Baltimore City Public Schools
Bridge to Excellence
Master Plan 2015- Part I
Draft- 10.05.15
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Section A: Executive Summary and State Success Factors
I. Introduction:

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

Vision
Every student will graduate ready to achieve excellence in higher education and the global workforce.

CEO Theory of Action
If we are to meet our responsibility to provide the students of Baltimore City with a high quality education that prepares them for success in college and careers, then we must build a culture that supports transformational change throughout City Schools based on the three Pillars of Excellence:

- **Student Achievement**
- **Effective and Efficient Operations**
- **Family and Community Engagement**

We recognize and assert that the goals of all three pillars are foundational, interdependent, and equally important to the successful attainment of our mission, and that they are reflective of our values as an organization.

The CEO’s Theory of Action and the 3 Pillars of Excellence contained within are aligned with and serve to shape the District Priorities, established in collaboration between the Board of Commissioners and the CEO. These Priorities form the framework around which strategies will be defined during the strategic planning process in order to achieve our vision of success for our students.

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<tr>
<th>District Goals</th>
<th>District Priorities</th>
<th>Pillar of Excellence</th>
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<tbody>
<tr>
<td>1) All students will achieve high standards and annual growth that leads them to graduate, prepared to be independent, creative, contributing members of society.</td>
<td>1) City Schools will have quality curricula and instruction that provide rigor, engage students, raise the bar and deliver targeted interventions to increase learning</td>
<td>Student Achievement</td>
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<td>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</td>
<td>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</td>
<td>Student Achievement Effective &amp; Efficient Operations</td>
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<td>3) All students will learn in environments that embody a culture and climate of excellence, mutual respect, and safety.</td>
<td>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</td>
<td>Student Achievement Effective &amp; Efficient Operations Family &amp; Community Engagement</td>
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<td></td>
<td>show respect for staff and students.</td>
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<td>4) All students will benefit from increased family and community engagement that builds resources and opportunities for student success.</td>
<td>4a) City Schools and all schools will partner with families, communities and the public &amp; 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.</td>
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<td>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.</td>
<td>5) City Schools will be good stewards of the district resources and provide excellent customer service through innovative, integrated, responsive management practices.</td>
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<td>6) All students will benefit from great schools that meet the needs of students and communities.</td>
<td>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.</td>
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In subsequent submissions of the Master Plan, updates will be completely aligned with the strategies, actions and next steps outlined in the Board of Commissioners approved Strategic Plan.
In efforts to better align the organization and budget with the strategic direction and academic focus of the District, a number of organizational changes were made to central office to support the District’s ability to implement a strategic plan that will provide students with the opportunities they need to be successful in school and life.

**Organization**

With students and the schools at the core of all work in the district, offices must organize in coordination and alignment to support the teaching and learning. In doing so, senior leadership defined and developed a framework to guide the work of supporting student achievement.

*If* central offices provide responsive and coordinated supports with accountability aligned to the learning needs of schools,

*then* every principal will be able to develop the instructional leadership capacity to support teachers to meet the learning needs of every student,

*then* every student in City Schools will be ready for college, career and life.

*Adapted from Harvard Public Education Leadership Project Coherence Framework*

Through this framework, it is clear that every office plays pivotal role in supporting the learning for every student through their support to schools. The interconnectedness and alignment between all offices in support of school is paramount to increasing student achievement. The FY16 budget reflects re-organization to best support schools in meeting the needs of every student and keeps three pillars of excellence at the forefront of the work: Student Achievement, Effective & Efficient Operations and Family & Community Engagement.

As City Schools moves toward systems of support and earned autonomy with results, the restructuring of district office supports, including the Networks, will occur. Beginning July 2015, schools organized in 10
geographic communities (7- Elementary/Middle and 3- Secondary). Serving schools in this manner will allow for shared access to partnerships, tighter alignment for PK-12 articulation and increased operational efficiencies. It will also allow for development of and access to academic learning pathways (e.g. STEM, Arts, Advanced, Special Education, etc.) in communities throughout the City. This move does not just represent how schools will be organized but also, how district offices will align their work in support of schools.

To that end, the district organizational chart has been modified to reflect how the district offices have been realigned to this framework and for the implementation of initiatives that will be outlined in the strategic plan as defined by the District’s Priorities and the 3 Pillars of Excellence. The district organizational chart is followed by descriptions of each office that illustrate the responsibilities of the office, describe the departments within that office, and highlight the changes that were made in each office to better align each office’s work with the above framework.

**Academics**
The Academics Office develops and coordinates resources to ensure that students receive rigorous, engaging instruction tailored to their individual needs in order to raise the bar for every student. With the responsibility to prepare all students to graduate from high school ready for college or career training and positioned for success in the 21st century and provide responsive and coordinated supports and accountability aligned to the learning needs of students, teachers and school leaders, the Academic department are now structured in the following manner:

- **The Instructional Leadership unit** leads the district’s work to build, sustain and oversee the capacity of instructional school leaders to support teachers to meet the learning needs of every student. This department is separated into elementary/middle and secondary education to ensure schools have tailored academic support. Each school within a geographic network will receive differentiated, prioritized, aligned, and coordinated supports based on individual school need and data led by an Executive Director with a team of academic content liaisons and special education liaison. Also of note in FY16, Early Learning Programs will shift to work side by side with the elementary instructional leadership department.

- **Strategy and Compliance** leads the work within academic departments regarding strategy development and alignment, policy, return on investment (ROI)/program evaluation and effective and efficient operating processes. While newly formed in FY16, this office streamlines what were previously pocketed efforts within individual academic departments. Through amalgamation, it connects strategy and practice within academics, while also serving as the liaison to the organization as a whole.

- **College and Career Readiness**, formerly Secondary Services, leads work around college and career readiness by promoting a strong culture of pursuit of postsecondary opportunities, student engagement and motivation, success in rigorous academic programming and pathway options, and successful transition to postsecondary opportunities. This department will continue support and oversight for CTE programs and expansion, Guidance Services and the Great Kids Farm. To complement the work within the department, student scheduling services (previously within the Information Technology Department) will join College and Career Readiness in FY16 in order to provide a complete

- **Specialized Services** promotes student achievement by ensuring there are multiple pathways to graduation and that the identified needs of students with disabilities are met and that appropriate guidelines and regulations are followed. This department will oversee Multiple Pathways (Re-engagement and Crisis Centers, Alternative Option Programs (AOPs), Special Education Citywide Programs and IEP Development), Related Services, Special Education due process, self-monitoring and compliance, and Citywide Special Education Separate Public Day and Non-Public Programs.
Combining services previously situated between the Office of Special Education and Student Support and Safety brings programming and oversight together in a progressive manner to promote academic, social, and emotional development, through a variety of services and interventions to meet the needs of our diverse student population.

- **Teaching and Learning** prepares students for college and career through development and implementation of curriculum, interventions, enrichment and assessments. In FY16, realignment of the work to support raising the bar for every student includes:
  
  o **STEM:** In alignment with national trends and research, purposeful and explicit connections between science, technology, engineering and mathematics are essential to authentic learning, application and creation in the 21st century. The uniting of science and mathematics in FY16 drives the paradigm shift for curricular design, implementation and assessment.

  o **Media and Instructional Technology:** With technology as a FY16 priority, the use, development and implementation of instructional technology in City Schools is paramount to ensuring our students are equipped with the digital skills needed to be college and career ready. The shift of Instructional Technology from the Information Technology Department, and working in concert with Media Specialists and all academic departments will best leverage technology for content development both in design and delivery.

  o **Literacy, Language and Culture:** Though previously these contents spanned multiple units, in FY16 the disciplines will be aligned to ensure cross-content connections between English/Language Arts, Literacy, Social Studies, World and Classic Languages and Visual and Performing Arts, while maintaining integrity of individual disciplines.

  o **Differentiated Learning:** The focus for Differentiated Learning will be to best meet the needs of diverse learners. With this in mind, concentration on the development and implementation of student focused, yet connected, bodies of work for Multi-Tiered Systems of Support (MTSS), English Language Learners and Gifted and Advanced Learners will be key to ensuring schools have the systems, interventions and tools to meet the needs of all students.

  o **School Transformation and Turnaround:** As a district, we must continually identify a continuum of supports to meet the differentiated needs of schools, especially for those demonstrating the greatest need. The focus of Strategic Improvement is to provide strategic, prioritized, coordinated and aligned supports for schools identified within the tiered systems of support and/or officially designated as Focus, Priority or SIG by MSDE.

In 2015-16, City Schools anticipates serving approximately 85,000 students in 186 schools and programs. Schools, school leaders, teachers, and school-based staff are supported by the district office, which provides services that are most efficiently managed centrally, ranging from curriculum development to technology infrastructure to student transportation.

In SY 14-15, student enrollment remained stable with an enrollment of 84,976 which represents an increase of 246 students from the previous school year and a significant increase since 2007-2008. Attendance remains a challenge; City Schools’ overall attendance rate remained stable from 89.7% in SY13-14 to 89.2% in SY14-15. The district saw a slight increase in the attendance of high school students (.6 percentage points), a group which had been in decline since 2009. This trend was seen across sub-groups within the high school category.

The slight decreases in elementary and middle grades was primarily due to declines in attendance rates among African-American students, English language learners, students with disabilities, and students
receiving free and reduced meals. The district will continue to implement an aggressive plan of action to address this problem. Our aggressive strategy for attendance involves the following:

- Conducting data analysis to specify individuals students who are chronically absent
- Providing chronically absent data to effected schools
- Briefing all schools on attendance protocols
- Requiring school personnel and network staff to reach out to absent student through postal mail, telephone calls, and door-knocking campaigns.

It is also important to note that although there were only 33 days of school remaining following the unrest in the City of Baltimore, City Schools experienced a 0.4 percentage point drop in attendance rate from the beginning of unrest to end of the school year (Source: City Schools CEO Daily Climate Dashboard). Supporting students and families to ensure students enter school ready to learn is of great importance and a focus of the School Support Offices (see Climate and Culture section).

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. City Schools continues to make gains in school readiness, which we believe is a result of our continued investment in high quality full-day PreK programming. This investment in our youngest learners was evident as City Schools PreK students outperformed the state in Kindergarten Readiness Assessment (KRA) in 2015.

Over the next five school years, the academic focus of City Schools will continue to be the transformation of classrooms with school leaders being a key lever to ensure that excellent teaching and learning is taking place and that all students are achieving at their potential through:

- Alignment of all curriculum to Maryland College and Career Readiness Standards (MCCRS), to ensure written curriculum is aligned to the expectations of what students should know and be able to successfully demonstrate
  - Completion of curriculum audit in SY15/16
  - Leverage results of curriculum audit to propose updated curriculum revision cycles and scope of work
  - Written and digital curriculum revisions in cycles as approved by the Board of Commissioners with updates that include:
    - Universal design for learning (UDL) principles and embedding of instructional technology
    - Multiple levels and types of text to meet student reading levels
    - Culturally and racially relevant and diverse text
    - Support for teachers to meet the diverse needs of students including intervention and enrichment
    - Common standards, expectations and guidelines for all subjects and distinctive programming
    - Increased opportunities for blended learning
- Strengthening school based implementation of all curriculum, enrichment and interventions
  - Regular revisions to City Schools instructional models based on curricular alignments
  - Ongoing cycles of professional development for central office, school leaders, and school based staff
  - Consistent, ongoing, and timely support, dependent upon content through:
    - Professional development
    - Onsite support and coaching
- Blended learning opportunities
- Community Learning Networks and communities of practice
  - Develop Multi-Tiered System of Supports (MTSS) systemic plan that builds the infrastructure and capacity to support differentiated needs of every student in order to provide coordinated intervention, acceleration and enrichment supports for all students inclusive of:
    - Gifted & Advanced Learners
    - English Language Learners
    - Students with Disabilities
    - Students identified as twice exceptional
    - Students in need of academic and behavioral interventions

- Implement a redesigned assessment strategy that streamlines student assessments and is aligned to the standards while at the same time gathers the data that is necessary to inform instruction, identify student needs, and detail student progress
  - Refine Data-Instructional Inquiry Cycles
  - Understanding of assessment literacy through assessment continuum; importance of assessment embedded into minute-to-minute teaching
  - System of inquiry, syncing standardized assessments results with analyses and adjustments to instruction and interventions
  - System aligned to Collaborative Coaching and Learning Cycles (CCLs)
  - Develop comprehensive reporting structure that allows students, parents and/or guardians to have real-time understanding of progress
    - Student-led conferences; engaging students in assessment of their own learning
    - Revision of report card structure
    - Online, real-time information

- Implement a System of Tiered Supports that prioritizes, aligns, and coordinates differentiated supports for principals and schools, recognizing and deepening innovation and autonomy with results, while also providing additional necessary supports for schools that have the greatest need.
  - Focus on a continuum of supports, grounded in equity that ensures a quality education for every student in the system
    - Programs and practices that are aligned to meet the need of culturally and racially diverse communities
      - Phased development opportunities for school leaders, students and stakeholders
    - Implement equitable, consistent, timely and responsive instructional support for every school grounded in demonstrated, data-driven need for all content areas in accordance with the differentiated needs of a school and the student population
    - Focused school-based and systemic programmatic supports and development opportunities for disaggregated sub-groups:
      - English Language Learners
      - Students with Disabilities
      - Gifted and Advanced Learners
  - Develop the capacity of every school to leverage local decision-making that delivers results for every student
    - Comprehensive support and development plan and cycles of support for every school leader with focus on:
      - Developing, supporting, and aligning leadership actions to the Leadership Framework
• Analyzing school data to assess effectiveness of school initiatives and use of resources to adjust systems of support
• Developing a learning community culture focused on instructional equity
• Coordinating professional development
  ▪ Instructionally focused peer support and coaching for school leaders through:
    • Professional learning communities (PLCs) led by Transformational Principals
    • Mentor/mentee opportunities
    • Collaborative Coaching and Learning Cycles (CCLs)
  ▪ Building and sustaining content implementation through site-based personnel
    • Leveraging and developing content leads in every school through community of practices (systemically and by CLN)
    • Onsite, direct instructional support to teacher/content leads through central office
      o Development of blended learning opportunities to support content and pedagogical development for all school based staff
• Strengthen school based knowledge and actions for college and post-secondary going culture
  o Implement Key Practices to Postsecondary Success framework and the College and Career Readiness Indicator Systems (CCRIS) framework
  o Consistent, ongoing and equitable exposure to post-secondary opportunities
    ▪ Partnerships with external organizations and post-secondary institutions
    ▪ Gate-keeping preparation (e.g. PSAT, SAT, ACT, etc.)
    ▪ College/post-secondary matches with career pathways
  o School-based scheduling of consistent and ongoing student access to guidance counselor and/or school-based staff implementing comprehensive guidance programs in grades PreK-12
  o Utilization of online college and career counseling platform to develop individual student success plans for each student starting in grade 6
  o Expand and sustain rigorous programming across the district

Students with Disabilities

City Schools is focused on improving outcomes for students with disabilities, while continuing the 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. There have been no open Corrective Action Plans (CAPs) for the last two school years. To ensure continued compliance, the Office of Specialized Services has put into place systemic processes and procedures to conduct preventative self-monitoring overseen by the Due Process and Parent Response unit.

