patricia Saelens	Patricia_saelens@mail.k12.md.us
Carroll County	Greg Bricca	gjbricc@carrollk12.org
Carroll County	Alice Smith	Amsmit3@carrollk12.org
Carroll County	Gail Capers	vgcaple@carrollk12.org
Cecil County	Michael Schmook	mschmook@ccps.org
Charles County	Joan Withers	jwithers@ccboe.com
Charles County	Amy Hollstein	ahollstein@ccboe.com
Dorchester County	Renee Hesson	hessonr@dcpsmd.org
Frederick County	Doreen Bass Jeanine Molock	doreen.bass@fcps.org Jeanine.Molock@fcps.org
Garrett County	Barbara Baker	bbaker@ga.k12.md.us
Harford County	Renee Villareal	Renee.villareal@hcps.org
Howard County	Caryn Lasser	caryn_lasser@hcpss.org
Kent County	Gina Jachimowicz	gjachimowicz@kent.k12.md.us
Montgomery County	Jody Silvio	jody_silvio@mcpsmd.org
Prince George's County	Veronica Harrison Fred Hutchinson	Veronica.harrison@pgcps.org fhutch@pgcps.org
Queen Anne's County	Carol Williamson	carol.williamson@qacps.k12.md.us
Queen Anne's County	Roberta Leaverton	Roberta.leaverton@qacps.org
Queen Anne's County	Julia Alley	Julia.alley@qacps.org
Somerset County	Patricia West-Smith	pwestsmith@somerset.k12.md.us
St. Mary's County	James Smith	jssmith@smcps.org
Talbot County	Pamela Heaston	pheaston@tcps.k12.md.us
Washington County	Michael Markoe	markomic@wcps.k12.md.us
Wicomico County	Linda Stark	lstark@wcboe.org
Worcester County	Stephanie Zanich	szanich@mail.worcester.k12.md.us

Appendix H: Race to the Top (RTTT) Fiscal Controls Updated:

Note: These controls are specific to the Race to the Top Grant only

Monthly Reporting

Expenditures are reported monthly in the AFR system

Expenditures are submitted monthly for reimbursement through the FSR process

Expenditures

1. Only report RTTT expenditures.
2. Never report encumbrances in the AFR system for this grant.
3. Always report expenditures at the State FY level in the AFR and FSR systems.
    a. In some cases, the LEA may report twice in the AFR system in a given month – July through September – once to report expenditures for liquidated prior year encumbrances and once to report current year expenditures.
    b. For example, in July 2014, an LEA may have liquidations of FY 14 encumbrances reported in the FY 13 AFR record as well as new FY 14.
    c. Expenditures reported in the FY 15 AFR record.
4. When filing the official AFR for the year, mark the appropriate box with an A for Annual.

Transition between Project Years

1. Project Years follow federal fiscal year.
2. Between now and August 15th, as you become aware of any changes that require an amendment, please submit them using the regular RTTT amendment process. This would include any anticipated carry-forward of funding into the next project year or future years.
3. When the Master Plan Annual Update is submitted in October, please incorporate any additional necessary adjustments. Please follow the current RTTT amendment instructions remembering to highlight the changes in yellow and strikethrough any deletions in red from your current, approved Scope of Work so that we know you are submitting alternative language. The corresponding project budgets should be revised per the amendment directions as well. These remaining amendment(s) and the budget(s) will be approved at the same time as the Master Plan.
4. There will be a timing difference between the beginning of Project Year 4 (October 1, 2014) and approval of the Master Plans including Scopes of Work (December 2014). RTTT costs incurred during this period are allowable subject to their approval in the Master Plan. Therefore, any Project Year 4 expenditures associated with changes to the current, approved Scopes of Work and submitted with the Master Plan Annual Update for approval will be at risk of disallowance if not approved.