



**Baltimore City  
Public School System**

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Public School System

***Annual Report***  
***(City-State Partnership)***

**2006**

Baltimore City  
Board of School Commissioners

**December 31, 2006**

## FOREWORD

In accordance with the City-State Partnership legislation of 1997 (Senate Bill 795) and its reenactment of 2002 (House Bill 853), the Baltimore City Board of School Commissioners and the Baltimore City Public School System (BCPSS) leadership have prepared the following annual report information:

- The BCPSS's basic financial statements and independent auditor's reports for Fiscal Year 2006, with comparative totals for 2005.
- An assessment of the most current available student performance by the categories required by the Maryland School Performance Program.
- A comprehensive accounting of progress in the implementation of the school system's master plan for calendar year 2006, spanning school years 2005-2006 and 2006-2007.

The assessment of student performance included in this annual report information was originally developed to guide the *BCPSS Master Plan 2006-2008* and served as the basis for priority setting. Comprehensively and thoughtfully conducted, the assessment of student performance paved the way for a long-term strategic plan designed to accelerate student progress, particularly in state-mandated student performance areas.

The accounting of progress in the implementation of the *BCPSS Master Plan 2006-2008*, demonstrates the school system's determination to carry out every strategy and activity in the service of accelerating student progress in Baltimore City's public schools. Readers of this annual report information will find an implementation status report for each strategy in the *BCPSS Master Plan 2006-2008*. Subsequent status reports will be available in March and June 2007, with a summary implementation report for school year 2006-2007 as part of the next annual master plan update.

In addition to responding to the requirements of the law, the BCPSS has included relevant information that demonstrates commitment to implementing the *BCPSS Master Plan 2006-2008* fully and consistently through the following:

- Incorporating State-mandated Corrective Action in the BCPSS, which is designed to improve identified curriculum, instruction, and school safety aspects of the school system.
- Incorporating the Court-mandated Enhanced Monitoring for Continuous Improvement and Results (EMCIR), which is designed to improve special education instructional and support services in the BCPSS.
- Addressing the needs of eleven targeted BCPSS schools so that significant improvement, especially in terms of student achievement, is achieved rapidly.
- Incorporating the *BCPSS Facility Solutions Plan* so that public school facility problems can be solved.

- Using a Stat process to analyze data pertinent to student, school, and school system success and to use the data for sound decision making.

This annual report submission includes current status reports on Corrective Action and EMCIR implementation in the BCPSS, as well as on the strategies being employed to address the needs of 11 of the school system's lowest performing schools. A current status report on facility issues and how those issues are being addressed is also enclosed, as is a concise update of Charter Schools in the BCPSS.

The annual report submission informative and indicative of the school system's commitment to implementing a well-coordinated master plan and to continuing its collaboration with the Maryland State Department of Education to accelerate student progress.

# Baltimore City Public School System

## Annual Report required by the City-State Partnership

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# Baltimore City Public School System

## *Master Plan 2006-2008* Executive Summary

### **Foundation of the *BCPSS Master Plan 2006-2008***

The *Baltimore City Public School System (BCPSS) Master Plan 2006-2008* is guided by a vision that describes where the full and consistent implementation of Master Plan priorities and strategies will lead the school system and its students, in partnership with its many interested and supportive stakeholders. This vision is clear, desirable, and inspiring.

#### **VISION and Mission of the Baltimore City Public School System**

- *Accelerating the academic achievement of all students, in partnership with the entire community, to ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and in the 21<sup>st</sup> century global workforce.*
- *To accelerate student progress through effective implementation of the Master Plan, focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.*

### **Organization of the *BCPSS Master Plan 2006-2008***

The *BCPSS Master Plan 2006-2008* provides a framework for meeting the federal law, *No Child Left Behind Act (NCLB)*, and Maryland's *Bridge to Excellence in Public Schools Act (BTE)*. It is the expectation of the Board of School Commissioners and the Interim Chief Executive Officer, Dr. Charlene C. Boston, that the BCPSS reflect a culture of excellence in order to accelerate student achievement. To that end, the Board of School Commissioners is committed to supporting fully the following efforts:

- Continuing elementary and secondary reform efforts.
- Ensuring that the middle level grades are a springboard to high school success.
- Creating a culture in the BCPSS that supports the development of the whole child.
- Improving teaching and learning for all special education students.
- Developing a culture conducive to full community engagement, contribution, and communication that fosters effective communications and a clearer understanding of all stakeholders.
- Supporting and developing school-based leadership and ensuring the quality of senior-level personnel.

The BCPSS has designed its *Master Plan 2006-2008* to ensure that its priorities and strategies are clearly focused, supportable, attainable, and reflective of high expectations for students and staff, thereby accelerating student progress and closing student achievement gaps. The resources that support the strategies and priorities are included in this plan. In some cases, staff members or

other resources have been reallocated to further support the critical priorities of the plan. The strategy plans that follow the Executive Summary delineate specific timelines for implementation as well as coordinated staff responsibilities that will be measured against the evaluation component of each strategy. Essential to accomplishment of the objectives and priorities of the *Master Plan 2006-2008* is communication with internal and external stakeholders. How that will be accomplished is threaded throughout the strategy plans contained in the entire document.

This *BCPSS Master Plan 2006-2008* describes the progress and challenges to date and major priorities for implementation, including the following:

- Procurement or alignment of curriculum and development or purchase of student assessments matched to the voluntary state curriculum (VSC).
- Reallocation and expansion of program materials and interventions for reading, mathematics, English II, government, biology, and algebra/data analysis courses.
- Integration of responsibilities for teaching all students under the leadership of the Chief Academic Officer, rather than separate reporting structures and programs for special education students and general education students.
- Enhancement of the programs for the middle level grades with more opportunities for students in the fine arts and physical education; with targeted improvement schools to receive additional professional development, student interventions, and wrap-around services for students and families through the Community Schools program.
- Creation of the School Improvement Office to provide intense support for those schools in school restructuring.
- Provision of professional development for all principals, area academic officers, and classroom teachers (general education teachers, special education teachers, and English for students of other languages teachers) regarding the VSC, effective teaching practices, and use of assessments to identify student needs and program changed/interventions needed.
- Development of programs to increase and retain highly qualified teachers as well as supports to further enhance their learning.
- Expansion, enhancement, and integration of programs that address specific students through Career and Technology Education, Early Learning, and Gifted and Talented Education.
- Revisions to and further development of the programs that support the cross-cutting themes of Educational Technology, Educational That Is Multicultural, and the Fine Arts.
- Creation of systemwide school safety plans and programs, school-specific plans to match identified needs of particular schools, and case-management for students whose behaviors are not conducive to student achievement.
- Expansion of programs to support higher attendance and graduation rates and reduce student dropout rates, supported by partnerships with foundations and organizations that extend the work of the BCPSS in these areas.
- Revision of courses and expansion of intervention programs/recovery courses for students who are required to take and pass the high school assessments in order to graduate.

- Development of individual learning plans for students to provide specific supports that will lead to further success in school.
- Implementation of phase two of the facilities solutions planning process and development of the long-range vision for facilities that match educational programs in the BCPSS.
- Continuation and enhancement of transportation services that include efficient routing and effective communications among drivers, the transportation office, schools, and parents.
- Dissemination and articulation of the focus on student wellness and the provision of healthful food products and improved service levels in school cafeterias.
- Increase in the level of accountability in the BCPSS through use of the SchoolStat program, which has expanded to include Master PlanStat to increase responsibility of system leaders for the priorities in *Master Plan 2006-2008*.
- Enhancement of the student information system and aspects of technology management that will ensure articulation of various student data systems to provide student information more quickly, as needed at the school or system levels.
- Improvement in the communications to internal and external stakeholder groups, and expansion of engagement with parents, community, business groups, and foundations.
- Implementation of the fixed assets tracking and inventory system.