The Due Process and Parent Response Unit is comprised of four different teams: (i) Parent Response; (ii) Special Education Compliance and Monitoring; (iii) Due Process; and (iv) Partners for Success. Each team plays a critical role in ensuring that all City Schools students with disabilities receive a free and appropriate public education that meets their unique needs and prepares them for future education, employment, and independent living.

Over the last year, the Parent Response team handled more than 600 parent complaints, many of which resulted in investigations by the team. The Special Education Compliance and Monitoring team
conducted eighty-two (82) site visits at fifty-one (51) schools during SY14-15. They also received sixteen (16) State Complaints. Finally, the Partners for Success Specialist hosted more than twenty (20) workshops and fairs, on everything from Understanding the IEP Process to Transition Services, to support families of students with disabilities. Collectively, the teams spent thousands of hours resolving parent complaints, providing professional development and technical assistance to schools, and educating families about the various supports available to them and their rights under state and federal special education law.

With the goal ensuring the provision of special education and related services to our families, supporting the partnership between families’ and schools’ is essential. In addition to continuing the core work outlined above, during SY15-16, a key focus of the Unit will be building a culture of partnership with our families and schools to become their first resource for answering questions about the district’s responsibilities and duties under IDEA.

Some of the initiatives that we will undertake to become better partners to our families and schools include: (i) developing/disseminating a special education customer service survey, targeting families of children with disabilities and schools to learn critical information about how the district is currently performing with respect to its provision of special education and related services; (ii) creating a dedicated, dynamic, user friendly special education website that provides families and other stakeholders with comprehensive information about the district’s provision of special education services; (iii) utilizing social media and blogs to communicate broadly and directly with more of our families, especially younger families; (iv) increasing the number of schools visited and expanding upon the support services provided, to build better capacity at the school-level to improve upon their provision of special education services; (v) partnering with existing organized parent groups such as the Special Education Citizens Advisory Committee (SECAC), the Parent Community Advisory Board (PCAB), and individual School Family Councils to educate families about their rights and services under IDEA; and (vi) creating additional opportunities for professional development and workshops.

The academic support and intervention functions in support of educational outcomes for students with disabilities moved to Teaching & Learning to allow for alignment in curriculum development and implementation and expand inclusive practices for all students while meeting the specific needs of students with IEPs in terms of curriculum and instruction. The work will be led within the Differentiated Learning unit, but content specific positions will also be within the STEM, Literacy and School Transformation and Turnaround units.

Tightly coupled with Teaching & Learning but within the Instructional Leadership unit, the Special Education Liaisons (SELs) will work under the direction of the principal supervisors and side-by-side with their Academic Content Liaison (ACL) peers in providing individualized support to schools to support student outcomes for all students while also ensuring the needs of students with disabilities are met with rigorous content instruction, tailored to their needs. The alignment of SELs and ACLs in working to support schools signals and models the collaboration necessary to support inclusive practices for student outcomes.

With the development of the Differentiated Learning unit within Teaching & Learning, ongoing support 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 is critical. 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. City Schools continues to increase the number of students who receive services inside the general education setting since 2007.

Key Element: Inclusive Practices-LRE Data

As been past practice over the last 5 years, special educators will continue to engage in the content PD to ensure MCCRS standards are accessible to all students. Cross-functional supports include professional development both on curriculum and pedagogy that allow general and special educators to work together and bring levels of expertise in order to support students within the least restrictive environment.

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. During the SY14-15, City Schools professional development modules specifically for special educators who teach multi-graded classrooms were developed and implanted to focus on the implementation of the curriculum as well as the specialized and differentiated needs of a multi-grade classroom.

The next phase of the work 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. As we work to address the gap in performance between students with disabilities and their nondisabled peers,
City Schools continues to draw lessons from support from 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. With this in mind, City Schools is in the process of developing a comprehensive Multi-Tiered Systems of Support (MTSS) plan. City Schools has engaged the services of a national consultant to support the work of the MTSS plan to ensure the development and implementation will support schools, teachers, families, and most important students.
II. Universal Design for Learning

Over the last 3 school years, the Offices of Teaching and Learning and Special Education have successfully 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 and explicit efforts across offices. In the past, a barrier for City Schools was that the academic team that supported students with disabilities was not embedded within the content development. The reorganization of district office to include the focus for the newly created Differentiated Learning department within the Office of Teaching and Learning will be to best meet the needs of diverse learners with UDL principles always at the forefront. Concentration on the development and implementation of student focused, yet connected, bodies of work for Multi-Tiered Systems of Support (MTSS- inclusive of meeting the specialized instructional needs of students with disabilities), English Language Learners and Gifted and Advanced Learners will be key to ensuring schools have the systems, interventions and tools to plan for and meet the needs of all students. The coming together of a department to ensure the needs of students with disabilities, students in need of intervention, English language learners and gifted and advanced learners are not only addressed, but planned for in a cohesive and collaborative manner is in direct response to the performance gaps demonstrated in historical data trends. Also supporting the focus on UDL is the movement of the Instructional Technology team into the Office of Teaching and Learning. The internal coordination to ensure that expertise in UDL principles, content and instructional technology are all represented in curriculum development, implementation, assessment and professional development is a large commitment by City Schools.

Curriculum Development

City Schools has demonstrated concentrated efforts to infuse the principles of UDL within all new curricula 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 includes 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, are 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. Throughout SY14-15, UDL principles and coordination continued to be addressed, but often the expertise of those working with students with disabilities, ELL and/or gifted and advanced learners were done following an initial draft/proposal was complete. In addition to the Differentiated Learning department, an MTSS Educational Specialist for both Literacy and Mathematics is included.
within the content offices in Teaching & Learning to ensure that all content, from the beginning of development, includes not only UDL principles but also specifically addresses the specialized instructional needs of students with disabilities.

As noted above, the alignment of all curriculum to Maryland College and Career Readiness Standards (MCCRS), to ensure written curriculum is aligned to the expectations of what students should know and be able to successfully demonstrate is a priority for City Schools. With the completion of full curriculum audit in SY15/16, City Schools will leverage results of curriculum audit to propose updated curriculum revision cycles and scope of work. There will be a focus on curriculum revisions to ensure all updates are inclusive of and enhance:

- Universal design for learning (UDL) principles and embedding of instructional technology
- Multiple levels and types of text to meet student reading levels
- Culturally and racially relevant and diverse text
- Support for teachers to meet the diverse needs of students including intervention and enrichment
- Common standards, expectations and guidelines for all subjects and distinctive programming
- Increased opportunities for blended learning

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. The focus in SY14-15 on growth and coordination also led to a redesigned assessment strategy as one of the most critical understandings about assessment is the importance of using it as a measure for learning.

Assessment is an integral part of instruction as it provides teachers, school leaders, and the district with data that inform us as to what our students need and enables differentiation. Assessment occurs throughout the day— in many forms from observing students to teacher-created tools— and is built into the instructional day as part of strategic teaching and learning. City Schools supplements these teacher-created tools with the administration of key formative assessments for all students during specific assessment windows. It is important to note that the formative assessments were selected with the goal of increasing item quality and the capability of processing and sharing student data with teachers rapidly in order to support timely data-usage.

City Schools’ assessment program supports students and aligns with our instructional priorities by:

- Requiring students to grapple with rigorous, differentiated learning experiences;
- Engaging students in creative problem solving, critical thinking, and innovation;
- Providing students with tools to understand their unique strengths and areas for improvement.

The district supports a plan for assessment that results in rich data around student growth and provides teachers with pertinent development opportunities related to this plan. As a result, parents and students will be able to partner with school faculty to promote overall growth toward college and career readiness and teachers will have the tools that they need to modify instruction to meet the needs of all students. District-level teams will also be able to evaluate and amend the curricular decisions and systemic development opportunities in order to increase academic outcomes for all students.

There are several changes worth noting for SY15/16:

- Amplify/DIBELS and TRC – All students grades K-2 will be assessed during the three administration windows. In grade 3 students who did not meet benchmark at EOY grade 2 will be tested.
• iReady assessments will be given in grades 3-12. iReady is an adaptive diagnostic assessment for literacy and math and not only simulates the electronic environment of the PARCC assessment, but also gives real time information to teachers to inform instruction, grouping and long term planning.

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. 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. Of note, the Differentiated Learning department has already developed a foundational professional development offering available to all school based staff titled Universal Designed Core Instruction. The opportunity, available for systemic days in August 2015 demonstrates the commitment of the district to increase knowledge and opportunities for teachers. The Differentiated Learning department will not only continue to develop UDL offerings, but also ensure that UDL principles are included within all content PD offerings.
**SYSTEMATIC INTEGRATION OF UNIVERSAL DESIGN FOR LEARNING**

In COMAR 13A.03.06.01.01, the purpose of the requirement is to promote the application of Universal Design for Learning (UDL) principles to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide local school systems in the development of curriculum, instructional planning, instructional delivery, material selection, and assessments.

**UDL Point of Contact:** Lara Ohanian  
**UDL Committee:** Lara Ohanian, Lindsay Sullivan, Janise Lane, Wendy Barnes, Tiffany Clemmons, Lorrie Wizda, Stacey Davis

<table>
<thead>
<tr>
<th>UDL Principle/Mode</th>
<th>Representation - Process</th>
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| *Means of Representation:* providing the learner various ways of acquiring information and knowledge. | - Materials and media to provide auditory equivalent for visual information  
- Display information in a flexible format and ensure varying features  
- Provide options for language, mathematical expressions, and symbols  
- Use multiple and individual strategies and tasks to engage all students in rigorous work  
- Highlight patterns, critical features, big ideas, and relationships |
| *Means for Expressions:* providing the learner alternatives for demonstrating their knowledge and skills (what they know). | **Expression/Action - Product**  
- Allow for embedded modeling  
- Ongoing checks for understanding and provide specific, academic feedback  
- Provide opportunities to practice, provide feedback or conference opportunities  
- Provide a rubric that outlines expectations  
- Provide options for creating projects, reports, multi-media or other ways that students can demonstrate knowledge |
| *Means for Engagement:* tap into learners interests, challenge them appropriately, and motivate them to learn. | **Multiple Options for Engagement**  
- Allow choices on how to complete tasks  
- Provide opportunities for students to display and present their work  
- Encourage and provide opportunity for self-management through checklists that allow students to monitor their own progress  
- Put processes in place for students to identify a variety of reinforcers  
- Provide opportunities for varying levels of difficulty/rigor and scaffolded opportunities to move toward more difficult intellectual engagement |
III. Budget Narrative

a. System Priorities

City Schools is in the process of developing and solidifying a long-term strategic plan by January 2016, however, a number of initiatives have already been identified and developed will begin to lead us down the path of improving student outcomes for all of our students. These initiatives are arranged by the 3 Pillars of Excellence as outlined in the CEO’s Theory of Action.

Pillar 1: Student Achievement

Continued Support of Established Academic Programs
City Schools is committed to making sure that there is access to rigorous, high quality programs for ALL students to meet the needs of students across the city. The FY16 budget reflects the commitment to continue support for International Baccalaureate Programs (3 schools), Ingenuity Project, UMBC STEM program partnership, additional instruction at Baltimore School for the Arts, ED-Promoting Respect Integrity Discipline and Excellence (ED-PRIDE), Life Skills, Program for Autistic Learners (PAL), Gifted and Advanced Learning, and Advanced Placement Programs.

Expand Full Day Pre-K
Recognizing the educational, social and emotional benefits of quality Pre-K programming, City Schools will continue to offer full day programming to the 217 Pre-K classrooms with the capacity to serve 4,991 students (maximum of 23 students per classroom). Through new grant awards, Pre-K will add additional Judy Hoyer Centers and expand by an additional 8 classrooms to support our youngest learners and their families.

Increased ESOL Services
Over the past year, the population of students who are English Language Learners (ELL) has increased by over 11%. In FY16, the investment in the services to best support these students will increase by over $2 million dollars through increased positions in school based staff.

Expand CTE Programs
City Schools is committed to preparing students for college and careers through CTE programming that demonstrates industry demand. In FY15, the launch of the Advanced Manufacturing program began at Carver Vocational Technical High School. The build-out of this exciting program will continue in FY16. Three new CTE programs are also slated to open this upcoming school year. A new Computer Science program will be offered at Patterson, an Automotive Technician program will be offered at Forest Park, and an Environmental Studies/Natural Resources program, a new program to the district, will be offered at Green Street Academy. The district will also begin an initiative in partnership with Microsoft called the Microsoft IT Academy at 25 schools, which will expose students to coding, a component that was not previously offered in existing technology programs. Students will also have the opportunity to obtain certification in the Microsoft Office suite through this initiative.

In addition, to continue strategically increasing CTE enrollment and outcomes, City Schools will continue to work with the Office of Engagement and with partners to develop a marketing plan for middle schools students. The middle school plan will include the ‘Gateway to Technology’ program as a pipeline for CTE STEM program pathways. CTE will continue to promote middle school tours and Career Days, allowing students to see and experience CTE offerings at specific locations.

Expand Partnership with College Board and Introduce SpringBoard
In addition to continuing partnerships with the College Board around PSAT/SAT, Advanced Placement, and professional development, City Schools will begin utilizing SpringBoard. SpringBoard will complement the approved curriculum for students in grades 6–12, offering research-based instructional strategies and practices that support students in taking ownership of and accountability for their own learning.

**Launch Multiple Pathways to Graduation**

In Spring 2015, City Schools began to redesign programming to support over-age and under-credited students by providing career readiness development and job training in line with their certification pathways and comprehensive programming designed to provide students with access to a variety of resources based on building life skills for the 21st century.

**Continue the Tiered Support System**

The Tiered Support System creates an infrastructure which provides differentiated supports for principals and schools which values autonomy with results, while also providing comprehensive, strategic supports for our schools that have the greatest need in order to prioritize, align, and coordinate supports for schools based on individual school need and data and to ensure that autonomy cultivates innovative practices that result in high-level outcomes for students.

All tiers are based on the analyses of multiple sources of data over time across three domains (Achievement, Climate & Engagement and Talented People) in order to consistently and transparently prioritize supports for schools and identify areas of strength. Supports will be provided on a continuum rather than static and discreet levels, knowing that they will change over time but are aimed at targeting specific need and level of earned autonomy to produce results.

In FY16, schools that are identified for comprehensive supports will utilize common staffing models, interventions, and systems of support in either the academic achievement or climate and engagement domains. These schools will also receive additional capacity-building supports from central office staff resourced by a district-level allocation of resources. With the ultimate goal to lift every school through a systemic strategy of support, schools that have been identified as performing at higher levels will meet together to determine areas of increased autonomies and build a system of sharing best practices in support of student outcomes that can be replicated across the district.

**Expand Visual and Performing Arts Opportunities**

Arts experiences vary widely across the district between schools and areas of the city that have oases of opportunities, while others remain deserts. Research shows that arts education and experiences are positively correlated with student achievement (Deasy, 2002; Kinney & Forsythe, 2005). Therefore, in order to ensure a standard of care for all students that provides a complete education including the Arts, City Schools will initiate a 3-prong curricular strategy beginning in FY16 that includes sequential instruction in visual or performing arts for every student from a certified fine arts teacher, developing arts pathways in every geographical section of the city, and leveraging partnerships to create fine arts learning journeys for all students.

This budget increases funding to support weekly, sequential arts instruction by a certified art teacher for students in grades 2-5 in the first year of implementation. In the second year, City Schools would expand arts instruction in grades 6-8 and finally to Pre-K-1 in the third.

In order to initiate the complete strategy, the support of external partners is vital. With the understanding that external support will be reduced over time, funding is being sought for now to build an infrastructure for this standard of care to be sustained by the district long-term. This includes creating a strong arts
curriculum, providing dedicated, quality professional development, engagement with arts partner venues to extend student learning, and materials to launch new arts pathways.

It is the hope of City Schools that, through partnership and joint commitment, all students have opportunities and access to yearly, sequential, standards-based arts instruction with a certified teacher, arts experiences that connect children with the city of Baltimore, experiences that connect arts learning to other disciplines, and specialized pathways that allow students to study a given art form.

**Expand Middle Grades Athletics**
Physical activity and sports help enhance physical fitness, develop a healthy body better able to focus and learn, and aid in personal development and an understanding of teamwork, all critical to student success as 21st century learners and citizens. To ensure equity and access, City Schools acknowledges the importance of these opportunities to students and families, and endeavors to provide program offerings comparable to other local education agencies in Maryland and elsewhere.

City Schools will provide opportunities outside of the school day to learn and participate in physical activities while also allowing for enrichment that supports engagement and wellness in the school community in all middle grades. To ensure a standard of care across schools, students at every traditional school serving grades 6-8 will have an indoor athletics option and an outdoor athletics option, with balanced offerings for boys and girls.

**Redesign Assessment Strategy**
In order to support our teachers and families in understanding the progress that students are making in the classroom City Schools is enhancing its assessment system for school year 2015-2016. Taking the place of the current formative assessment system, this new system will provide students an opportunity to demonstrate their content knowledge on an interim basis. These assessments will help teachers, families, and students understand where they are succeeding and where they need additional support. The aligned professional development with these assessments will ensure that teachers learn and implement the targeted strategies to help students succeed. Another component of this comprehensive assessment system is a method to measure student growth which fosters academic dedication among students and families. Teachers will be able to utilize these assessments to benchmark student growth and differentiate instruction based on individual student needs. Furthermore, these assessments will be used to help school leaders and teachers have data-rich conversations regarding their impact on students. One of the goals of this redesign is to improve the quality of assessments and increase their utility while at the same time potentially decreasing the amount of time individual students spend on assessments. OAA, in coordination with Academics, will lead the implementation of this redesigned assessment system as we strive to make assessments a meaningful experience for students, families, and those that serve them.

**Pillar 2: Effective and Efficient Operations**

**Focus on Recruitment and Selection of Highly Effective Staff**
The Office of Human Capital (OHC) will proactively attract and select the strongest teachers and principals from the start, those who not only have effective instructional and leadership skills, but also represent a strong mission-fit for the organization. Whereas in the past, recruitment was a seasonal activity, OHC created a dedicated Talent Management Team to spearhead recruitment efforts and strategically align the districts needs with prospective candidates year round. The visioning for this work will be supported in large part by resources and best practices gleaned from our partnership with the Urban Schools Human Capital Academy.
Creation of the Organizational Development Office
The Organizational Development Office will support the priority of onboarding, developing and retaining highly effective staff. The creation of this office within the Office of Human Capital (OHC) supports better coordination of professional development and other career advancement opportunities for staff. In FY2016, this office will focus primarily on teachers and school leaders. Long term, it will also provide supports to all employee groups. In all cases, evaluations will inform opportunities for growth. In FY2016, OHC will assume primary responsibility for the district’s evaluation work to ensure maximum efficiencies and effectiveness.

Continue Growing Great Leaders, City Schools’ Internal School Leader Pipeline
Growing Great Leaders is a comprehensive strategy that identifies, cultivates, and prepares aspiring school leaders in City Schools. The cornerstone of this initiative enables high potential employees to participate in a learning community while also having job-embedded development experiences that will increase their readiness for the principalship as measured by the City Schools’ Leadership Trajectory. The five-level Leadership Trajectory provides a clear and comprehensive roadmap for the development of a school leader from the earliest stages of identifying high-potential future principals through describing candidates who are ready to be successful as high-impact principals. It is based on national best practices and aligned to City Schools’ School Leader Rubric.

Another key component of Growing Great Leaders is the Leadership Talent Development Initiative which was first designed and implemented in spring 2015 to provide principals with the data and tools to identify, cultivate and assist high-potential employees in obtaining new formal and informal leadership roles. This effort also gives both principals and district leaders critical information about high-potential and high-will early career staff and is a critical component of the district’s retention strategy. This targeted approach will be complemented by a broader communications campaign to ensure that aspiring internal and external leaders are aware of the myriad of pathways to school leadership as well as the expectations for school leaders.

Implement Comprehensive Maintenance Management System
Pending Board approval of the selected vendor, implementation of the Comprehensive Maintenance Management System (CMMS) will begin in FY16. The CMMS will be a fully integrated enterprise solution that utilizes automated work flows to streamline all aspects of the work order, preventative maintenance, asset management, and inventory management in facilities to increase efficiency and effectiveness in the maintenance of our facilities. A new CMMS is also an expectation of the 21st Century Buildings program partners and Memorandum of Understanding (MOU).

Implement an Energy Conservation Program
For City Schools, a commitment to sustainability means minimizing the environmental impact of our buildings, educating school communities about the connections between their daily actions and the environment, and empowering our students to be leaders in creating a more sustainable city and society. To take firm steps in this direction, a Sustainability Policy with Energy and Resource Conservation Regulation and Plan is being drafted for future approval to formally track and report on our successes and challenges. Potential changes to conserve energy and decrease costs include transitioning to LED lights and exploring solar powered energy options. We will work with the City’s Department of Public Works (DPW) to reduce our use of and fixed costs for water, as well as explore power purchase agreements with third parties on renewable energy sources.

Streamline Grants Monitoring and Compliance
Many programs in the district that are critical for providing the standard of care for our students are funded by grants. In order to maximize the use of existing funds and develop long-term strategies for
accessing additional funding sources, a new unit within the Office of Achievement and Accountability will be developed. As part of OAA, this team will have access to district data reporting and program evaluation to better inform the strategy, so that grant funds are utilized strategically to best serve our students.

**Install a New Student Information System**

The district’s student information system is the core application which supports student learning and parent engagement, and serves as the primary data source for a number of the district’s enterprise applications. The system includes 3 key areas: the Student Management System that tracks student demographics, attendance, scheduling, health and discipline; the Teacher Grade Book that maintains student Progress Reports and Report Card grades; and the Parent Portal that can be utilized to share student information with parents. The Information Technology department is currently positioned to complete the vendor evaluation and initiate a July 2015 implementation of the new system with the expectation that the system will be fully launched by July 2016.

**Implement the 21st Century Buildings Plan**

Through the 21st Century Buildings Plan, formalized through a Memorandum of Understanding with the Maryland Stadium Authority and the Maryland Interagency Commission on School Construction, the district will plan and design construction, and deliver new and renovated educational facilities that will support improved student achievement. The work of the plan will also improve the district’s efficiency in the utilization of its buildings and grow the district’s capacity for implementing capital improvements.

**Focus on Performance Management**

The newly formed Performance Management Office in the Finance department will help design and implement district-wide strategies to ensure that key areas of the district are managed using a data-driven approach. The team will ensure that business and operational processes are aligned to ongoing district strategic imperatives. This entails leadership and coordination to assure that a set of district-wide strategic initiatives is aligned to the goal of improving operational efficiencies and effectiveness. The team will also establish protocols for evaluating the impact systems improvements and strategic initiatives has on the district’s academic return on investments.

**Pillar 3: Family and Community Engagement**

**Create a Consolidated District-Wide Call Center**

A newly formed district-wide call center will become the entry point for all district calls and service needs for all stakeholder groups. The department includes a consolidated district-wide call center that eliminates duplication of call center support services across departments and streamlines the handling of inbound calls to reduce wait times, transfers, and abandonment to improve customer service. Having a single customer service unit provides more streamlined multi-departmental support that includes technical support services to district office and school staff and other community stakeholders. The transition to this district-wide call center will take place over the course of the next school year.

**Develop and Utilize a New Community Engagement Tool**

The District will begin the process of implementing a new online platform for communication with parents and the broader community on what is happening at the district. This platform will allow for more streamlined and efficient mechanisms to have dialogues with parents on specific issues or topics, as well as provide more information to the broader community in a more timely manner. Connected to providing better customer service, this tool will also provide the district with more capabilities to track and improve on its service to stakeholders, building trust and positive relationships with our communities.
Develop a Data Sharing Policy
City Schools relies on our community partners to enhance the services offered to our students. Both the district and our partners have an interest in measuring the effectiveness of these programs and managing the ways that greatest impact can be realized. The Office of Achievement and Accountability will lead the development of a data sharing policy that will establish guidelines that protect the information of our students and families but meets the needs of our valuable partners. The data sharing policy will also allow the district to continue collaboration with our external research partners who support the Research Department in evaluating best practices and outcomes across the district.

Turning Around Low Performing Schools
As a district, we must continually identify a continuum of supports to meet the differentiated needs of schools, especially for those demonstrating the greatest need. The focus of the newly formed School Transformation and Turnaround department is to provide strategic, prioritized, coordinated, and aligned supports for schools identified within the tiered systems of support or officially designated as a Priority, Focus, or Turnaround School by the Maryland State Department of Education. 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. This commitment is evident in the new department which is now structured to support the needs at the elementary and secondary level and is tasked with:

• Coordinating implementation of academic interventions
• Providing targeted and aligned supports and data-instructional cycles to Strategic Support Schools based on school need
• Supporting instructional leadership capacity of school leadership teams in collaboration with Instructional Leadership
• Developing and providing on-going professional development for Lead Teachers in Strategic Support Schools
• Supporting the academic programs and grant management of Priority and Focus Schools
• Coordinating and supporting extended learning opportunities

Previously, these functions were spread across multiple offices and often led to well intentioned, yet uncoordinated efforts, to support these schools. This focused strategy to provide intense support to our lowest performing schools can be seen not only within the re-organization, but also within the Title I portion of the Master Plan, which streamlines and aligns funding and interventions to support schools in meeting identified needs.

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. For FY16, the district anticipates total revenue of $1,339,415,250, which includes $900,722,697 from the state, $258,212,181 from the city, and $30,361,948 from other sources (including $23 million drawn from the fund balance).
New and Redistributed Funds
In FY15 City Schools received a new School Improvement Grant (SIG III) that for Gilmor Elementary School in the amount of $3.1M. The SIG III funds at Gilmore elementary are being utilized in alignment with Assurance Area E: Turning around Low Performing Schools. The district also received a 5th year no cost extension for FY15 for Race to the Top (RTTT). Year 4 RTTT funds ($3.1M) were redistributed to 3 projects in the Year 5 extension plan to support the following:

- Assurance Area A: Standards and Assessments - District science and social studies curriculum implementation (RTTT Project 1)
- Assurance Area C: Data Systems - Hardware and infrastructure investments to support PARCC implementation (RTTT Project 2) and
- Assurance Area D: Great Teachers and Leaders - Transformation principal pathway implementation (RTTT Project 7)

Analysis of Actual Expenditures

Local Goal: All students will achieve high standards and graduate ready to succeed
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
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.

A Solid Foundation to Support Future Growth
As district office staff began developing the FY16 budget in late Fall 2014, analysis of key budget drivers indicated the likelihood both of short-term financial shortfalls and of increasing financial challenges in future years. Among those drivers are

- The need to sustain effective programs and services from operating funds, rather than repeated draw-downs from the district’s fund balance or use of short-term grant funds
- Salary increases, as the district increases efforts to recruit and retain outstanding teachers and school leaders by rewarding outstanding performance and teacher participation in programs that generate Achievement Units
- Rising costs for benefits, particularly health insurance
- An increased commitment to building maintenance under the terms of the memorandum of understanding (MOU) for the 21st-Century School Buildings Plan
- An increased contribution toward the bond issue to support the building plan, also required under the terms of the MOU
- Our ongoing commitment to providing full-day pre-k, a program not funded by the state’s allocation to school districts
- A growing population of English language learners
- Increased enrollment at charter schools

After the district calculated anticipated revenue and expenses for FY16, these drivers contributed to an estimated budget shortfall of $72.7 million. Once costs associated with new or expanded priority programs and initiatives (described in the preceding section) were factored in, the shortfall increased to
$105.7 million. The considerable distance between revenue and expenses was then increased by a proposed $35.6 million cut in state funds to the district. All told, to support the vision of excellence for students and to meet current and future obligations, a gap of $141.3 million needed to be closed either through increased revenue or cuts to expenses.

Additional funds were identified after a careful analysis of the terms of grants the district has or will receive. In several cases, expenses that had originally been planned for operating funds were moved to grant funds, freeing up “flexible” dollars for other uses. But most of the budget gap was closed by necessity with cuts to expenses, which prompted many difficult decisions. These reductions focused on areas where efficiency could be gained without undue decreases in levels of service and on streamlining and restructuring district office operations, and the impact on schools was minimized to the greatest extent possible.

The cuts require the district to change the way it operates in certain areas, something that is often challenging in large and complex organizations. However, the district office restructuring, which is apparent in the office budgets, enables resources to be put toward organizational development and performance management, two areas that are essential for managing change and securing the foundation on which City Schools’ long-term success can be built.

With new standards and curriculum in place in focus on the work needed to ensure excellent teaching and learning in every classroom 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 FY16 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—will position the district well for a new phase of reform and success.
Analyzing Questions

1. Did actual FY 2015 revenue meet expectations as anticipated in the Master Plan Update for 2014? If not, identify the changes and the impact any changes had on the FY 2015 budget and on the system’s progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

The actual FY 2015 revenue met expectations as anticipated in the Master Plan update for 2014. The FY15 revenue was anticipated at $1,207,082,794; however the actual FY15 revenue was $1,207,425,534.

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

The proposed total expenditures for FY 2015 are $1.201 billion, a decrease over FY 2014. In keeping with the district’s practice of giving schools autonomy over their budgets, each school community makes individual spending decisions. The district’s commitment to move resources closer to schools and maintaining their purchasing power by funding schools first, meant that in the face of rising costs, the district office needed to trim its overall General Fund budget for FY15. But in keeping with the district’s reform agenda, those cuts were made in such a way as to preserve essential services to schools and maintain capacity to support priority initiatives, including implementation of the Maryland College and Career Readiness Standards and the 21st Century buildings plan.