***The BCPSS Master Plan 2006-2008 includes six goals.*** Goals 1 through 5 are the same goals as in the Elementary and Secondary Education (ESEA) Act; Goal 6 is a local school system goal. The six goals are as follows:

- ***Goal 1*** — By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ***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.
- ***Goal 3*** — By 2005-2006, all core academic subject classes (CAS) will be taught by highly qualified teachers.
- ***Goal 4*** — All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- ***Goal 5*** — All students will graduate from high school.
- ***Goal 6*** — Effective management of systems will support student achievement.

Strategies in Goals 1 through 5 include specific supports to enhance student performance and achievement in grades pre-kindergarten through twelve. Goal 6 focuses on how various departments in the school system support students, staff, and the community in this same singular purpose—student performance and achievement. Synopses of the progress, challenges, and resources to attain these goals are provided in the following sections. Details that support the five ESEA goals include specific student group progress and challenges. Strategies, evaluations,

timelines, and resource components to accelerate student performance are found in all sections of the *BCPSS Master Plan 2006-2008* under each goal. Goal 6 is designed to improve management systems as part of the overall effort to accelerate student achievement.

### **Progress, Challenges, and Master Plan Priorities**

**Goal 1 — By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

#### ***Progress and Challenges: Summary of Student Performance from 2003-2006 on the Maryland School Assessments***

- Y Students in grade 3 have increased their reading scores from 39.1 percent proficient or advanced in 2003 to 65.1 percent proficient or advanced in 2006 and increased their mathematics scores from 41.9 percent proficient or advanced in 2003 to 60.4 percent proficient or advanced in 2006.
- Y Students in grade 4 have increased their reading scores from 60.5 percent proficient or advanced in 2004 to 65.4 percent proficient or advanced in 2006 and increased their mathematics scores on the Maryland School Assessment from 47.6 percent proficient or advanced in 2004 to 62.7 percent proficient or advanced in 2006.
- Y Students in grade 5 have increased their reading scores from 44.4 percent proficient or advanced in 2003 to 58.7 percent proficient or advanced in 2006 and increased their mathematics scores on the Maryland School Assessment from 31.3 percent proficient in 2003 to 53.7 percent proficient or advanced in 2006.
- Y Students in grade 6 have increased their reading scores from 43.5 percent to 45.5 percent proficient and their mathematics scores from 19.8 percent proficient or advanced in 2004 to 31.4 percent proficient or advanced in 2006.
- Y Students in grades 7 and 8 have increased their reading scores from 42.5 percent to 46.4 percent and their mathematics scores from 17.9 percent proficient or advanced in 2004 to 24.8 percent proficient or advanced in 2006.
- Y Students in grade 8 have increased their reading scores from 32.8 percent proficient or advanced in 2003 to 39.4 percent proficient or advanced in 2006.
- Y Students in grade 8 have increased their mathematics scores from 11.5 percent proficient or advanced in 2003 to 21.6 percent proficient or advanced in 2006.

#### ***Summary of Student Performance on the High School Assessments***

- Y Students taking the Algebra/Data Analysis High School Assessment (HSA) increased their passing rate from 22.5 percent of students in 2003 to 36.8 percent in 2006.
- Y Students taking the Biology HSA increased their passing rate from 26.7 percent in 2003 to 47.9 percent in 2006.
- Y Students taking the Government HSA increased their passing rate from 42.0 percent in 2003 to 53.9 percent in 2006.

- Y Students taking the English II HSA increased their passing rate from 34.6 percent in 2005 to 37.3 percent in 2006 (only two years of data are available).

### ***Summary of Other Academic Indicators of Student Achievement***

- Y The high school graduation rate has increased from 54.18 percent in 2003 to 60.63 percent in 2006.
- Y The percentage of students completing University System of Maryland (USM) requirements has increased from 40.3 percent in 2002 to 65.6 percent in 2005 (2006 data not yet available).
- Y The percentage of students completing both the USM and Career Technology Education (CTE) requirements has increased from 12.5 percent in 2002 to 22.5 percent in 2005.
- Y Participation in Advanced Placement (AP) courses has steadily increased from 348 students in 2001 to 1,009 students in 2006.
- Y The number of AP tests taken by students has increased from 329 AP tests in 2001 to 1,073 AP tests in 2006.

It is clear from the information above that there has been improvement in student proficiency in the elementary grades more than there has been in the middle level grades. While student achievement levels in the aggregate (the “all students” category) continue to increase, the performance discrepancies for various student groups, including African American students, English language learner (ELL) students, and students with disabilities continue to be a focus for elimination. The student dropout rate has decreased, but greater supports are needed to help students remain in school to ensure an increase in the high school graduation rate for all student groups. The strategies in *Master Plan 2006-2008* focus on the achievement of all students, particularly those with disabilities and those who are English language learners.

Careful analysis of data reveals that although student achievement has risen over the past several years, particularly in the elementary schools, the pace for acceleration of this achievement must increase to ensure that Baltimore City students meet the standards set for 2013-2014. Improving the performance of all student groups on the Maryland School Assessment and high school assessment tests as well as increasing the graduation rate and decreasing the dropout rate are critical to the overall improvement of the BCPSS.

The achievement scores of students in the middle level grades are being given greater attention in the BCPSS as they are of concern in districts statewide. In order to support these middle level grades, a special professional development program, supported by Title I funding, is being offered for staff members in those schools that serve low-income students. Three additional hours a week are being provided for professional development for team learning about the objectives and assessment limits in the VSC, understanding the scope and sequence of new reading and mathematics courses being offered, planning lessons together, learning strategies for teaching some of the critical aspects of the content, and analyzing the assessments (teacher-made, district-designed, or state-mandated) in order to adjust teaching and enhance learning. Furthermore, there are after-school and Saturday programs that will help close student achievement gaps. A newly hired area academic officer (AAO) is working with most of these middle schools.

**Curriculum/Program:** Using Maryland's voluntary state curriculum (VSC) and the core learning goals (CLG), the BCPSS has revised its curricula or obtained curricula from other successful school districts in Maryland in reading/language arts (PK-8), English II, mathematics (PK-8), government, and biology to provide teachers and students with high quality courses. At the elementary school level, the use of the Open Court reading materials has been extended into pre-kindergarten, and grades 4 and 5. Nineteen (19) schools continue to use the Reading Mastery Plus materials instead of the Open Court materials. Appropriate support materials and textbooks have been purchased to support each curriculum. The directors of mathematics and literacy have been appointed, and 20 lead coaches have been reassigned to lead and support the work in these content areas. Area and central office staff are monitoring implementation of these curricula along with building principals and instructional support teachers (ISTs), who are the job-embedded professional developers in each school.

**Assessments:** Benchmark assessments have been developed or obtained from other school systems and will be given quarterly to students in reading/language arts (grades 3-8), mathematics (grade 3-8), and courses in English II, government, biology, and algebra/data analysis. These assessments will be analyzed to identify how much students are learning, to adjust teaching strategies, to group and regroup students according to learning needs, and to identify interventions needed. The unit assessments that are part of the Open Court reading materials will be administered and analyzed more frequently for identification of student needs and re-teaching or interventions.