<table>
<thead>
<tr>
<th>Expenditures by Object</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Salaries</td>
<td>635,854,223</td>
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<td>Contractual Services</td>
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<td>Benefits</td>
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<td>Materials</td>
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<td>Utilities</td>
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<td>Transfers</td>
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<tr>
<td>Interest Expense related to US Treasury Bond</td>
<td>21,115,000</td>
</tr>
<tr>
<td>Other items deemed necessary by the Local Board of Education</td>
<td>5,000,000</td>
</tr>
</tbody>
</table>
3. Please describe the steps that the school system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, a program or activity.

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

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

Decreased reliance on contracted services made possible through gains in staff expertise and progress with pivotal work. District leadership also engaged in long-term fiscal sustainability conversations at the cabinet and board level as the Race to the Top grant is ending. Movement to 10 geographic Community Learning Networks from 13 Networks, which in turn allowed a restructuring that enables the elimination of positions, with a resulting budget savings and no decrease in services.

Increased use of technology to improve content delivery and to redirect the focus of highly skilled staff from routine work to more demanding tasks (e.g., the District-wide Office 365 has been implemented for all staff and students and is being used to roll out all professional development material, thereby minimizing material purchases for PD.)

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

The end of the American Reinvestment and Recovery Act (ARRA) State Fiscal Stabilization Fund (SFSF) contributed to the decline in federal funds and restricted revenue. As of September 30, 2010, the Department of Education had appropriated all awards for ARRA, therefore there was no impact in FY15 and no impact to FY16.

To preserve the spending power of schools, the significant reduction and reorganization to district offices occurred for FY16. The district continues to undertake long-term discussions about fiscal sustainability measures.

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. All RTTT projects are completely spent down

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

3. For any unobligated balances, please provide the plans for obligating the balance, including expected time of the obligation and the amount.
   a. All RTTT projects are completely spent down

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
ONLY FOR LOCAL SCHOOL SYSTEMS WITH AN APPROVED NO COST EXTENSION

Instructions for the 2015 Local School System (LSS) Race to the Top Close Out Report

Instructions

I. General information

The LSS Race to the Top Close Out Report should reflect work for the entire Race to the Top grant period. Please address your LSS’s vision for reform aligned to the State’s Race to the Top program. In addition, discuss progress/success in implementing year five Race to the Top Scope of Work, the LSS goals in each assurance areas for year five budget narrative that incorporates a discussion of how fiscal resources—new and redistributed funds—were distributed to support the priorities. Complete the LSS 2015 Race to the Top Close Out Report (see page 12).

II. LSS 2015 Race to the Top Close Out Report Section Narratives

For each assurance area in the LSS 2015 Race to the Top Close Out Report, please provide a detailed narrative of an overview summary description regarding accomplishments for the entire grant period aligned with the State’s Race to the Top plan. LSSs are required to incorporate project number(s) for each assurance area, a summary of work and implemented activities, and rationale/obstacles. The section narrative should also include details identifying resources for ongoing funding for a sustainability plan for the work.

Each overview summary in the LSS 2015 Race to the Top Close Out Report should include the LSS’s accomplishments. The accomplishments should anchor your updates in annual milestones; discuss what you promised to do in your projects and how you did it; include evidence/data for year five to support your accomplishments; dates and impact of the project on your teachers and principals; and quality of implementation. If applicable, discuss anything you were unable to accomplish and provide an explanation/justification.

Overview Summary Column Definitions

a. Project # - If there is a Project Budget associated with the activity, include the identified project number. NOTE: Each project budget must be associated with an activity and/or activities for each assurance area.

b. Summary of Work and Implementation Activities, including Quality of Implementation- Use the section to show a detailed summary of the work and activities that were aligned with the State Plan.

c. Rationale/Obstacle- Indicate rationale/obstacles related to amendments, activities, timeline, and/or funding.
LSS 2015 Race to the Top Close Out Report  
(For LSSs with an approved no cost extension)  
Please complete and submit as part of the Master Plan by October 15, 2015.

<table>
<thead>
<tr>
<th>LSS:</th>
<th>Baltimore City Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person submitting report:</td>
<td>Kasey Mengel</td>
</tr>
</tbody>
</table>

If you do not have a project in an Assurance Area, please mark it “N/A.” If a project applies to multiple Assurance Areas, please select one and make a note of explanation in the “Rationale” column. Please create additional lines if you need them.

### Assurance Area A: Executive Summary

**OVERVIEW SUMMARY:** In this box, please provide a brief summary of your LEA’s accomplishments in this Assurance Area.

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.

**What is your sustainability plan for your work in Assurance Area A? Identify the resources you will be using to sustain this work.**

NA – Project 12 was not continued in the year 5 no cost extension. However, 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.
Project # | Summary of Work & Implemented Activities, including Quality of Implementation | Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)
--- | --- | ---
12 | NA | NA

Assurance Area B: Standards and Assessments

OVERVIEW SUMMARY: In this box, please provide a brief summary of your LEA’s accomplishments in this Assurance Area.

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. 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 focusing on the Next Generation Science Standards. 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.

City Schools’ extension of Project 1 into Year 5 was aligned fully with the district’s scope of work for this project and is a continuation of our commitment to develop state of the art standards and assessments across all content areas as envisioned in the Race to the Top grant. Specifically, City Schools used year 5 to make a significant investment in instructional material to support the implementation of the Maryland College and Career readiness Standard as well as Next Generation Science Standards (NextGen). While a continuation of the materials investment, funds in year 5 went largely to support the implementation of the NextGen science standards.

As a result of the year 5 extension the aforementioned literacy and mathematics work was able to be sustained and the movement toward alignment of materials for meeting the next generation science standards was deepened. With the purchases made in year 5, ALL schools were able to access Discovery Streaming, a ground-breaking cross-curricular resource designed to simultaneously engage students and provide educators with instructional support to implement the Common Core State Standards, services for the year. In additional all schools with grades K-5, 6, 8 received science materials aligned to NextGen and all non-charters serving high school grades received test probes to support a variety science projects. Specifically 106 schools ranging in grade offerings were provided with materials to support the implementation of the Engineering is Elementary (EiE) curriculum.

What is your sustainability plan for your work in Assurance Area B? Identify the resources you will be using to sustain this work.

As top priorities for Teaching and Learning, and the district broadly, City Schools will sustain Project 1 work through continued professional development, material alignment and purchasing, and ongoing support from central office academic staff. As part of the latter, City Schools engaged in a district wide reorganization effort to ensure that personnel resources were adequately delegated to support the continuation of this work. City Schools endeavors to:

- Continue implementation of curriculum aligned to the MDCCRS; ongoing revisions and adjustments as needed based on feedback and data.
- Continue implementation of units aligned to the Next Generation Science Standards (NGSS), in
preparation for full transition to NGSS in SY17-18.

- Provide ongoing professional development to support teachers and school leaders with the effective implementation of curriculum and assessments aligned to state standards.
- Explore new funding opportunities in order to continue acquiring resources and instructional materials to support the implementation of the common core

<table>
<thead>
<tr>
<th>Project #</th>
<th>Summary of Work &amp; Implemented Activities, including Quality of Implementation</th>
<th>Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)</th>
</tr>
</thead>
</table>
| 1         | Purchase of MCCRS and NextGen science instructional materials to support PARCC implementation and college and career readiness. Specifically in year 5, funds supported the purchase of materials to support a dynamic way to teach science and STEM through data loggers, sensors, experiments and graphing/analysis software put into the hands of students. | The year 5 funds allowed City Schools to target instructional materials beyond math and literacy, as was the focus in years 1 – 4, to impact science instruction in schools. The instructional materials and technology will be implemented in SY 15-16. **Obstacles:**
The only obstacle faced during the year 5 spend down was the timely receipt of invoices. However, this was overcome by diligent project management and partnership with the accounts office. The project has been completely spent down. |
| 1         | Implement one design challenge and one unit of study in science in grades K-5, aligned to the NGSS with 100% of schools receiving materials will implement design challenges and units of study |  |
| 1         | Implement two investigations and two design challenges aligned to the NGSS in grades 6-12. 100% of schools receiving materials will implement design challenges and units of study. |  |
| 1         | Implement units in grades 4-11 that focus on using informational text to practice close reading and support argument writing with. 100% of schools receiving materials to support implementation of units will implement the units. |  |

**Assurance Area C: Data Systems to Support Instruction**

**OVERVIEW SUMMARY:** In this box, please provide a brief summary of your LEA’s accomplishments in this Assurance Area.

Project 2 of Race to the Top has enabled Baltimore City to pivot many district schools into a 21st century learning environment. Through the use of Race to the Top funds, the district has invested in technology purchases that empower students to take control of their own learning and also provide teachers and school
leaders the opportunities to collect authentic data and to examine it in a variety of ways in order to make and analysis tools. City Schools has utilized Race to the Top Grant funds to purchase 196 schools mobile computing carts over the first 3 years of the grant. These carts contain 30 laptop computers and a wireless access point. This allows teachers to use a closed wireless network in the classroom as they provide students with opportunities to interact with online resources provide them with more access to state of the art technology tools. These opportunities are meant to provide students with ample opportunities to become comfortable with the technologies that will be used for the PARCC Assessments so that technology will not become a hindrance to success.

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

Year 5 Extension Plan – Hardware and Systems Infrastructure

In year 5 of Race to the Top, City Schools will continue making technology investments to support the implementation of PARCC assessments district-wide. The Information Technology Department at City Schools has continued to assess the district’s PARCC readiness needs. Race to the Top grant funds will be leveraged in Year 5 to continue investments in laptop computing for students as a part of the district’s PARCC readiness efforts.

City Schools’ extension of Project 2 into Year 5 was aligned fully with the district’s scope of work for this project and was a continuation of our commitment to create a 21st century learning environment for students as envisioned in the Race to the Top grant.

In addition to those laptop carts purchased in years 1 – 3 of the grant noted above, City Schools was able to purchase an additional 40 carts supplying schools who:
  • had not yet received full carts
  • had received carts at the beginning of implementation but needed replacement, and
  • were newly opening schools needing carts or individual laptops

The additional purchases enabled schools to maximize the instructional materials that had been purchased through RTTT Project 1 through online and computer based assessment strategies and programs.

What is your sustainability plan for your work in Assurance Area C? Identify the resources you will be using to sustain this work.

City Schools will be sustaining the implementation of PARCC Assessment software by:

  • Locally budgeting funds to bring a virtual desktop environment to classrooms to increase available equipment for students.
  • Continuing its hardware and infrastructure expansion for the full implementation of PARCC
assessments beyond Year 5 of RTTT.

- Focusing on expansion strategies for computing for students to support learning in the 21st century.

<table>
<thead>
<tr>
<th>Project #</th>
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<th>Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>In Year 5 of City Schools will continue laptop cart deployment to schools in an effort to support the implementation of the PARCC assessments. In November, 2014 schools will be provided the opportunity to purchase a laptop cart through the RTTT Project 2 cost-sharing model. 14 schools in total.</td>
<td>Updating technology hardware and infrastructure was essential to support the necessary moves to PARCC readiness. Through this project schools are better poised to meet the needs of PARCC through a 21st Century learning environment. <strong>Obstacles:</strong> This project did not face any obstacles in spending funds. In fact the project managers for this group established a strong relationship with the vendor for hardware making the transactions very fluid. City Schools fully spent down the funds associated with this project.</td>
</tr>
<tr>
<td>2</td>
<td>In addition to the 14 schools receiving laptop carts purchased through the cost sharing model, 16 schools will receive laptop carts to support PARCC readiness in schools. Schools in this group did not have to participate in a cost sharing model, however they are obligated to identify an on-site contact for the training and implementation associated with the technology before receiving the devices in their schools.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In addition to the 16 schools receiving carts as a result of Amendment 12 reallocation of dollars, 10 schools will receive laptop carts to support PARCC readiness by renewing carts that were purchased more than 5 years ago.</td>
<td></td>
</tr>
</tbody>
</table>

**Assurance Area D: Great Teachers and Leaders**
OVERVIEW SUMMARY: In this box, please provide a brief summary of your LEA’s accomplishments in this Assurance Area.

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, 7 cohorts of teachers have completed the Model peer review process, yielding over 250 peer reviewed Model teachers. 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 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 will be evaluated in SY 15-16.

Though implementation of the school leader pathways has been met with several challenges and delays, the implementation team has developed criteria and processes for principal advancement onto the Transformational pathway. The inaugural cohort of Transformational principals was announced in early May 2014 with the second cohort announced in March 2015. Planning for movement onto the Distinguished pathway is underway and the team anticipates a Winter 2015/Spring 2016 roll out of the role and criteria.

Year 5 Extension Plan – Great Teachers and Leaders
In year 5 of Race to the Top, City Schools allocated funds to support the implementation of the Principal pathways, specifically funding the salary differential for those identified to participate in the Transformational pathway. In total, 39 individuals were identified as eligible for movement to the pathway and 36 accepted that movement as part of their role in City Schools. City Schools use its RTTT funds in year 5 to support schools in making the salary adjustment for those who moved to the new pathway. The following tables reflect the diversity of individuals named to this esteemed post.

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (PK-K, PK-5, K-5)</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
<td>Elementary/Middle (PK-8)</td>
<td>12</td>
<td>33%</td>
</tr>
<tr>
<td>Secondary (6-8, 9-12)</td>
<td>10</td>
<td>28%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management Type</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>23</td>
<td>64%</td>
</tr>
<tr>
<td>Charter</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>Other (e.g., Traditional – Restart, New Schools Initiative, Transformation, Separate Public Day)</td>
<td>4</td>
<td>11%</td>
</tr>
</tbody>
</table>
The goal of this pathway was to position school leaders in a way to serve as mentors and leads for other principals. In this way, Transformational principals have largely participated in mentoring programs for aspiring leaders and teachers, innovative policy research and proposal, as well as supporting the implementation of a newly revised principal assessment center. In SY 15-16 Transformational Principals will also assist in leading the district effort in providing professional learning communities for principals focused in key areas of need for the district.

Since the RTTT support of the Transformational principal pathway, 3 of those identified as transformational have received promotions into executive leadership and chief-level positions centrally.

What is your sustainability plan for your work in Assurance Area D? Identify the resources you will be using to sustain this work.

- The district will continue its implementation of the career pathways for teachers and school leaders: Professional, Model and Lead pathways for teachers and Transformational pathways for school leaders.
- City Schools is investing resources in defining the Distinguished Pathway for school leaders.
- The district will also continue to the implementation of the teacher and principal evaluation systems in alignment with MSDE’s standards and as outlined in the new BTU and PSASA contracts for teachers and school leaders.
- In its recent reorganization, City Schools developed the Office of Organizational Development (OD) which is positioned to support the continued implementation of the career pathways for both school leaders and for teachers.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>City Schools announced cohort 1 of transformational principals in May 2014. The first year differential of these transformational principal pay will be applied to the RTTT grant in the same manner as model pathway and professional pathway differentials were</td>
<td>In the same way as the Model and Lead teacher cohorts, City Schools sought to support the implementation of the school lead pathways using funds from RTTT to support the salary differential of these individuals.</td>
</tr>
</tbody>
</table>
7  City Schools announced cohort 2 in March 2015. The first year differential of these transformational principal pay will be applied to the RTTT grant in the same manner as model pathway and professional pathway differentials were applied in RTTT Years 2 and 3.