**Professional Development:** Bi-monthly professional development is provided for the ISTs to ensure systemic support and implementation of BCPSS curricula. Coupling these efforts with effective and ongoing job-embedded professional development at the school level for classroom teachers, special education teachers, and ESOL teachers provides learning and coaching opportunities for teachers to effectively teach the courses, assess student learning, and adjust teaching strategies based on current student performance.

**Interventions:** In reading/language arts, specific interventions were identified and purchased, and are being implemented in reading/language arts according to student needs and student performance. The programs include *Horizons* and *Language for Learning* (elementary grades), *Corrective Reading* (middle grades), and *Wilson Reading* (high school grades) for students performing two or more years below grade level. In addition, after-school programs include *Voyager Passport* and other interventions that provide extended learning time for students. In mathematics, students will be given additional assistance that focuses on the identified objectives of the quarterly assessments or through additional programs like the Progress Pro tutorials. Identification of additional interventions is being determined (e.g., Cognitive Tutor, Larson Mathematics). For the algebra/data analysis course, students will be provided interventions that include the MSDE online course to match identified student needs. HSA recovery courses are being provided for all students who did not yet pass the HSA and need to pass it to meet graduation requirements. Intervention teachers have been assigned to schools for reading assistance according to the school improvement status of that school. Additional staff has been assigned to schools to serve as intervention teachers or to further reduce class size.

**Resources:** The detailed strategy plans for the content areas of reading/language arts, English II, and mathematics include specific budgetary support for new or revised curricula, purchase of

materials, textbooks and other supports needed, including professional development. Additional intervention teachers for reading have been assigned to those schools in school improvement status. The resources listed in the plan also include the partnerships (foundations and grants) for which the BCPSS is grateful and which help to support the priorities of the *BCPSS Master Plan 2006-2008*.

**Goal 2 — All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Progress and Challenges:** There are performance discrepancies between the scores of English language learners (ELLs) and students in the “All Students” category at various grade levels. In some grades that difference has been reduced. These data changes year-to-year include students who are learning English at least in their second year in America. Data review clearly indicates that the greater the student knowledge of the English language (i.e., the number of years a student studies English), the higher the performance on most measures of achievement in English, including the MSA.

**Curriculum/Program:** There were 1,320 English language learner (ELL) students in the BCPSS as of October 30, 2005, who are becoming proficient in the English language within three to five years, reflecting current language acquisition research. The ESOL curriculum includes guides for all five proficiency levels for students. Students are taught in separate classes (pull-out classes) by ESOL teachers until they demonstrate success in their mainstream programs. At such time, they are provided assistance in the regular BCPSS courses. The ESOL curriculum is aligned with the Maryland voluntary state curriculum in ESOL. The mainstream teachers who work with ELLs in their grade-level classes provide necessary modifications and accommodations in daily instruction and in the assessments to ensure equitable student participation.

**Assessments:** Students in the ESOL program take the Language Assessment Scales test (LAS) to measure their proficiency in language development. Information from these annual tests is used by the ESOL teachers to target interventions for the ELLs that will accelerate their proficient use of English. The BCPSS schools are providing accommodations for test taking for the English language learners and teaching them strategies to be more successful on quarterly benchmark tests and annual assessments.

**Professional Development:** ESOL teachers are included in the professional development opportunities in reading and mathematics in order to support accelerated achievement for ELLs. School staff members continue to receive professional development to ensure that each ELL student’s home language is identified upon registration so that resources can be provided immediately. ESOL teachers participate in regular general education professional development sessions to learn skills needed to teach English to Speakers of Other Languages. General educators also participate in specific professional development sessions to learn accommodations for English language learners.

**Interventions:** English language learners are provided at least one class period each day for those who speak no English at all to mainstreamed classes as students become more acclimated to the country and proficient in the English language. English language learners are provided interventions in mathematics, reading/language arts, and the high school assessments, based on MSDE guideline documentation and their classroom performance, assessment results, and recommendations of teachers. Students with disabilities who are also English language learners receive appropriate services and interventions.

**Resources:** An additional seven ESOL teacher positions were added into the FY 2007 budget to meet the needs of the increasing ELL population. The Newcomer center for secondary students augmented staff to provide for some additional content specific teachers. Three additional bilingual assistant positions are working with high school students and one additional teacher to support early childhood classes. Another ESOL mentor teacher has been added as well. Communications with parents/guardians will continue to be expanded to meet the language needs of the students and their families.

**Goal 3 — By 2005-2006, all core academic subject classes (CAS) will be taught by highly qualified teachers.**

**Progress and Challenges:** There has been an increase in the percentage of classes taught by highly qualified teachers in core academic subjects (CAS) from 34 percent in school year 2003-2004 to 46.8 percent in school year 2005-2006. In the summer of 2006, one thousand new educators were hired, of whom 92 percent met the highly qualified eligible status. Based on these recruitment efforts, it is projected that the percentage of highly qualified teachers will be 60 percent in school year 2006-2007. The Human Resources Department has implemented a variety of programs and management tools to support the recruitment of highly qualified eligible teachers. There has even been a “Voluntary” Teacher Transfer fair that provided opportunities to assist highly qualified teachers in transferring from a non-Title I school to a Title I school or for highly qualified teachers who want to transfer from one Title I school to another Title I school.

One BCPSS challenge is the need to continue funding for many worthwhile initiatives that could yield qualified teachers. A second challenge is the ability to recruit teachers in critical needs areas such as mathematics, science, special education, and early childhood education. The BCPSS realizes that atypical recruitment opportunities and programs may be the most promising in the future.

Beyond recruitment of teachers is the need to retain highly qualified teachers as well. The teacher retention program, which is coordinated between the Human Resources Department and the Teacher/Principal Quality Office, strives to retain good teachers in the BCPSS. The well-developed Blum Mentoring Program provides coaching and other specialized assistance to new teachers in their novice years in the teaching profession and provides high quality professional development. These efforts are insufficient to stop the steady loss of highly qualified teachers. Beyond the 181 highly qualified teachers who left the BCPSS during the school year 2005-2006, an additional 393 teachers (who were not highly qualified) also left the school system. Considerable investments of time, energy, and resources were committed toward helping these teachers to become highly qualified as well as to help the highly qualified teachers further their growth.

The BCPSS has coordinated information and services for paraprofessionals to become highly qualified. By June 2007, if these staff members are not yet highly qualified, the BCPSS will have to reassign some of these staff members to other positions or, if no other positions are available, terminate them.

A challenge to providing timely and appropriate professional development is the availability of a building site in which professional development sessions can be provided. When the former Dr. Samuel L. Banks School was closed as part of the BCPSS plan to reduce the number of schools and their square footage to be proportionate to the number of students enrolled, the Professional Development Center housed at that site was also closed. Since that time, content directors, area offices, and the Chief Academic Officer have experienced difficulty finding sites for systemwide meetings and professional development for teachers and administrators. It is difficult to use regular school sites because of the restriction of time and availability. The BCPSS Department of Facilities is working to identify possible professional development sites.

**Curriculum/Program:** An international recruitment strategy, in addition to the Teach for America program and the Baltimore City Teacher Residency program, will continue. These programs have helped develop or brought highly qualified teachers into the BCPSS. The Para-to-Teacher model, the Graduate Intern Program, and a variety of other strategies will be used by the BCPSS Human Resources Department to attract and retain highly qualified teachers.