<table>
<thead>
<tr>
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<th>Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Obstacles:**

The largest obstacle to the effective spend down of these funds was the need to calculate and amend for Actual vs. average salary – the latter of which was budgeted in the grant originally. Once this was calculated, City Schools needed to isolate the period of time for which individuals needed to be charged to the grant and conduct journals to remove the additional cost from the general fund. This was a time consuming task, but with clear partnership between human capital, payroll, and grant management it was able to be accomplished.

In addition, because the average was greater than the actual, City Schools needed to conduct a final amendment (amendment 13) to reallocate dollars to other open projects. All funds went to Project 2 to enable the additional purchase of laptop carts.

City Schools fully spent down this grant – covering the salary differential for 36 individuals between July 2014 and May 29, 2015.

**Assurance Area E: Turning Around Low Performing Schools**

**OVERVIEW SUMMARY:** In this box, please provide a brief summary of your LEA’s accomplishments in this Assurance Area.

*NA – This was not included in the year 5 extension*

**What is your sustainability plan for your work in Assurance Area E?** Identify the resources you will be using to sustain this work.
Section B: Standards and Assessments
Progress Towards Meeting Academic Targets

Reading/Language Arts

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.

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, yet growing, 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:

- increase in the number of ESOL teachers throughout the district
- increase support to teachers through
- 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
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.

Mathematics

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.

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.
The Office of Teaching and Learning holds focused professional development for all educators which includes general education, special education, ELL, school based staff developers and literacy representatives. Professional development is 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 also benefits general educators as best practice pedagogy regarding the planning and implementation of accommodations and supplementary aids and services will be embedded in order to support teachers who provide direct service for students with disabilities and ELL students in the general education environment.

The Office of Specialized Services, in collaboration with Instructional Leadership and Teaching and Learning, will continue implement specialized supports for students with disabilities through curriculum development, implementation, IEP development and support for teachers.

**Strategies for Improvement**

With a focus on critical leverage areas for long term student success that include:

- Increase kindergarten readiness
- Literacy
  - Reading at or above level by grade 3
  - Skillful analytic writing in across the grades
- Mathematics
  - High Leverage domains
    - Grade 3: Operations- Fractions
    - Grade 6: Ratios and Proportions
    - Algebra I: Reasoning with Equations and Inequalities
  - Algebra I by grade 8

City Schools will focus on:

- Alignment of all curriculum to Maryland College and Career Readiness Standards (MCCRS), to ensure written curriculum is aligned to the expectations of what students should know and be able to successfully demonstrate
- Strengthen school based implementation of all curriculum, enrichment and interventions
- Implement a redesigned assessment strategy that streamlines student assessments and is aligned to the standards while at the same time gathers the data that is necessary to inform instruction, identify student needs, and detail student progress
- Implement a System of Tiered Supports that prioritizes, aligns, and coordinates differentiated supports for principals and schools, recognizing and deepening innovation and autonomy with results, while also providing additional necessary supports for schools that have the greatest need.
• Strengthen school based knowledge and actions for college and post-secondary going culture

Curriculum

Literacy
Grades K-5 have an updated Weekly Planning Sequence per module that incorporates feedback received from teachers and various stakeholder groups. In SY13-14, grades K-5 received Fundations and Building Vocabulary to be utilized during the word study portion of the literacy block. The use of these materials will continue in SY14-15. 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 Literacy Design Collaborative (LDC) Modules. Modules were updated based on teacher feedback to include more reading passages, enhanced text dependent questions, and continued opportunities for cross-curriculum connections. 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 throughout the school year.

City Schools, following the results of the curriculum audit and through the solidification of the Strategic Plan, will update the comprehensive Literacy plan for grades PreK-3 to include elements such as:

Comprehensive Literacy
Comprehensive literacy is an instructional approach where students are exposed to culturally relevant texts and grade-level appropriate reading skills and strategies for decoding and comprehension, writing skills, and speaking and listening skills necessary to be proficient and communicate in a 21st century environment. Instruction is also differentiated for students to meet their instructional and independent levels based on diagnostic and progress monitoring data collected by the teacher. The Maryland College and Career Readiness Standards also provide opportunities for students to interact with higher level texts and challenge and extend their thinking.

Word Study
Every student will have 30 to 45 minutes of daily grade-appropriate instruction in the fundamental building blocks of language in order to communicate. Word study includes oral language development and the understanding of the connection between printed words and oral language through decoding and encoding.
### CCSS Foundational Standards by Grade Level

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print Concepts</strong></td>
<td>Demonstrates understanding of the organization and basic features of print. <em>(show more)</em></td>
<td>Demonstrates understanding of the organization and basic features of print. <em>(show more)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td>Demonstrates understanding of spoken words, syllables, and sounds (phonemes). <em>(show more)</em></td>
<td>Demonstrates understanding of spoken words, syllables, and sounds (phonemes). <em>(show more)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics and Word Recognition</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words. <em>(show more)</em></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words. <em>(show more)</em></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words. <em>(show more)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Read emergent reader texts with purpose and understanding. <em>(show more)</em></td>
<td>Read with sufficient accuracy and fluency to support comprehension. <em>(show more)</em></td>
<td>Read with sufficient accuracy and fluency to support comprehension. <em>(show more)</em></td>
<td>Read with sufficient accuracy and fluency to support comprehension. <em>(show more)</em></td>
</tr>
</tbody>
</table>

*For grade specific details, see MCCRS (including PreK) or [http://rt3nc.org(objects/standards/cclitmap/ela.html](http://rt3nc.org(objects/standards/cclitmap/ela.html))

### Leadership Best Practices for Word Study

School leaders should support the daily implementation of Fundations in grades K-3. Fundations is a research-based, systematic word study program used in Baltimore City Schools. School leaders should support the daily implementation of the Language Acquisition lessons embedded within the City Schools PreK curriculum.

#### Whole Group Reading

Every student will have 10-20 minutes of grade-appropriate instruction as defined in the MCCRS. Lessons include interactive read-alouds, shared reading opportunities, and focus lessons. The teacher models for students what a grade-appropriate reader sounds like, thinks like, and looks like as they engage with texts. They model through a think aloud to share how they organize their own thinking in order to make meaning from a text. Then students have an opportunity to try on the learning by talking with a peer. The teacher listens in to assess student learning. The teacher may provide feedback to each pair or may listen for trends and address these trends as a few pairs share out. Based on the teacher’s observations, the teacher may adjust the remaining instruction in the lesson.
## CCSS Literature Standards by Grade Level

<table>
<thead>
<tr>
<th>ANCHOR STANDARDS</th>
<th>GRADE-LEVEL STANDARDS</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</strong></td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td>Ask and answer questions about key details in a text.</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</strong></td>
<td>With prompting and support, retell familiar stories, including key details.</td>
<td>Recount stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>Recount stories, including fables and folktales from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</strong></td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Craft and Structure

| 4. **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | Ask and answer questions about unknown words in a text. | Identify words and phrases in stories or poems that suggest feeling or appeal to the senses. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| 5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | Recognize common types of texts (e.g., storybooks, poems). | Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| 6. **Assess how point of view or purpose shapes the content and style of a text.** | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | Identify who is telling the story at various points in a text. | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | Distinguish their own point of view from that of the narrator or those of the characters. |

### Integration of Knowledge and Ideas

| 7. **Integrate and evaluate content presented in diverse formats and media, including visually and qualitatively, as well as in words.** | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | Use illustrations and texts in a story to describe its characters, setting, or events. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| 8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | (not applicable to literature) | (not applicable to literature) | (not applicable to literature) | (not applicable to literature) |
| 9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Compare and contrast the adventures and experiences of characters in stories. | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |
## Range of Reading and Level of Text Complexity

<table>
<thead>
<tr>
<th>Grade</th>
<th>Key Ideas and Details</th>
<th>Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it.</td>
<td>Identify the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
<tr>
<td>9</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
</tr>
<tr>
<td>8</td>
<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
<td>Distinguish their own point of view from that of the author of a text.</td>
</tr>
<tr>
<td>7</td>
<td>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
</tbody>
</table>
| 6     | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | |}

### CCSS Informational Standards by Grade Level

<table>
<thead>
<tr>
<th>Anchor Standards</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it.</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td>Ask and answer questions about who, what, when, where, why, and how to demonstrate understanding of key details in a text.</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>With prompting and support, identify the main topic and supporting details of a text.</td>
<td>Identify the main topic and key details of a text.</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
</tr>
<tr>
<td>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</td>
<td>Describe the relationship between two or more individuals, events, ideas, or pieces of information in a text.</td>
<td>Describe the connection between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td></td>
</tr>
</tbody>
</table>
### Integration of Knowledge and Ideas

| 7  | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | Use the illustrations and details in a text to describe its key ideas. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 8  | Delimitate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | With prompting and support, identify the reasons an author gives to support points in a text. | Identify the reasons an author gives to support points in a text. | Describe how reasons support specific points the author makes in a text. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 9  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Compare and contrast the most important points presented by two texts on the same topic. | Compare and contrast the most important points and key details presented in two texts on the same topic. |

### Range of Reading and Level of Text Complexity

| 10 | Read and comprehend complex literary and informational texts independently and proficiently. | Actively engage in group reading activities with purpose and understanding. | With prompting and support, read informational texts appropriately complex for grade 1. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 2–3 text complexity band independently and proficiently. |

*For grade specific details, see MCCRS (including PreK) or http://rt3nc.org/objects/standards/ccliquidmap/ela.html

**Leadership Best Practices for Whole Group Reading**

School leaders should support the Gradual Release of Responsibility (GRR) Framework in Whole Group Reading Lessons that meet the rigor of grade-level standards and expectations.

**Small Group**
The teacher creates flexible groups of students based on various data points in order to provide specific instruction tailored to their individual needs. The teacher provides explicit instruction in a variety of formats including strategy instruction, guided reading instruction, and literature circles. Students practice the focus skill or strategy with peer and teacher support. While the teacher works with a small group of students, other students work independently or with peers.

*Text Reading Comprehension (TRC) is one data point for K-2 that can be used for small groups. TRC is a reading assessment given multiple times throughout the year. Students read various leveled texts and answer basic comprehension questions related to the text. Knowing the levels allows teachers to match readers to instructional and independent texts and tailor instruction to individual needs. School leaders and teachers can track growth across the year and target interventions as needed.*
### Text Reading Comprehension (TRC) by Grade Level

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BOY</td>
<td>MOY</td>
<td>EOY</td>
<td></td>
</tr>
<tr>
<td>TRC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B or Above</td>
<td>C or Above</td>
<td>E or Above</td>
<td></td>
</tr>
<tr>
<td>RB, A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>PC</td>
<td>A</td>
<td>B, C</td>
<td></td>
</tr>
<tr>
<td>Below A</td>
<td>Below A</td>
<td>Below B</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1st Grade</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BOY</td>
<td>MOY</td>
<td>EOY</td>
<td></td>
</tr>
<tr>
<td>TRC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E or Above</td>
<td>F or Above</td>
<td>L or Above</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>G, H</td>
<td>J, K</td>
<td></td>
</tr>
<tr>
<td>B, C</td>
<td>D, E, F</td>
<td>G, H, I</td>
<td></td>
</tr>
<tr>
<td>Below B</td>
<td>Below D</td>
<td>Below G</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2nd Grade</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BOY</td>
<td>MOY</td>
<td>EOY</td>
<td></td>
</tr>
<tr>
<td>TRC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L or Above</td>
<td>N or Above</td>
<td>O or Above</td>
<td></td>
</tr>
<tr>
<td>J, K</td>
<td>L, M</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>G, H, I</td>
<td>I, J, K</td>
<td>K, L, M</td>
<td></td>
</tr>
<tr>
<td>Below G</td>
<td>Below I</td>
<td>Below K</td>
<td></td>
</tr>
</tbody>
</table>

### Leadership Best Practices for Small Group Reading

School leaders should support the implementation of First Days of Reading Lessons, which set-up routines and procedures for small group practices. Similar resources for PreK can be found in City Schools PreK curriculum.

School leaders should also have a school-wide data wall that shows levels and progress of individual students moving towards targeted levels. Enrichment and intervention opportunities should be provided as needed, based on the data.

### Writing

Every student will have grade-appropriate instruction as defined in the MCCRS. Lessons include shared writing, focus lessons, and interactive writing lessons. The teacher models for students what a grade-appropriate writer sounds like, thinks like, and looks like as they create written texts. They model through a write aloud to share how they organize their own thinking as a writer. Students are invited into the writing with the teacher through questioning. Then students have an opportunity to try on the learning by working with a peer. The teacher listens in to assess student learning. The teacher may provide feedback to students or may listen for trends and address these trends as a few pairs share out. Based on the teacher’s observations, the teacher may adjust the remaining instruction in the lesson.
<table>
<thead>
<tr>
<th>ANCHOR STANDARDS</th>
<th>GRADE-LEVEL STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kindergarten</td>
</tr>
<tr>
<td>1 Write arguments</td>
<td>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</td>
</tr>
<tr>
<td>2 Write informative/explanatory texts to examine complex ideas and to convey complex information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
<tr>
<td>3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
</tr>
</tbody>
</table>

**Production and Distribution of Writing**

| 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | (begins in grade 3) | (begins in grade 3) | (begins in grade 3) | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | With guidance and support from adults, use technology to produce and publish writing as needed. |
| 7 Conduct short as well as more sustained research projects based on focused questions (e.g., What is the impact of the environment on the growth of cacti?), demonstrating understanding of the subject under investigation. | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or record science observations). | Conduct short research projects that build knowledge about a topic. |
Leadership Best Practices for Writing

School leaders should support the implementation of First Days of Writing Lessons, which set-up routines and procedures for writing practices. Similar resources for PreK can be found in City Schools PreK curriculum.

Mathematics

In August 2014, 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 were connected to the focus areas of the MCCRS and meet the district’s Model for Effective Mathematics recommendations for the mathematics block.

In addition, Grades 1-5 had a new Unit Planning Sequence and yearly scope and sequence per grade. We have also developed 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. This was done this year based on feedback from teachers and ACLs that this was an area where teachers needed additional support.

For Grades 6-8 schools continue to use the Agile Mind curriculum. For SY14-15, the Agile Mind curriculum was revised to meet the rigor and expectations that are aligned to the MCCRS. These topics have also been revised to incorporate PARCC like items, as part of the broader district strategy of ensuring that students are prepared to take the PARCC assessment. Mathematics ACLs will support teachers in implementing each unit, and systemic PD will be offered around the units; specific PD content will be informed by teacher and ACL feedback based on what is taking place in classrooms.

*For grade specific details, see MCCRS (including PreK) or http://rt3nc.org/objects/standards/cclitmap/ela.html*
First in Math, a fluency program, was purchased for schools in SY14/15. First in Math is used to support the fluency expectations that are outlined within the Maryland College and Career Readiness Standards and are part of the City Schools Instructional Model for Mathematics.

In SY14-15 and SY15-16, Agile Mind will be paid for using unrestricted funds. This resource was funded using RTTT in SY12-13 and SY13-14.

All Curricula

As noted in section above, the alignment of all curriculum to Maryland College and Career Readiness Standards (MCCRS), to ensure written curriculum is aligned to the expectations of what students should know and be able to successfully demonstrate is a priority for City Schools. With the completion of full curriculum audit in SY15/16, City Schools will leverage results of curriculum audit to propose updated curriculum revision cycles and scope of work. There will be a focus on curriculum revisions to ensure all updates are inclusive of and enhance:

- Universal design for learning (UDL) principles and embedding of instructional technology
- Multiple levels and types of text to meet student reading levels
- Culturally and racially relevant and diverse text
- Support for teachers to meet the diverse needs of students including intervention and enrichment
- Common standards, expectations and guidelines for all subjects and distinctive programming
- Increased opportunities for blended learning

Professional Development

In August 2015, City Schools moved to a blended approach to professional development. Guided by the Instructional Leadership Executive Directors (ILEDs), school leaders set forth a year-long PD plan based on the needs as determined by multiple sources of data. Guided by the system of tiered supports, and depending on the readiness of the school and/or leader, the professional development plan for a school includes a look at support for individual content (e.g. Literacy, Mathematics, etc.), pedagogy (e.g. Universal Design for Learning) and individual teachers.

Professional development opportunities are available in module form noted below:

<table>
<thead>
<tr>
<th>Professional Learning Opportunity</th>
<th>Description</th>
<th>Audience</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plug and Play Module (2-2.5 hour session)</td>
<td>Modules provide information on different contents and disciplines; include a PowerPoint with annotated agenda, facilitator notes, and any associated handouts.</td>
<td>School-based staff including administrators, teachers, related service providers, and Para-Professionals</td>
<td>Resources: PowerPoint with Annotated Agendas and any associated handouts are available online (prior review and preparation is necessary). Facilitation: Module will be facilitated by administrator or by administrator designee in a face to face format.</td>
</tr>
</tbody>
</table>
ILED may determine an ACL or SEL may facilitate based on school readiness or targeted need

Foundational Online Module
Similar to a webinar, modules provide introductory level learning relating to specific instructional practices, programs, terminology, and/or professional responsibilities.
Teachers may choose from a variety of course offerings that support their individual professional development goals.
Teachers can self-enroll and complete the self-guided online module available online. (Independent study option).

District-led Sessions (August Face to Face)
Sessions that provide content for small and targeted teacher populations.
Targeted populations; attendance strongly suggested.
Location: Teachers attend face to face professional development at a centralized location. Facilitation: Session is delivered by district staff.

This new, blended, model of facilitation allows professional development to be conducted at the school level while ensuring content is consistent across the district.

District office continues to grow the professional development library so that schools can utilize modules as job embedded opportunities during faculty meetings, collaborative planning sessions or after school-school opportunities for growth. Currently, there are multiple offerings in the following areas:

- Literacy/English
- Mathematics
- Science
- Social Studies
- Differentiated Learning
- Universal Design for Learning
- Gifted and Advanced Learning
- ESOL
- College and Career Readiness
- CTE
- Media and Instructional Technology
- Student Assessment

This new model also allows individual teachers the opportunity to self-select modules for personal development or work with school leaders to determine opportunities to support content or pedagogical growth.

City Schools continues to offer content specific Achievement Unit (AU) 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 4 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.

Assessments

In the past City Schools utilized the assessments noted below:

- **English Language Arts (ELA) and Content Literacy Assessments**
  - City Schools has continued to implement the 3 literacy diagnostics (beginning, middle and end of year).
  - The district 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 were 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 experienced 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 took a redesigned pre/post Agile Mind Unit Assessments in addition to the online topic assessments they will experience with the Agile Mind curriculum resources.

As noted above, 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. In addition, City Schools recognizes that with a greater understanding of the PARCC assessment and the demands of the MCCRS, formative assessments must be relooked at to ensure alignment to what students must know and be able to demonstrate. Assessment is an integral part of instruction as it provides teachers, school leaders, and the district with data that inform us as to what our students need and enables differentiation. Assessment occurs throughout the day- in many forms from observing students to teacher-created tools- and is built into the instructional day as part of strategic teaching and learning. City Schools supplements these teacher-created tools with the administration of key formative assessments for all students during specific assessment windows. It is important to note that the formative assessments were selected with the goal of increasing item quality and the capability of processing and sharing student data with teachers rapidly in order to support timely data-usage.

City Schools’ assessment program supports students and aligns with our instructional priorities by:

- Requiring students to grapple with rigorous, differentiated learning experiences;
- Engaging students in creative problem solving, critical thinking, and innovation;
- Providing students with tools to understand their unique strengths and areas for improvement.
The district plan for assessment that results in rich data around student growth and provides teachers with pertinent development opportunities related to this plan. As a result, parents and students will be able to partner with school faculty to promote overall growth toward college and career readiness and teachers will have the tools that they need to modify instruction to meet the needs of all students. District-level teams will also be able to evaluate and amend the curricular decisions and systemic development opportunities in order to increase academic outcomes for all students.

There are several changes worth noting for SY15/16:

- Amplify/DIBELS and TRC – All students grades K-2 will be assessed during the three administration windows. In grade 3 students who did not met benchmark at EOY grade 2 will be tested.
- iReady assessments will be given in grades 3-12. iReady is an adaptive diagnostic assessment for literacy and math and not only simulates the electronic environment of the PARCC assessment, but also gives **real time** information to teachers to inform instruction, grouping and long term planning.

The change in the assessment strategy allows teachers and school leaders to have the information they need to make on the spot adjustments to instruction, but also decreases the amount of time students spend engaging in the assessment process.

**School based implementation of all curriculum, enrichment and interventions**

In addition to regular revisions to City Schools instructional models based on curricular alignments must be ongoing cycles of professional development for central office, school leaders, and school based staff.

This development and support for implementation must be consistent, ongoing, and timely, dependent upon content through:

- Systemic professional development opportunities
- Onsite support and coaching
- Blended learning opportunities
- Community Learning Networks and communities of practice

A high priority for SY15/16 includes the development of a comprehensive *Multi-Tiered System of Supports (MTSS)* systemic plan that builds the infrastructure and capacity to support differentiated needs of every student in order to provide coordinated intervention, acceleration and enrichment supports for all students inclusive of:

- Gifted & Advanced Learners
- English Language Learners
- Students with disabilities
- Students identified as twice exceptional
- Students in Need of Interventions

City Schools has begun working with a national expert in development of the MTSS plan and will begin implementation with the strategic support schools (see below). In subsequent years, phased implementation for all schools will begin allow for strategic updates to the plan to allow for full scale rollout across the district. As discussed in the UDL section of the Master Plan, supports for implementation beyond the core curriculum are needed in order to support the differentiated needs of learners. The
System of Tiered Supports

The implementation of a system of tiered supports that prioritizes, aligns, and coordinates differentiated supports for principals and schools, recognizing and deepening innovation and autonomy with results, while also providing additional necessary supports for schools that have the greatest need began in July 2015. Supports are provided for schools based on individual school need and data and ensure that autonomy cultivates innovative practices that result in high-level outcomes for students. Schools were identified within the tiered system based on multiple data points across three domains (student achievement, climate and culture and talented people).

Schools identified, based on data, as having greater need for higher level supports and will receive strategic central office supports to increase outcomes for every student through the School Transformation and Turnaround unit, in collaboration with Instructional Leadership.

Academic supports are based on area(s) of identified need that include:

- Personnel: instructional lead dedicated to supporting academics full time and work directly with central office content support experts
- Intervention: high leverage intervention programs identified based on individual school needs
- Professional Development: regular and ongoing PD to support core content and intervention implementation
- Scheduling: strategic scheduling options that include intervention blocks to support high quality student interventions

With increased supports for schools with great need will come increasing flexibilities for innovation in schools with high capacity to support the needs of all learners. Schools (and leaders) demonstrating outcomes for students across sub-groups will be leveraged in order to:

- Determine and implement development opportunities for school-based staff
- Pilot new programs, enrichment opportunities or interventions
- Serve as demonstration sites for new initiatives

Strengthen school based knowledge and actions for college and post-secondary going culture

City Schools is committed to ensure all students graduate ready to succeed in life through postsecondary education and training for 21st century careers. In implementing a robust postsecondary success strategy, City Schools will be working with school, district office, higher education and community partners to increase our collective capacity to support students. Led by the College and Career Readiness department, Academic Offices will support schools through curriculum and resource development, professional development, onsite support and strategic planning in order to:

- Implement Key Practices to Postsecondary Success framework and the College and Career Readiness Indicator Systems (CCRIS) framework
- Provide consistent, ongoing and equitable exposure to post-secondary opportunities
  - Partnerships with external organizations and post-secondary institutions
  - Gate-keeping preparation (e.g. PSAT, SAT, ACT, etc.)
College/post-secondary matches with career pathways
- Ensure school-based scheduling of consistent and ongoing student access to guidance counselor and/or school-based staff implementing comprehensive guidance programs in grades PreK-12
- Ensure utilization of online college and career counseling platform to develop individual student success plans for each student starting in grade 6
- Expand and sustain rigorous programming across the district

These strategies and Key Practices for Postsecondary Success ensure staff and partners support students in all aspects of college and career readiness in order to:

- Increase students’ awareness and build their college and career aspirations.
- Communicate the benefits of a rigorous academic foundation and academic behaviors essential to students’ preparation for postsecondary pathways.
- Develop the college knowledge and skills necessary for students to successfully transition into postsecondary education pathways.
- Teach the fundamentals of financial literacy and financial planning for postsecondary education.
- Impart the value of developing a comprehensive support system that leads to academic success and workplace readiness.
- Help students recognize the importance of cultural, social-emotional factors that impact their academics.

The College and Career Readiness office will support schools to ensure opportunities at all schools, while also supporting tailored and specialized opportunities in schools throughout the city.

Opportunities across all schools
- Guidance counselors serving all students in grades 6-12
- Individual student success plans for all Gr. 6-12 students using Naviance college/career system
- College and Career Readiness Toolkit for all high school students
- SAT preparation materials for all high school juniors
- K-12 English, Literacy & Math curricula aligned to MD College & Career-Ready Standards
- Evidence-based College Readiness Indicator Systems model to improve support of school efforts

Tailored Opportunities

CAREER READINESS
- Career & Technical Education (CTE) Programs at middle /high schools
- All CTE students in grade 12 participate in a work-based learning experience
- Junior ROTC programs at eleven high schools
- 8,000 YouthWorks Internships in partnership w/Mayor's Office

COLLEGE READINESS
- Advanced Placement/International Baccalaureate offerings twenty-five schools
- CollegeBound Foundation Specialists at seventeen high schools
COLLEGE & CAREER READINESS

- SpringBoard® English honors curriculum at eight schools (Gr. 6-8)
- Advancement Via Individual Determination (AVID) programs at eight high schools

Specialized Opportunities

CAREER READINESS

- All Industry Certifications Available in MD CTE
- 50 Urban Alliance Internships
- CTE Articulation Agreements for College Credit

COLLEGE READINESS

- Opportunities for college credit at Bard HS Early College, BCCC, Coppin & CCBC
- Building Steps program at selected high schools; GEAR UP programming at two middle schools

District Office Structured for Support to Schools

As discussed in the introduction, with the district re-organization, the Academic Offices made some dramatic shifts in order to align the work in support of student outcomes.

The Academics Office’s role is to develop, coordinate resources and support schools to ensure that students receive rigorous, engaging instruction tailored to their individual needs in order to raise the bar for every student in meeting postsecondary success. To that end, instructional leadership is the key lever to ensuring all students meets college and career readiness in every school.

- The **Instructional Leadership** unit leads the district’s work to build, sustain and oversee the capacity of instructional school leaders to support teachers to meet the learning needs of every student. This department is separated into elementary/middle and secondary education to ensure schools have tailored academic support. Each school within a geographic Community Learning Network (CLN) will receive differentiated, prioritized, aligned, and coordinated supports based on individual school need and data led by an Instructional Leadership Executive Director (ILED) with a team of academic content liaisons (mathematics and literacy) and special education liaison. This problem solving support unit is pivotal to the support and development of school based staff.

- **College and Career Readiness**, formerly Secondary Education Services, leads work around college and career readiness by promoting a strong culture of pursuit of postsecondary opportunities, student engagement and motivation, success in rigorous academic programming and pathway options, and successful transition to postsecondary opportunities. This department will continue support and oversight for CTE programs and expansion, Guidance Services and the Great Kids Farm. To complement the work within the department, student scheduling services (previously within the Information Technology Department) will join College and Career Readiness in FY16.

- **Specialized Services** promotes student achievement by ensuring there are multiple pathways to graduation and that the identified needs of students with disabilities are met and that appropriate guidelines and regulations are followed. This department will oversee Multiple Pathways (Re-
engagement and Crisis Centers, Alternative Option Programs (AOPs), Special Education Citywide Programs and IEP Development), Related Services, Special Education due process, self-monitoring and compliance, and Citywide Special Education Separate Public Day and Non-Public Programs. 

Combining services previously situated between the Office of Special Education and Student Support and Safety brings programming and oversight together in a progressive manner to promote academic, social, and emotional development, through a variety of services and interventions to meet the needs of our diverse student population.

*Teaching and Learning* prepares students for college and career through development and implementation of curriculum, interventions, enrichment and assessments. In FY16, realignment of the work to support raising the bar for every student includes:

- **STEM:** In alignment with national trends and research, purposeful and explicit connections between science, technology, engineering and mathematics are essential to authentic learning, application and creation in the 21st century. The unifying of science and mathematics in FY16 drives the paradigm shift for curricular design, implementation and assessment.

- **Media and Instructional Technology:** With technology as a FY16 priority, the use, development and implementation of instructional technology in City Schools is paramount to ensuring our students are equipped with the digital skills needed to be college and career ready. A *shift of some functions from the School Support and the Classroom Support Systems departments in IT* to work in concert with Media Specialists and all academic departments will consolidate functions to best leverage technology for content development both in design and delivery.

- **Literacy, Languages and Culture:** Though *previously these contents spanned multiple units*, in FY16 the disciplines will be aligned to ensure cross-content connections between English/Language Arts, Literacy, Social Studies, World and Classic Languages and Visual and Performing Arts, while maintaining integrity of individual disciplines.

- **Differentiated Learning:** The focus for the *newly created Differentiated Learning department* will be to best meet the needs of diverse learners. With this in mind, concentration on the development and implementation of student focused, yet connected, bodies of work for Multi-Tiered Systems of Support (MTSS), English Language Learners and Gifted and Advanced Learners will be key to ensuring schools have the systems, interventions and tools to meet the needs of all students.