New teachers are provided mentors and instructional support teachers who assist them in learning curricula, implementing effective teaching strategies, and becoming aware of various supports in the BCPSS and the community to help them adjust to the new school and to thrive as a teacher. Additional mentors have been hired to further expand this critical support not only to those teachers new to the school system or profession, but for those teachers struggling in their work.

The Human Resources Department will continue to collaborate with the Teacher/Principal Quality Office on many initiatives. A prime example of this is the recently created Professional Development “Neighborhood” in the community of Cherry Hill, which is a Title I partnership between Towson University and five Cherry Hill Schools, designed to provide community access for the teachers seeking to meet highly qualified requirements. Teachers new to the BCPSS in 2006-2007 were provided with a new laptop along with the two-week paid pre-service opportunity in the summer prior to the start of school. Goal 3 also accents the importance of high quality professional development, which the BCPSS assesses regularly.

**Assessments:** Teacher certification, courses listed in the course catalog, and teaching schedules will be analyzed to ensure accuracy of data for this ESEA goal. The Praxis exam is offered to facilitate completion of teachers’ highly qualified status. The Human Resources Department will effectively track teacher certification, matching it to classes taught and the coding used for courses themselves. In coordination with MSDE, the BCPSS has piloted a scanning process for certification documents. A new on-line exit interview survey procedure has been instituted to capture self-reported information that can help analyze the reasons for teacher attrition.

Web-based surveys are being used by teachers to evaluate the professional development being provided. The Gallup Teacher Insight is being used as part of the application procedure as an additional measure of information regarding the applicants.

**Professional Development:** The Baltimore Model Schools Initiative provided professional development to the principals in 40 Title I schools over the past two years, targeting improvement in the screening, identification, and interviewing of highly qualified teacher candidates. Another 20 schools are being added in school year 2006-2007 to benefit from this model.

High quality professional development is being provided in the areas of reading/language arts, mathematics, and the high school assessment courses to principals, area staff members and classroom teachers. In consultation with MSDE, monthly schedules and topics for these meetings have been determined. These sessions and ongoing support from the area academic officers is intended to build the leadership capacity and practice of the principals as instructional leaders.

A program for leadership development has been designed by the Chief Academic Officer in collaboration with MSDE to ensure that school leaders and area leaders, particularly the AAOs, are appropriately provided the highest quality professional learning. The BCPSS leaders are increasing their content knowledge, improving their ability to identify effective teaching practices and coach instructional staff, analyzing achievement data effectively, and learning how best to determine how well learning is occurring in each classroom and how to coach for more effective teaching to increase learning. Following this learning, there is a need to clearly identify how to coach for higher student achievement.

**Resources:** The Human Resources Department was reengineered into teams to mirror the tasks associated with the recruitment of highly qualified teachers. Among the budgetary aspects of the Human Resources Department that provide support for the recruitment and retention of teachers is the following: \$4M for tuition reimbursement, \$2.6 M for Smart Start, \$400K for the Baltimore City Teacher Residency, \$300K for the Teach for America program, and \$495K for expansion of the Baltimore Model Schools Initiative.

An additional 12 mentors were hired to further support the new teachers in the BCPSS. These were placed in schools identified as having 35 percent or more of its faculty new or as being a school in school improvement. Additional money is being used to expand professional learning opportunities for teachers and administrators, including after school seminars throughout the year.

**Goal 4 — All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

**Progress and Challenges:** The BCPSS has reduced the number of schools required to develop corrective action plans to address violent behavior from 17 school to 6 schools. There were two BCPSS schools removed from the classification, “persistently dangerous,” at the end of the 2005-2006 school year. There are five BCPSS schools on that list. Some of the five schools have further reduced their suspension rates, but have not yet met the standard to be taken off the list. Schools with increasing percentages of suspensions will be monitored and supported to address

the issues underlying these suspensions. There has been a significant reduction in the number of schools classified as “probationary” (with a suspension rate of 2.5 percent for violent offenses for two years) in school year 2005-2006; there is only one school in this status for school year 2006-2007. There was a decrease in the number of student suspensions for sexual harassment from 189 in school year 2002-2003 to 83 in school year 2005-2006; and a reduction in the number of harassment reports from 151 in school year 2003-1004 to 117 reports in 2005-2006.

**Curriculum/Program:** Schools that have increasing percentages of suspensions for two consecutive years develop corrective action plans. In addition, grade-level appropriate lessons dealing with harassment and bullying are being provided in September of each school year. Students in grades 5 and 6 will receive additional information through a customized magazine and parent information guide to provide information to students about bullying and strategies for parents to recognize bullying and take appropriate actions, including notification to the student’s school.

The Positive Behavioral Interventions and Supports (PBIS) program has been introduced in 30 schools. Additionally, there will be case management protocols used to assist individual students in eliminating chronic, escalating, disruptive behaviors. The Student Support Team has a greater focus on these students to provide them needed assistance immediately rather than when there is a pattern of behavior.

The BCPSS is committed to the development of a comprehensive school safety plan that will promote positive behavior and specific case management support for students exhibiting chronic, escalating, disruptive behaviors, as part of the integrated student support services model.

**Assessments:** Of those 19 schools involved in the PBIS program and evaluated by Sheppard Pratt Health Systems, Inc., the evaluation score of 80, indicating a high level of implementation, was met or was exceeded by every school on the Schoolwide Evaluation Tool, with seven of the 19 schools scoring 90 percent or higher. Analysis of the Maryland Student Adolescent Survey is used to improve the programs and strategies for students to further address their identified needs. The BCPSS Office of Drug Abuse and Violence Prevention will develop a measurement tool to monitor schools in their implementation of the programs.

**Professional Development:** Extensive professional development has been and will continue to be provided to those schools implementing the PBIS model. Coaching support is provided on a continuous basis to schools identified as probationary and persistently dangerous and in writing and implementing their corrective action plans. Additional professional development has been provided to those teachers who use the curriculum on harassment/intimidation and bullying.

**Interventions:** A Web-based application will be developed to document incidents of harassment/intimidation reported by parents, students, and other close family members. Reports generated from this documentation will assist the BCPSS in targeting schools with interventions to address the aforementioned behaviors.

The PBIS program will be provided for additional schools that will be identified collaboratively with staff from MSDE. This program takes three to five years to reach full implementation.

There were ten schools in the category of 18 percent suspension rate or higher in school year 2005-2006; there are three schools in that category for school year 2006-2007.

The Office of Drug Abuse and Violence Prevention will develop a plan to support students who are transitioning from long-term placement in the Department of Juvenile Services (DJS) facilities to schools in the BCPSS.

**Resources:** There is a full-time PBIS coordinator and three PBIS coaches to successfully implement the program in the schools. The budget for the support of these programs is approximately \$1.5M.

**Goal 5 — All students will graduate from high school.**

**Progress and Challenges:** The graduation rate of students has increased from 58.99 percent in school year 2004-2005 to 60.63 percent in school year 2005-2006. While this increase maintains the successive year increases since 2003 when it was 54.1 percent, it is below the MSDE annual measurable objective (AMO) each of those years. The *NCLB* requirement by 2014 is that student graduation rates must be at 90 percent. The graduation rate for students with limited English proficiency was 89.74 percent in school year 2005-2006, 6.5 percentage points above the AMO. The graduation rate for students with disabilities (35.2 percent) is lower than other student groups. This marks a challenge in the BCPSS to provide appropriate support for special education students to complete their education through graduation.