- **School Transformation and Turnaround:** As a district, we must continually identify a continuum of supports to meet the differentiated needs of schools, especially for those demonstrating the greatest need. The focus of the *newly formed School Transformation department* is to provide strategic, prioritized, coordinated and aligned supports for schools identified within the tiered systems of support and/or officially designated as a Priority, Focus or Turnaround School by MSDE.

**Program Specific Supports**

**Prevention and Intervention for Early Learners (PIEL)**

The Prevention and Intervention for Early Learners (PIEL) Team is comprised of school psychologists and speech-language pathologists who work in classrooms, supporting pre-kindergarten and kindergarten students through consultation, collaboration, outreach, and training to teachers, paraprofessionals and parents. The PIEL Team mission is to use a learner-centered methodology and curriculum to promote thriving social, emotional, and academic skills in the district’s youngest students. Team strategies capitalize on the unique skill sets of the speech-language pathologists and school psychologists, utilizing a multi-tiered system of support (MTSS) framework. Systems change is targeted in the classroom, the grade-level and the school. Strong support from school instructional leaders is required in order for the
program to be successful. Efforts for building capacity at these levels focus on universal design, standardized problem-solving, data-based decision making and interdepartmental outreach, e.g. working closely with Early Learning and Office of Achievement and Accountability. Outcome data has been positive. Students in classes supported by the PIEL team have increased reading skills at a higher rate than comparison peers, and schools have achieved higher levels of academic, social and behavioral readiness. Over two hundred district staff and parents have been trained in the Incredible Years (IY) Teacher Classroom Management and Parent Group Programs. Given this classroom-based program, the number of referrals for special education services has significantly decreased and teachers’ use of multiple sources of data to drive instruction has increased.

In the 2015-16 school year, the PIEL Team is focusing on standardization and refinement of strategies and techniques in an effort to ease expansion of the project to a greater number of schools in the coming years. A major thrust is continuing-to build capacity by training site-based related service providers in the program and to continue the work. The team is developing a manual of operations that includes a video training library, resource repository, and process guides. The team is working in the pre-kindergarten and kindergarten classes of eighteen (18) schools for SY 2015-16. Planned professional development opportunities will have the capacity to train an additional 200 district staff and parents in the PIEL Team model and Incredible Years curriculum.

Life Skills / PAL Program

While the majority of students with disabilities can have their needs met within the general education classroom, some students, through the IEP process, 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 significant deficits in adaptive functioning. Though these students are on a certificate track, the rigor remains high. All lessons are individualized to meet the specialized needs of each unique student and taught using Errorless Learning. Fourteen academic skill areas are scaffold leading to independence in both the classroom and real world settings. Daily student data is kept for all fourteen skill areas. An exceptional classroom structural setting, based on the TEACCH model (Teaching, Expanding, Appreciating, Collaborating & Cooperating and Holistic), is implemented in each of the classrooms. This structure speaks directly to the learning styles of these students.

SY 14-15 Life Skills / PAL Update

During the SY14-15, City Schools continued implementing the Styer-Fitzgerald Functional Academic Curriculum; with 10 classrooms being declared model sites by the authors of the curriculum. Program classrooms have also implemented the use of iPads for educational purposes. Prior to receiving the iPads, 93.5% of the teachers passed a 15 hour AU course on using the iPad for education. The Programs also began piloting the research based Systems 44 reading intervention program in all of the middle school classrooms. The Programs also worked to increase the communicative competence of many of the students through the PECS System (Picture Exchange Communication System). Teachers, paraeducators, and speech pathologists working with the programs were offered training in this system. More than fifty staff members completed the two-day workshop. During the 14-15 SY, a pilot program, SWAG (Students With Autism accessing General education) began for middle school students who have average
to above average cognitive levels but also have autism. The SWAG team supports the students with executive functioning skills, social skills, and pragmatic language skills needs, while helping them remain in the least restrictive environment. The SWAG program met with success as measured by decreased behavioral referrals to the office, increased student independence, and increased academic achievement by the student. At the end of the 14-15 SY, the programs launched two-day professional development for the new alternate assessment developed by the NCSC group. This two-day launch was presented the week of June and again at the beginning of August. It was attended by more than 125 staff members from across the city. The launch stressed the use of assistive technology to increase communicative competence allowing for an additional increase in student rigor.

Moving Forward: Life Skills / PAL Focus

During the SY15-16, City Schools will continue the focus on the implementation of the curriculum, structure, as well as building communicative competence for all students in the two programs. Work opportunities are key to these students meeting with success during their post-secondary lives. The Life Skills and PAL programs will be assisting each of their high schools in developing real world work opportunities both inside the school as well as in their local communities. The Life Skills and PAL program is working in conjunction with Towson University to create an appropriate reading program that matches their students’ learning styles. The focus of the program will be to increase the comprehension for all participating students. The SWAG program has been expanded to include an elementary classroom for the SY 15-16. The team will continue to provide citywide support and professional development around the implementation of the Alt-MSA for science and the Alternate Assessment developed by the NCSC Group.

ED PRIDE Program

The ED PRIDE: Social and Emotional program is designed to help students with an emotional disability build their capacity in managing behaviors by providing comprehensive services in a structured and consistent instructional environment. The services provided within the program focus on increasing pro-social behaviors and application of coping strategies to manage emotional and behavioral responses while engaging in grade appropriate core curricula. The ultimate goal of the ED PRIDE program is to increase appropriate behaviors and independence so that students can successfully return to an inclusive educational environment to continue to access the general education curriculum with their age appropriate nondisabled peers.

SY 14-15 ED PRIDE Program Update

During SY 14-15, City Schools ED PRIDE Programs focused on building the capacity of both program staff and students by increasing the levels of both academic and behavioral support provided throughout the programs. Our specific program goals for SY 14-15 focused on increasing attendance, decreasing suspensions, and ensuring that all program students had updated Functional Behavioral Assessments and Behavioral Intervention Plans. As a team we created a strategic plan that included a host of strategies, interventions, and resources that would assist our programs in achieving our identified goals. This process began by increasing the amount of district level supports available to the programs on a daily basis. Each program was assigned an educational specialist and a related service facilitator to ensure that program staff and schools would be able to receive the level of support needed to improve program effectiveness.
The program model changed to include related service providers that were dedicated solely to the students in the ED PRIDE program and we moved to a push-in model for receipt of related services to ensure that program students could receive real-time support with implementing effective behavioral strategies as they arose. Programs began using the SWIS data suite to track program student behaviors regularly and the interventions that were meeting with success. City Schools piloted Houghton Mifflin's Read 180/System 44 reading intervention software in our middle school programs to help increase reading ability of middle school program students, selected and implemented grade band specific social/emotional curricula for all programs, increased the technology in our middle school programs, provided students with more district-wide program incentives, and began to administer the Renaissance's STAR Assessment program-wide so that we could monitor and track the academic progress of program students.

Throughout the implementation of these additional supports we also increased the professional development opportunities available to our program staff both during the school year and summer months.

Moving Forward: ED PRIDE Program Focus

During SY 15-16 Baltimore City Schools ED PRIDE programs will continue to focus on increasing program attendance and decreasing program suspensions through the continued implementation of the supports that we began using during SY 14-15, in addition to focusing more on identifying and supporting those program students that are ready to begin transitioning back to the general education environment.
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.
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.

A review of student level data reveals student mobility, and a number of students who are participating in the English Language Proficiency Test for the first time. Of 3,500 students who are learning English as a new language, 1,175 students were tested for the first time in January of 2015. The majority of our newly enrolled students are also at beginning proficiency levels. Of the students who are in secondary grades, there is an impact from the high numbers of students who come from a limited formal schooling background. Challenges for schools are found in targeting specialized classes for beginning level listening, speaking, reading and writing. Of the students who did not make the .5 targeted progress, writing continues to be the greatest challenge. Since our students spend the majority of their day in grade level classes, there is a need in supporting mainstream teachers in the provision of accommodations and differentiated instruction.

Five of our schools have received refugees from placement with the International Rescue Committee. Many of our more than 350 identified refugee students have struggled to arrive here and are in need of both educational and social support services. Another similar population that has impacted our schools includes more than 100 identified Central American Unaccompanied Youth and Minors in secondary grades.

Another area of concern regarding progress in English proficiency includes students with both suspected and identified disabilities, in need of further academic supports. Students who are not progressing require additional attention to determine learning needs. Our Alternative measure, ALT ACCESS, was administered to 6 children in 2015. Each of those children did make progress.

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 funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

In preparation for school year 15-16, additional ESOL staff members were hired to match the student teacher ratios set up by district best practices. Locally funded “locked” positions are in place to ensure that changing limited English proficient populations in Baltimore City Schools receive
equitable and targeted language instruction and access to school information for their parents. In preparation for budget planning season, beginning in December of each year, a review of student counts and trend data is made to plan for the following school year. Schools with an established ESOL Program have had a steady overall increase yearly, in addition to three schools that have begun low impact ESOL classes. In addition, the changes made to ESOL curriculum materials target individual proficiency levels and scaffold instruction for grade bands, with the overall goal of moving students toward English proficiency.

Title III funds are used to provide for supplemental support to Pre-Kindergarten students and their teachers. Professional development for both ESOL and grade level content teachers continues to be provided with the express purpose of moving students towards English proficiency.

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 only adjustments stipulated in the narrative above involve an overall increase in the number of teachers and bilingual parent liaisons, but as their increased numbers mirror, as a percentage, a similar ratio of educators to identified students, there is no substantive change from last year.

4. **Interventions, enrichments and supports to address diverse learning needs**. Limited English Proficient students are included in and provided access to intervention/enrichment programs in addition to ESOL services. ESOL Program staff have been trained on the use of various tools and forms to properly identify students in need of interventions and enrichment programs. Data is reviewed at the school level to identify students who are not making progress with the annual English Language Proficiency Test (WIDA ACCESS) in combination with class grades and ELL team input. Student support teams are involved when needed on an individual basis. Professional development offerings are available regarding collaboration among IEP and ELL teams, which helps with identifying interventions needed by LEP Students.

The Office of Gifted and Advanced Learning (GAL) has adopted the Naglieri Nonverbal Ability Test (NNAT2) as its initial ability screener in its multi-indicator identification process because it uses nonverbal matrices to assess students’ cognitive abilities and has been shown to be less biased for ELL and economically disadvantaged learners than more traditional ability assessments which rely heavily on verbal background knowledge. The GAL Office is working with the ESOL office to translate and distribute the Parent Referral Form in different languages so parents of ELL students can refer their children for evaluation. The GAL Office has provided materials of differentiated learning strategies for gifted learners in the ELL classroom to the ESOL Office and has included information on multi-exceptional students (i.e. culturally and linguistically diverse and gifted) in online professional development modules that have been shared with district staff through the district online learning platform.
Universal Design for Learning principles have been integrated into all new and revised content curriculum, including ESOL courses, beginning SY 12-13. Content curriculum provides flexible instructional materials, techniques, and strategies for the following:

- Presenting information and content in different ways
- Differentiating the ways the student can express what they know
- Stimulating interest and motivation for learning

Assessments included in content curriculum ensure equitable access for Limited English Proficient students with the same UDL principles.
Early Learning
Based on the examination of 2013-14 MMSR Kindergarten Assessment Data:

A. 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 Kindergarten Readiness Assessment. Please include a discussion of the best practices the system has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that best practice have been effective.

The vision of Early Learning Programs is to integrate special and general education from birth through kindergarten, leveraging resources and expertise across content areas and age levels to support teachers, administrators, and service providers in delivering exceptional instruction to Baltimore’s earliest learners.

The SY 2014-15 Kindergarten Readiness Assessment data demonstrated that the Early Learning Programs in City Schools are preparing students to enter Kindergarten ready. Above the state average, 48% of City Schools Kindergarteners demonstrated readiness. When disaggregating the data, 58% of kindergarteners who attended City Schools PreK programs demonstrated readiness. In previous years, 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.

Given the continued growth, City Schools will continue 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:

- Continuing full day Pre-kindergarten (PreK)
- 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
- Ongoing 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 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 in SY14-15. 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.

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.
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.

B. 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 “demonstrating readiness”?

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

A. Based on the examination of the 2014-2015 Public Prekindergarten Enrollment Data (Table 8.3)

1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2014-2015.

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

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

- Streamlining priority codes by moving from six priorities to three. This change was instituted in an effort to simplify the pre-kindergarten registration process so that:
  - Schools and parents more easily understand what priority code their children fall under and what the concomitant responsibilities are for the school and the parents.
  - There are fewer barriers to registration, as parents have fewer requirements for demonstrating the priority code that their children fall under.
- Revising the PreK early admission procedures and requirements so that our policy is in compliance with state regulations and is more focused on academically needy children.
  - City Schools opened the window for early admission to pre-kindergarten by extending the deadline for turning 4 to October 15th. In addition, City Schools eliminated the testing requirement for early admission and replaced it with a checklist that parents can use to demonstrate academic need.
  - Registration and enrollment of all PreK students was moved to the Office of Enrollment and Attendance (Formerly Enrollment, Choice, and Transfers) in order to assist parents and schools with finding placements for eligible children.
3. Describe any policies the school system has put in place to work collaboratively with other early learning and development programs to provide a prekindergarten program for all eligible children, including any collaboration related to the Prekindergarten Expansion Grant program.

In SY2015-16, City Schools, through the support of MSDE grant for PreK expansion, added an additional 8 PreK classrooms to support our earliest learners. Moving forward, City Schools will focus on increasing its capacity to serve early learners:

- By increasing slots for early childhood in City Schools with fiscal sustainability and physical environment needs in mind
- By providing wraparound services in certain communities
- By supporting inclusive education for students with special needs
- By building capacity of teachers and school leaders to deliver rigorous, developmentally appropriate programming

**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.

4. Describe how students enrolled in Early Learning grades are included in, or provided access to, intervention/enrichment programs. Universal Design for Learning principles are used in the administration of the new Ready for Kindergarten assessment. Describe how these principles will also be used in curriculum and instruction development/implementation to eliminate barriers for all students.
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 Class of 2014 includes students who began high school in the 2010-11 school year and graduated in four years (by August 2014). Of the 5,513 students in the Class of 2014, 3,840 students (69.7%) graduated in four years, 603 students (10.9%) dropped out within four years, and 1,070 students (19.4%) remained enrolled at the end of four years. The results for the Class of 2014 continue City Schools’ four-year positive trend of increasing graduation rates and decreasing dropout rates. (Office of Achievement and Accountability). Enrollment in Career and Technology Education programs increased from 6,901 students in 2011 to 8,488 in 2014. 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.