Ninety (90) percent of all eighth grade students completed a high school application indicating their choice of high school programs. Seventy-five (75) percent of seniors in school year 2005-2006 took the SAT, opening up possibilities for students to pursue their education beyond high school.

While the BCPSS dropout rate decreased from 11.6 percent in school year 2004-2005 to 10.5 percent in 2005-2006; the dropout rate for students with disabilities was 16.41 percent in 2005-2006. The BCPSS focus for improving these performance indicators centers around greater access for special education students to the general education curriculum in the least restrictive environment. Collaboration between regular classroom teachers and special education classroom teachers and ESOL teachers will further enhance achievement levels of special education students and English language learners.

Students taking the English II High School Assessment (HSA) increased their passing rate from 34.6 percent in school year 2004-2005 to 37.3 percent in school year 2005-2006. Students taking the Algebra/Data Analysis High School Assessment increased their passing rate from 22.5 percent of students in school year 2002-2003 to 36.8 percent in 2005-2006. Students taking the Biology High School Assessment increased their passing rate from 26.7 percent in school year 2002-2003 to 47.9 percent in 2006. Students taking the Government High School Assessment increased their passing rate from 42.0 percent in 2003 to 53.9 percent in school year 2005-2006. Disaggregated analyses are provided in great detail under Goal 5 with specific strategies that will be used to decrease achievement gaps and increase student performance for all groups of students.

For school year 2005-2006, student attendance in the elementary schools is 94.1 percent; in the middle level grades it is 88.2 percent; and in the high schools it is 83.6 percent. For most student groups, this attendance rate does not vary very much except for the students with disabilities. For special education students, attendance ranges from two to eight percentage points lower than the “All Students” category. Elementary schools have achieved the satisfactory standard for student performance. Attendance for middle level students has increased two percentage points since school year 2002-2003, and for high school students it has increased 3.4 percentage points since school year 2002-2003.

**Curriculum/Program:** Individual learning plans will be developed for students in grades seven, eight, and in the high school to track and support student success in school. High school choice will provide students equity in access to high schools. Students will be provided HSA recovery courses if they did not pass the high school assessments. Student support deans and student support teams will be a part of the integrated student services model to assist students in meeting their goal of graduation from high school with completion of the University System of Maryland and/or Career Technology Education requirements. Partnerships with institutions of higher education and other organizations will further enhance student opportunities, including dual enrollment opportunities.

Curricula have been aligned with the Maryland core learning goals or have been obtained from successful districts in Maryland with additional resources purchased or developed to match identified student needs. The English II curriculum will be evaluated in school year 2006-2007. A new biology curriculum and textbook support materials are being used for the first time. A new algebra/data analysis course is being implemented in school year 2006-2007 as well as a revised government course. Sequencing of the courses in these four areas have been reevaluated based on review of best practices. Additionally, most high school assessment courses are year-long courses that provide 90 minutes of instruction daily. Principals and area academic officers will use the curriculum “look-fors” to monitor implementation of these curricula and support teachers in their practice of effective teaching strategies.

Redevelopment of the attendance office will provide dedicated support for improvement of student attendance and coordinating services to students that increases attendance can lead to increased performance.

**Assessments:** Students will have expanded opportunities to take the SAT and additional sections of advanced placement courses to challenge them to higher performance. Guidance counselors and other student support team members will review student grades at each marking period to identify students in need of individual learning plans.

Quarterly assessments will be developed for the courses in which high school assessments are taken, that reflect the core learning goals, and are in the format of the high school assessments. During the third marking period, each student will take “practice” high school assessments that mirror the actual assessments to measure student achievement to date and to prepare students for the actual test.

AttendanceStat is a formal process used to analyze, report, and monitor student attendance as well as focus attention on problem areas and guide decision making.

Enhanced record keeping and analysis of student attendance data will be used to identify root causes for student absences and provide solutions, in collaboration with community organizations, to provide dedicated supports for students to attend school.

**Professional Development:** Professional development will be provided to all secondary administrators on interpreting high school transcripts and accuracy of same. Monthly professional development is being provided to school principals and area office administrators, department heads and instructional support teachers, special education teachers, and ESOL teachers where applicable.

Weekly meetings will be held with ISTs and department heads to discuss best practices, share lesson plans, observe demonstration lessons, and analyze student work. Teachers, including classroom teachers and intervention teachers, will meet in school-based professional development and receive coaching from the instructional support teachers. Further, there were summer institutes for ISTs and department heads to build capacity of these teacher leaders to become more proficient academic coaches for classroom teachers.

**Interventions:** The Alternative Options Network and the Novel Online Credit Recovery Program will help support promotion and retention of students who need a non-traditional approach to schooling. Partnerships with many Baltimore City agencies and institutions in the area are critical to the student success and will continue to be expanded.

HSA recovery classes will be offered to students who did not pass the English II high school assessment during 2006-2007. HSA recovery classes are already being provided, including some on-line courses, for students who did not pass the algebra/data analysis, government, or biology high school assessments given in school year 2005-2006. Students who are part of the recovery classes are those who began high school in the fall of 2005 and must pass these assessments in order to graduate in 2009.

Baltimore City has invested more than \$1.75 million in community school coordination and millions more in the programs and services that will be located in them. This project brings resources that increase students' readiness for learning, provides opportunities for youth development, health and mental health, family support, and workforce and community development.

**Resources:** Core novels and classroom libraries for English I and English II classes have been purchased, and two additional specialists were hired to provide systemic coordination of the efforts of the instructional support teachers and these curricula. New textbooks that support revised curricula as well as ancillary materials have been purchased to ensure that teachers have the materials necessary to provide excellent teaching and learning opportunities for students.

### **Addressing Specific Student Groups**

This section of the *BCPSS Master Plan 2006-2008* addresses Career and Technology Education, Early Learning, and Gifted and Talented Education.

**Progress and Challenges:** BCPSS students have performed higher than the State on the percentage of Career and Technology Education (CTE) concentrators who meet the University System of Maryland (USM) requirements. With the budget crisis a few years ago, there was a

reduction in force of teachers who teach CTE programs. However, there is a plan to expand current course offerings and programs.

There are pre-kindergarten programs in all but 11 elementary schools with a total of 112 full-day programs and 64 half-day programs. The BCPSS will maintain systemic full-day kindergarten classes, with an increase from 261 to 304 classes for school year 2006-2007, thereby offering these full-day programs universally three years before they were required by the State. A total of 96 percent of the BCPSS pre-kindergarten students have been rated in the “approaching” or “fully ready” categories of the pre-kindergarten assessments for school year 2004-2005 and school year 2005-2006. The Office of Early Learning is addressing the need to increase the percentage of students with disabilities receiving instruction in the least restrictive environments (LRE A and B).

As a result of the review by MSDE, the BCPSS began to implement the Schoolwide Enrichment Model as the identified systemic model for its gifted students. In order to meet the needs of more gifted students, additional appropriately challenging programs and services have been identified. The programs and services include Primary Talent Development, (PTD), Advanced Placement (AP), Internationale Baccalaureate (IB), and the Ingenuity Project (IP).

**Curriculum/Program:** The Local Advisory Council has been reactivated and is made up of 48 members representing a variety of program businesses and industries. Programmatic Advisory Councils (PACs) are operational for nine of the 40 pathways and will be expanded to include others during the school year 2006-2007. Plans have been developed to create more partnerships with post-secondary institutions. The BCPSS has analyzed the CTE programs offered and identified needs across the ten MSDE clusters that reflect all CTE pathways.

The *Blueprint for Early Literacy* is being used in pre-kindergarten classes. The comprehensive literacy program is supported through the use of the Open Court reading materials that are now being used in most of the BCPSS schools in grades K-5. The Office of Preschool Special Education and the Office of Early Learning have been combined to ensure appropriate opportunity for students with disabilities (SWD) and to ensure a seamless system of support for all young learners.

There are multiple programs offered under the umbrella of Gifted and Talented programs: Primary Talent Development, Systemic Gifted and Talented Program, the Ingenuity Project, the schoolwide enrichment model/advanced placement, and the expansion of the International Baccalaureate Programme for students in the primary and middle level years.

**Assessments:** Analysis of student achievement will be ongoing to further support CTE students to increase their cumulative grade point average, to obtain a higher technical GPA in their program courses, and to increase the percentage of student who not only complete the CTE concentrators program, but also complete the University System of Maryland (USM) requirements.

There were specific data collection needs that have been addressed, thus ensuring a fuller representation of information from special education students. Staff continues to analyze student data and classroom performance. Such monitoring includes teachers’ utilization of the

curriculum and use of end-of-unit and benchmark assessments in pre-kindergarten and kindergarten classes. Work Sampling System (WSS) data entry will continue to increase from 96 percent to 98 percent in school year 2006-2007.

Teachers will analyze student performance, using the behavior checklist to differentiate instruction and identify students who are eligible for the programs offered. There will be expansion of the systemic gifted and talented program as well as the processes needed for expansion of the Internationale Baccalaureate Programme into the Early Years and Middle Years programs.

**Professional Development:** Forty-five (45) percent of the 126 CTE teachers have more than 26 years of service in the BCPSS. More than 90 percent of the CTE teachers are non-industry certified but meet MSDE credentials for standard or advanced certifications in an academic subject area. Professional development opportunities are centered on industry or MSDE-provided training. The CTE department has a ten-year agreement with the Southern Regional Education Board/*High Schools That Work* (HSTW) consortium to further support student achievement.

There will be use of the Early Learning Instructional Program monitoring rubrics to gauge implementation of the VSC and the overall BCPSS programs in reading and mathematics. Support for teachers will be provided at the school level, based on these findings. Annual professional development is provided to learn how to judge students' readiness as measured by the Maryland Model of School Readiness (MMSR) use of MMSR exemplars, to prepare teachers for the summer learning program, to accommodate student needs so that more students with disabilities can be educated in LRE A.

In the gifted and talented programs, extensive professional development will be provided to teachers regarding the instructional areas that challenge students to achieve higher performance, compacting the curriculum, systemic identification procedures, and other topics that assist further development of gifted and talented programs. Additional support will be provided to teachers as needs are identified. Ninety (90) teachers have received professional development from the College Board to prepare them for teaching the advanced placement courses. As these courses are expanded, more teachers will be provided such opportunities.

**Interventions:** In order for students to learn more about the various CTE programs, two booklets have been produced in collaboration between the Department of Student Support, Office of Student Placement, Office of Partnerships, and the Department of Special Education. These two booklets, "Choosing the High School That Is Right for You" and the "American Careers" magazine are available to all eighth grade students and the larger community. These communications will assist in increasing the number of attendees at the High School Fair. Beyond the student achievement analysis and greater communications, students in the CTE programs are given the same interventions developed for the high school assessment courses.

The BCPSS has offered the Summer Early Learning K Program for students entering kindergarten. Additional opportunities will be provided. There is an Early Learning Intervention Plan that will identify what is needed to not only close the achievement gap among different student groups, but how to increase the percentage of students performing in the "fully ready"

category on the MMSR. Students identified as needing additional assistance will be provided appropriate interventions.

Students in the Gifted and Talented Programs in the BCPSS receive the same interventions as all other students in reading and mathematics. More particularly, teachers are becoming more proficient in compacting curriculum, in learning differentiated strategies to meet the needs of the gifted students, and enhancing further their ability to identify students with the potential for giftedness.

**Resources:** The CTE programs are sponsored through the Perkins Grant and local funding. For the school year 2006-2007, five additional teachers have been hired to further expand these programs. In addition, the Office of Career and Technology Education is beginning to add staff to provide systemwide support to teachers and ensure the programs reflect national and industry standards.

For school year 2006-2007, there will be the first BCPSS Early Learning Center created to serve approximately 180 pre-kindergarten and kindergarten students. It is important that the Early Learning Initiatives reflect a seamless program for all early learners. To that end, there has been extensive collaboration among the Office of English as a Second Language, the Office of Special Education, and the Office of Early Learning. The number of pre-school inclusion classes is increasing from nine to 12, and the number of ESOL pre-kindergarten programs for ESOL students is increasing from one to four. The budget for these Early Learning programs is approximately \$5M.

There is both local and grant funding for extensive professional development. The largest expenditure is for salaries of teachers who provide the many programs offered. Salaries for teachers in these programs are approximately \$1.7 M.

### **Cross-Cutting Themes**

This section of the *BCPSS Master Plan 2006-2008* addresses Educational Technology, Education That is Multicultural, and Fine Arts.

**Progress and Challenges:** The infrastructure has been completed in the remaining 40 schools, and those schools wired through the Technology in Maryland Schools (TIMS) are being reevaluated since the current TIMS standards reflect upgrades needed for broadband access in those schools originally wired. Technology specialists are working in the schools to provide job-embedded professional development and coaching in the effective use of technology to enhance teaching and learning.

Education That Is Multicultural (ETMA) provides the backdrop for the BCPSS to eliminate student achievement gaps. The BCPSS continues to implement Maryland's African American Curriculum, sponsors visits to the Reginald F. Lewis Museum, and helps teachers learn instructional strategies and understand different cultures in support of greater student achievement. The reorganization of positions under the Deputy Officer for Academic Achievement include the renamed position, Director of Curriculum and Instruction, Multicultural Education and Diversity, further identifying the focus that the BCPSS places on these critical issues.

Elementary and middle level students attended matinee concerts by the Baltimore Symphony Orchestra and Morgan State University's productions of the musical, *Ragtime*. Leadership Teachers in the Arts Discipline (LEAD) played a large role in organizing adjudicated citywide solo and ensemble band, choral, and jazz festivals. The citywide art exhibit, *As We See It*, was reinstated to help make the fine arts program visible beyond the classroom. A citywide *Dance Symposium* was held as well. Such activities will be implemented in school year 2006-2007.

**Curriculum/Program:** The Information Technology Department (ITD) has added enhancements providing and expanding access in the use of the Riverdeep Learning Village tool, supporting the library/media program, preparing for the online statewide assessments, providing laptop computers to new teachers and access to the curriculum on the Web, as well as lesson plans and activities that can be accessed by teachers and students using the Teacher Support System (TSS). Access for teachers is not universal at this time and will continue to be addressed.

The African American curriculum that has been written by teachers across Maryland is used in the BCPSS at appropriate grade levels. Students have access to the Reginald F. Lewis Museum in Baltimore where they are able to better understand and to make connections in their learning. Furthermore, the Education That Is Multicultural (ETMA) plan will identify culturally responsive learning environments and assist schools in learning how to take into consideration the affective and cultural domains of the "whole child," so critical to fostering high achievement.

The programs in dance, music, theater, and visual arts were aligned to the voluntary state curriculum by the end of the school year 2005-2006. Progress was also made in the area of arts integration, supporting learning across the curriculum. The Arts Integration initiative, supported by the Ford Foundation, evolved into a new partnership organization, Baltimore Partners for Enhanced Learning that will continue.

**Assessments:** The Instructional Technology Department collaborated with the Teacher/Principal Quality Office and other departments that provide professional development to include Web-based and e-learning strategies among learning opportunities provided to teachers. The ITD staff is developing a systemic professional development plan that will reflect the needs as identified by a technology skills inventory as well as those that reflect the MSDE Technology Literacy standards expected for students by grade 8. Credit recovery programs, like Novel, are available for students to recover credits needed for graduation. The MSDE Technology Literacy Profile will be given to all instructional staff in October 2006 and again in May 2007.

During the 2005-2006 school year, 91 schools participated in the school self-assessment protocol from the ETMA program. A learning styles inventory will be used in school year 2006-2007 to assist teachers in planning their lessons to include various student learning styles in order to differentiate instruction to increase achievement of various student groups. The coordinators of multicultural education and diversity will work with the directors of literacy and mathematics, low incidence and inclusion, and secondary education to analyze student performance and identify strategies that can more effectively meet the needs of different groups of students.

While there have been numerous venues for students to demonstrate their proficiency in the arts in adjudicated settings, for the first time in the school year 2006-2007, systemic arts assessments will be developed. These assessments will be aligned with the VSC and piloted in grades 3 and 5.

**Professional Development:** Technology integration analysts (TIAs) work with administrators on the effective use of technology to better collect and manage data to inform and support teaching and learning. They also work with teachers to integrate technology into student lessons.

Teachers and administrators attend professional development opportunities that not only help those who are teaching the African American curriculum to do it well, but to understand how to further integrate appropriate strategies to accelerate achievement of all student groups.

Workshops will be continued by professionals in their fields to further enhance the instructional expertise of the teachers in the BCPSS. Teachers will also learn how to increase and enhance content knowledge that supports the Maryland Fine Arts standards and implement effective instructional strategies.

**Interventions:** Protocols will be established to assess effective culturally supportive environments. Use of learning structures from the *Framework for Understanding Poverty* is providing needed intervention approaches (learning structures) for some students to increase their success in the classroom.

The Educational Technology department has developed a plan that will provide enhanced technology opportunities for teachers and students to further integrate technology into instructions.

**Resources:** Enhancements to current technology used in the schools and by staff in central office will continue to be added based on budget plans. A comprehensive plan for expanding technology to ensure students meet the newly revised Maryland technology requirements will be included in the development of the FY08 budget.

For the past six years, the Fine Arts Initiative Grant has helped in the growth and improvement of the visual and performing arts programs in the BCPSS. These resources have been complemented by support from the BCPSS, the City of Baltimore, and many partners, including cultural institutions, colleges and universities, philanthropies, and individuals. With the expansion of programs, there were an additional 47 visual and performing arts teachers in the schools in the school year 2005-2006.

To articulate and direct the Education That Is Multicultural (ETMA) initiatives, the BCPSS has restructured the position of Director of Curriculum and Instruction, Multicultural Education, and Diversity. Under the supervision of this director, the newly restructured positions of coordinators of Minority Achievement and Multicultural Education will coordinate efforts with the BCPSS stakeholders to assure implementation of the By-law. The BCPSS will continue to provide release time for the local school ETMA representative to attend the monthly meetings of the ETMA Network.

**Goal 6 — Effective management of systems will support student achievement.**

This goal in the *BCPSS Master Plan 2006-2008* is designed to improve management systems as part of the overall effort to accelerate student achievement. Its strategies are focused on the priorities listed below.

- Implementation of phase two of the facilities solutions planning process and development of the long-range vision for facilities that match educational programs in the BCPSS.
- Continuation and enhancement of transportation services that include efficient routing and effective communications among drivers, the transportation office, schools, and parents.
- Dissemination and articulation of the focus on student wellness and the provision of healthful food products and improved service levels in school cafeterias.
- Increase in the level of accountability in the BCPSS through use of the SchoolStat program, which has expanded to include Master PlanStat to increase responsibility of system leaders on the priorities in the *BCPSS Master Plan 2006-2008*.
- Enhancement of the student information system and aspects of technology management that will ensure articulation of various student data systems to provide student information more quickly as needed at the school or system levels.
- Improvement in the communications to internal and external stakeholder groups, and expansion of engagement with parents, community, business groups, and foundations.
- Implementation of the fixed assets tracking and inventory system.

**Accountability Measures: Implementing and Monitoring the  
*BCPSS Master Plan 2006-2008***

Master plan objectives and the strategies are clearly designed so that they can be monitored and supported. These objectives include student performance on the annual state tests and ongoing evaluations of strategies that support student progress. Weekly MasterPlanStat meetings are focused on the implementation of the critical priorities in the *BCPSS Master Plan 2006-2008* to assist in refocusing resources or adjusting strategies as needed.

Rather than maintain different plans for federal and State requirements of the BCPSS, *Master Plan 2006-2008* integrates those requirements into one coherent and comprehensive plan. Integrating these efforts ensures that the BCPSS is coordinating its efforts across offices and for the sole purpose of student achievement. Throughout *Master Plan 2006-2008* are elements of the Corrective Actions (CA) and the Enhanced Monitoring for Improvement and Results (EMCIR) plan. Appendix A at the end of the Master Plan 2006-2008 document is the Implementation Status of Corrective Action. Appendix B cross-references Goals 1-6 with these previous required through the CA and the EMCIR.

The *BCPSS Master Plan 2006-2008* is written with the expectation that it will continuously be evaluated and revised to reflect the needs of students and staff, emerging state and federal requirements, and best practices in education. Extensive analyses of data are part of the ongoing evaluation and recommendations for changes to the *Master Plan 2006-2008*.

Regular reports will be provided to the Board of School Commissioners about progress toward achievement of the goals of *Master Plan 2006-2008* in December 2006, March 2007, and June 2007. These implementation status reports will be shared with the Baltimore City community to further engender both confidence in the accountability systems in the BCPSS and progress toward meeting the goals.

***The Data Management System:*** A student data warehouse system and individual student data, including frequent teacher assessments (benchmark tests), are being developed for use in the reading/language arts classes, mathematics classes, and all the courses in which students take the high school assessments. The ability to cross-reference this data warehouse with the general student information system will enable greater access to detailed student information in order to present a comprehensive picture that informs classroom decisions and identifies significant implications leading to new learning.

Access of student information through a data management system will enhance systemwide and schoolwide opportunities to manipulate various information sources in an expeditious way in order to analyze student performance. Administrators, teachers, and instructional support teachers (job-embedded staff developers) are able to make important instructional decisions without any delay. In school year 2006-2007, this plan begins to provide access to data for teachers and guidance counselors and multiple opportunities for professional development.

The BCPSS staff are committed to a process that will carefully manage and effectively use student data to improve teaching and learning. Staff at the central office and in the schools will continue to focus on data-driven instructional improvement. These student data reports are shared with principals, directors, area academic officers, and teaching staff in the schools. There has been, and will continue to be, an insistence on reaching higher goals each year, with long-range goals raising the ceiling and floor for each student.

*NCLB* requires more of communities, districts, schools, teachers, and students so that every student can demonstrate mastery of State standards, as measured by the Maryland School Assessment. The *Bridge to Excellence* elements were forerunners of the *NCLB* federal law and its mandates, and reflect the new State initiatives for school reform that accelerate the pace of needed change in education. Each of these initiatives calls for raising academic standards and achievement, and addresses the inequities in student performance in Maryland among student groups.

Data analyses are critical to annually identify the steps needed to improve student performance and to serve as indicators of how well BCPSS has attained its performance objectives. The BCPSS student data system provides the backdrop for identified priorities and their strategy plans to support those priorities.

## **Communication and Consultation with Internal and External Stakeholders**

Development of the *Master Plan 2006-2008* resulted from the diligent efforts of the Board of School Commissioners, the BCPSS *Bridge to Excellence* Planning Team, parents, teachers, administrators, community members, and the BCPSS Parent and Community Advisory Board, who have contributed through their input in the course of the past school year. In order to identify the school system's priorities through the school year 2007-2008, the *Bridge to Excellence* Planning Team, interim Chief Executive Officer, and Baltimore City Board of School Commissioners carefully reviewed the following:

- Student achievement and other pertinent data.
- Recommendations of external and internal stakeholders.
- Corrective actions required of the BCPSS by the Maryland State Board of Education.
- Findings of the March 2006 Review Team assembled by the Maryland State Department of Education to review the *2005 BCPSS Master Plan Update*.

BCPSS senior staff and representatives of the School Board presented and discussed the identified priorities and related information with the House Appropriations Committee of the General Assembly, the Baltimore City Delegation to the General Assembly, the full Baltimore City Council at a FY 2007 budget hearing, the Education Committee of the Baltimore City Council, the BCPSS Parent and Community Advisory Board, and participants attending Facilities Solutions area and citywide meetings of the Phase I, Facilities Solutions meetings.

During the development of the FY07 budget, numerous meetings were held across Baltimore City to ensure that the community had input in the development of the budget and the strategies for the Master Plan. Regular meetings have been held with the Parent and Community Advisory Board (PCAB) to explain various programs that were being developed or implemented.

The latest discussion took place with PCAB at its regularly scheduled meeting held on September 25, 2006. At that meeting, staff members reviewed with PCAB Board Members the many elements included in *Master Plan 2006-2008*, including the ESEA and BTE goals, as well as the strategies that address the State-mandated corrective actions and the EMCIR, and reflected the many programs already discussed during the budget hearings or at subsequent meetings with PCAB during school year 2005-2006.

The BCPSS *Master Plan 2006-2008* will be discussed further with staff in all schools throughout the school year. In addition, community forums will be held so that the Board of School Commissioners and the interim Chief Executive Officer can obtain continuous feedback from the community regarding student needs, and to engage the community in a singular dedication to ongoing student achievement. The input from these various meetings will be used to inform and potentially modify the implementation of the current master plan, as well as influence the direction and support of priorities in subsequent updates of the school system's master plan.

Regular content area and grade-level teacher meetings, workshops, school improvement teams, various parent and community groups, national and State reports will all be used to provide additional clarification and/or focus for *Master Plan 2006-2008*. The master plan will be written with the expectation that it will be updated annually and will continuously evolve to reflect the needs of students, staff, families, and constituents, as well as emerging state and federal requirements and best practices in education. Extensive analyses of data are part of the ongoing evaluation and recommendations for needed changes to the BCPSS *Master Plan 2006-2008*.

An abbreviated summary of the BCPSS *Master Plan 2006-2008* will be sent to community leaders as well as a flyer that can be used for easy distribution. In the future, this summary will be included in the *Information Guide for Parents and Students*. A CD that provides a PowerPoint review of *Master Plan 2006-2008* will be provided to every school so that everyone in each school community (staff and parents) can continuously focus on the school system's master plan, obtain a copy of the plan, review it, seek clarification, and provide feedback. Ongoing reports to the Board of School Commissioners and the interim Chief Executive Officer will be provided. Furthermore, *Master Plan 2006-2008* will be posted on the BCPSS website, and stakeholders will be invited to provide comments and suggestions.

**BCPSS MASTER PLAN cross-referenced to the Corrective Action Plans (CAP)  
and Enhanced Monitoring for Continuous Improvement and Results (EMCIR)**

<b>GOAL</b>	<b>Objectives</b>	<b>Associated Corrective Action(s)</b>
<b>ESEA GOAL 1:</b> By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics	-The percentage of students, in the aggregate and for each student group, who are at or above the proficiency level in reading/language arts and mathematics on the MSA	<b>CAP:</b> Adopt new MS and HS curricula that have been used successfully in another MD school system (MS reading/LA, mathematics, English II, Algebra I/Data Analysis, Government, Biology; provide assistance to schools in restructuring <b>EMCIR CAP Area</b> <ul style="list-style-type: none"> <li>• LRE pre-K; LRE school-aged; Related Services Interruptions; Transportation Interruptions; IEP Report Cards; Kindergarten Work Sampling; Achievement</li> </ul>
<b>ESEA GOAL 2:</b> All limited English proficient students will become proficient in English and reach high academic proficiency or better in reading/language arts and mathematics		Major documents are translated into the language of the parents
<b>ESEA GOAL 3:</b> All core academic subjects (CAS) will be taught by highly qualified teachers	- CAS classes taught by highly qualified teachers as defined by section 9101 (23) of the ESEA. -Percentage of teachers receiving high quality professional development - Paraprofessionals working in Title I schools who are qualified.	<b>CAP:</b> AAOs will work with MSDE to customize leadership program (redesign of principal and area officer leadership program)
<b>ESEA GOAL 4:</b> All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	-The number of persistently dangerous schools, as defined by the State - Trend data for suspensions/expulsions due to harassment or bullying	<b>EMCIR CAP Area--Discipline</b> <b>CAP:</b> School Safety -Develop professional development for school staffs on improving school safety. -Identify students with chronic behavior problems

<b>GOAL</b>	<b>Objectives</b>	<b>Associated Corrective Action(s)</b>
<b>ESEA Goal 5:</b> All students will graduate from high school	<ul style="list-style-type: none"> <li>- The percentage of students who graduate from high school each year with a regular diploma</li> <li>- Percentage of students who drop out of school</li> <li>-Percentage of students passing the high school assessments (English II, Biology, Government, Algebra I/Data Analysis)</li> </ul>	<p><b>EMCIR CAP Area</b></p> <ul style="list-style-type: none"> <li>• Transition</li> <li>• Exit Codes</li> <li>• Graduation Rate / Dropout Rate / <u>Attendance</u></li> </ul> <p>CAP: HS graduation and Student Support: Develop school support plans for all HS students for whom passing the HSAs is a graduation requirement and have failed or are at-risk of failing HSA(s)</p>
		CAP—hire an independent evaluator to monitor the implementation of the Master Plan

### Local School System Goal

<b>Goal 6: Effective Management of Systems to Support Student Achievement</b>
<ul style="list-style-type: none"> <li>• Research, Evaluation, Assessment and Accountability</li> </ul>
<ul style="list-style-type: none"> <li>• School Stat</li> </ul>
<ul style="list-style-type: none"> <li>• Communications with Internal and External Stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>• Finance</li> </ul>
<ul style="list-style-type: none"> <li>• Operations (student transportation, facilities, food and nutrition, health and safety)</li> </ul>
<ul style="list-style-type: none"> <li>• Technology</li> </ul>
<p><i>These priorities provide an effective system that uses resources well, including grants management; access to necessary and timely student and assessment information; increase in community involvement and outreach in support of the public schools; increase in accountability of the various departments and managers of processes that support increased student achievement.</i></p>