Additionally, we have reviewed the top six jobs by Fortune Magazine which predicts that Hospitals/health care-- Projected to grow by 19.5% between now and 2020, Current average industry salary: $66,567. Engineering services-- The industry “is expected to hire thousands of new graduates over the next five years as business confidence increases,” along with higher government spending on infrastructure, the Ibis study says, for a growth rate of 19%. Average industry salary this year: $87,246.; Management consulting- With an 18% growth rate from now until 2020, Average 2015 industry salary: $58,702; Accounting-- The industry, projected to grow 17%, benefits from the recent rise in financial regulation, which keeps auditors busier than ever. Current average salary: $67,474; Semiconductors and circuits--Demand for “advanced wireless consumer electronics, such as smart phones,” including new chip technology that can integrate existing Wi-Fi and mobile networks, will generate 16% growth by 2020, with electrical engineers in especially big demand. Average salary now: $93,167; Software development-- The job market for software engineers, developers, and programmers has been rosy for years, the Ibis study projects that demand for Smartphone app developers in particular will soar at an annual rate of 37.6%, far outpacing the projected 15.5% growth rate of the software business as a whole. Average annual 2015 salary: $147,274.

- 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. 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. Eighteen similar projections of healthcare job creations in the state of Maryland are expected to yield nearly 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).
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 2013-2014 CTE enrollment was 8488 a slight decrease from the previous year of 8519 students. In school year 2014-2015, there are thirty-three (33) schools offering CTE programs and over 8600 students enrolled in CTE. 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 2015-2016 school year. Two new schools will offer a CTE program next year. The Green Street Academy will introduce the CASE and Construction Design Management program and KASA will offer CRD. City Schools has also added Automotive Technology at Forest Park High School, Computer Science at Patterson High School, and Renaissance High School will offer Homeland Security-Criminal Justice and GIS.

The outreach to the middle grades includes the addition of two 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 Curtis Bay and Barclay Elementary/Middle schools. There are now a total of fourteen schools offering GTT. The twelve from the 2014-2015 school year which include Booker T. Washington, MATHS, 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 continues to play an integral role in the planning and decision with regard to those building that will house CTE programs. CTE has been meeting the architects throughout the process to provide expertise in the design and space requirements.

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 2008-2009, as a requirement of Carl D. Perkins, City Schools began to track technical skill attainment. In that year, there were a total of 129 students who obtained an industry credential. Over the years City Schools has increased the number of students who obtain a certification. In school year 2013-2014, City schools had a total of 713 concentrators who exited and who sat for an industry certification (an increase from the 620 in 2012-13). Of the 713 concentrators 522 obtained a certification, a performance percentage of 73.2% (an increase from the 443/71.5% in 2012-13). 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. Students 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 for City Schools has increased significantly over the past several years. Since 2008, overall City Schools CTE enrollment has increased from 4468 students to 8488 students, an increase of 47%. The increase in City Schools CTE enrollment is attributed to robust public relations/marketing strategies of CTE programs and increased district support. 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 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.

City Schools experienced a slight decrease in CTE enrollment from school year 2012/2013 to 2013/2014 from 8519 to 8488 students, a decrease of .37% (31 students). This slight decrease in CTE enrollment is attributed to a decrease in overall enrollment at two CTE centers, Edmondson Westside High School and Carver Vocational Technical High School. In school year 2013/2014 Edmondson’s overall enrollment decreased from 866 to 803 (63 students). In school year 2013/2014 Carver’s overall enrollment decreased from 935 to 916 (19 students). The Office of Secondary Education Services/Learning to Work will continue to work with both centers to develop robust marketing strategies to attract students.

In SY 2012-2013, City Schools had 1562 concentrators and 1010 completers. In SY 2013-2014, City Schools had 1780 concentrators and 1244 completers, an increase in both concentrators and completers. To increase the number of students who concentrate and complete a CTE pathway, City Schools will 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**

Nontraditional Participation (6S1) was not met by at least 90%. The local nontraditional participation target core indicator was 33.46% (1999/5995). In 2014, Baltimore City’s performance percentage for nontraditional participation was 29.39% (1762/5995). The participation target fell short of the 90% range by 43 students.
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 6S1 indicator, an additional 68 CTE students needed to participate in a nontraditional pathway program. Baltimore City’s performance of 29.39% failed to meet the standard of 33.46% by 4.07%.

In analyzing student performance it was clear that Baltimore City students would benefit from interventions that would enable a broad spectrum of students to enroll in CTE programming. This includes gender, ethnicity, and educational level. Additionally, more students enrolled in nontraditional pathways. Specifically the data reveals that the percentage of CTE programs that were able to attract nontraditional students was low in the following 5 career clusters: TT (2.21%), C&D (6.30%), H&B (11.51%), Manufacturing (29.17%) and CSHT (15.07%).

To increase the nontraditional participation percentage indicator, the Director of the College and Career Readiness (CCR) and the Coordinator for Career and Technology Education (CTE) will meet with principals, teachers and stakeholders during the SY 15/16 school year to discuss how schools can meet the Perkins indicator for nontraditional participation. Additionally we are in the process of transitioning some of the older non MSDE POS from the career clusters, which appear to have a low performance rate (i.e. Nursing Assistant and Allied health). More focus for recruiting girls in the PLTW & CISCO programs and providing additional opportunities for Special Needs students to be involved in CTE.

Teachers and counselors will receive CTE program updates and key strategies earned from the National Alliance for Partnerships in Equity conference during summer professional development in August. CTE programming will be implemented in schools that will increase non-traditional participation.

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 Learning to Work Office is developing recruitment strategies (B2: Professional Development, and Strategy Worksheet B3: Career Development) to increase the nontraditional percentage (6S1) indicator for SY 15/16 that will increase the number of students who participate in nontraditional programs by 4.07% to meet our local target of 33.46%.

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

Nontraditional Completion (6S2) was not met by at least 90%. The local nontraditional completion target core indicator was 33.85% (440/1301). In 2013, Baltimore City’s performance percentage for nontraditional completion was 24.06% (313/1301).

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 6S2 indicator, an additional 44 CTE concentrators needed to complete participation in a nontraditional pathway program. Baltimore City’s performance of 24.06% failed to meet the standard of 33.85% by 6.40%.

In analyzing student performance it was clear that Baltimore City students would benefit from interventions that would enable more students enrolled in nontraditional pathways to complete the programs. Specifically the data reveals that the percentage of CTE concentrators who met the nontraditional indicator is low in the following 4 career clusters: TT (5.71%), C&D (4.31), H&B (9.39%), and CSHT (13.33%).

To increase the nontraditional completion percentage indicator, the Director of the College and Career Readiness (CCR) and the Coordinator for Career and Technology Education (CTE) will meet with principals, teachers and stakeholders during the SY 15/16 school year to discuss how schools can meet the Perkins indicator for nontraditional completion. Teachers and counselors will receive CTE program updates during summer professional development in August. CTE programming will be implemented in schools that will increase non-traditional participation and supports and incentives put in place to ensure students complete the program of study. Additionally we will look at scheduling and parental involvement to increase the percentages of students that complete the program.

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 College and Career Readiness office is developing retention strategies (B2: Professional Development, and Strategy Worksheet B3: Career Development) to increase the nontraditional percentage (6S2) indicator for SY 14/15 that will increase the number of students who complete nontraditional programs by 9.79% to meet our local target of 33.85% (440/1301).

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% (1191/1779). Baltimore City’s performance in English II was 56.72% (1009/1779).

The local Algebra target core indicator was 67.00% (1191/1779). Baltimore City’s performance in Algebra was 58.97% (1049/1779).

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, 1,601 CTE concentrators needed to meet the academic attainment standards for English II and 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 and Algebra are low (below 67%) across multiple pathways. These include all clusters except H&B (67.26%) and HRS (67.44%). None of the clusters achieved an academic attainment of 67% or better in algebra.

The College and Career Readiness 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 and 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 College and Career Readiness 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 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.

Additional staff members will support the College and Career Readiness Office to provide study skills training and assistance to students who may need additional help in passing academic assessments. They 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 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.

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 15/16 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. Students had the opportunity to take additional classes during the current school year. We have not obtained these results to determine if the classes improved test scores.

We will be monitoring the new PARRC Assessments for students to determine its impact of meeting CTE Academic Performance goals. Teachers and staff will monitor student performance throughout the year to determine progress on HSA achievement to ensure that we meet the 67% goal of student success attainment.
**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*:

<table>
<thead>
<tr>
<th>Goal 1. Student Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [<em>COMAR 13A.04.07.02(A)</em>].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2. Programs and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 [<em>COMAR 13A.04.07.03(A)</em>].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3. Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Use the chart on the next page to report the school system’s 2014-2015 objectives and strategies for these three goals along with implementation timelines and assessment of progress.
Baltimore City Public Schools will provide all gifted students, including twice exceptional populations, with advanced content, curricula, and activities not ordinarily found in the classroom, in order to fully develop their true potential. A gifted and talented student is identified, using multiple measures, as having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment in intellectual, creative, artistic, leadership capacity, or in a specific academic field when compared with other students and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

City Schools will utilize a four-pronged strategy to support Gifted and Advanced Learning across the City.

- **Professional Development**: Differentiated professional development plan for administrators, teachers, and counselors to support gifted and advanced students. This professional development will be developed within the Differentiated Learning department in addition to the development and curriculum opportunities through Universal Design for Learning (UDL) in order to prepare teachers to meet the diverse and unique needs of gifted and advanced learners.

  As City Schools moves forward with a more robust Gifted and Advanced Learning strategy, professional development for school leaders on how to identify, engage, and instruct gifted and advanced learners as well as professional development for teachers on instructional strategies and how to effectively integrate resources to meet the needs of gifted and advanced learners will be pivotal to meet the needs of individual students.

- **Universal Programming**: Planning to provide access for all students regardless of what school they attend. City Schools will develop and utilize a tiered approach that (Renzulli & Reis, 1997):
  - Develops talent potential by assessing students’ strengths
  - Provides enrichment opportunities to build on students’ strengths through a flexible approach to differentiation during the school day
  - Integrates standard curriculum with meaningful enrichment activities to promote academic growth in all students

As discussed in the curriculum audit and update, specific attention to the needs of gifted and advanced learners will be part of all updates through the engagement and support of the Differentiated Learning unit.
**Identification:** Use of multiple indicators of mental ability, achievement, motivation, and creativity.

<table>
<thead>
<tr>
<th>Mental Ability</th>
<th>Achievement</th>
<th>Motivation</th>
<th>Creativity</th>
</tr>
</thead>
</table>
| Naglieri Nonverbal Ability Test (NNAT) (Ages 5-17)  
The NNAT2 provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population. With the use of progressive matrices for seven grade-based levels, this versatile test is well-suited for identifying gifted and talented students. | MAP Testing (NWEA) (Grades K-12)  
Administered online or locally, MAP helps you pinpoint—to the goal—strand level—where your students are ready to advance, and where they need help. | GES-3 for Motivation (ages 5-18)  
An optional subscale, motivation has been developed to accommodate those states which require documentation of this characteristic in the identification process of gifted/talented students. | Student Product Assessment (Grades K-12)  
The Student Product Assessment Form can be used in a variety of ways. Individual teachers, resource persons or subject matter specialists can evaluate products independently or collectively as members of a team.  
http://www.gifted.uconn.edu/sm/pdf/spaf.pdf |
| Cognitive Abilities Test (Grades K-12)  
The Cognitive Abilities Test (CogAT) measures students’ learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal.  
Otis-Lennon School Ability Test (OLSAT) (Grades K-12) | Stanford 10 – used only for historical purposes  
PSAT – (Grades 10-11) (9th grade students are given the option)  
SAT (Grades 9-12)  
Scholastic and College Ability Test (SCAT) (Grades 2-12) | Parent Referral Teacher Referral  
Professional School Counselors Referral  
Student Referral | Torrance Tests of Creativity (Grades K-Adult)  
The highly reliable Torrance® Tests of Creative Thinking invites examinees to draw and give a title to their drawings (pictures) or to write questions, reasons, consequences and different uses for objects (words). |

**Acceptable identification measurements**

**Recommended identification measurements**

**Identification:** Use of multiple indicators of mental ability, achievement, motivation, and creativity.

<table>
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http://www.gifted.uconn.edu/sm/pdf/spaf.pdf |
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Student Referral | Torrance Tests of Creativity (Grades K-Adult)  
The highly reliable Torrance® Tests of Creative Thinking invites examinees to draw and give a title to their drawings (pictures) or to write questions, reasons, consequences and different uses for objects (words). |
Gifted and Advanced Learning Sites: Ensure distinctive programming are located in all quadrants of the city and supported through targeted professional development and instructional supports. This strategy will take extensive planning for implementation over multiple years.

In SY14/15, the following were gifted and advanced learning sites

- Cecil ES
- Cross Country ES/MS
- Federal Hill Preparatory ES
- Francis Scott Key ES/MS
- Hamilton ES/MS
- Mount Royal ES/MS
- Roland Park ES/MS
- The Mount Washington School
- Thomas Jefferson ES/MS
- Waverly ES/MS

Expectations for distinctive programming sites will include:

- Participation in gifted professional development
- Creation of an EGATE portfolio (Cross Country and Roland Park earned EGATE designation from MSDE this year – the first schools in City Schools’ history)
- Establishment of Parent Advisory Committee specific to GAL topics/concerns – this can be an expanded duty of an existing committee within the School Family Council
- Universal assessment of all student in K-2 using the GAL Office’s formal identification metrics
- Purchase of prescribed gifted resources
- Adherence to City Schools’ Honor Curriculum for schools with grade 6-8.
- Designation of a Gifted Liaison who can participate in regular district professional development and lead school-based professional development.

List the local education agency’s 2014-2015 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.

<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Reference COMAR 13A.04.07.02</th>
<th>Objectives and Implementation Strategies</th>
<th>Timeline</th>
<th>Methods for Measuring Progress</th>
<th>Assessment of Progress (Met, Partially Met, Not Met)</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Schools continued its implementation of 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,</td>
<td>9/2/14-6/1/15</td>
<td>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</td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>
Achievement, Creativity, and Motivation. Additionally, City Schools provided universal ability screening of K-2 students at 10 pilot schools.

| Students scoring in the 80th to 89th percentile in the aforementioned assessments were identified as Advanced and offered access to gifted programming. | 9/2/14-6/1/15 | Tracking of data from NNAT2, NWEA, SCAT, OLSAT, PSAT, SAT, GES-3, Torrance and Student Product Assessment Form. | Met |
| Students scoring in the 90th to 99th percentile in the aforementioned assessments were identified as Gifted and offered access to gifted programming. | 9/2/14-6/1/15 | Tracking of data from NNAT2, NWEA, SCAT, OLSAT, PSAT, SAT, GES-3, Torrance and Student Product Assessment Form. | Met |
| Referrals for formal identification were initiated by students, parents, teachers, counselors, or other staff. | 9/2/14-6/1/15 | Tracking of external and internal requests for identification. | 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)]

<table>
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<tr>
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<th>Assessment of Progress (Met, Partially Met, Not Met)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 13A.04.07.03</td>
<td>City Schools implemented gifted curricula in 10 pilot schools utilizing programs such as Jacob’s Ladder, M²/M³, and Project Clarion Science units from William and Mary and monitored its rollout to determine if they were being implemented with fidelity in Grades K-5.</td>
<td>9/2/14-6/1/15</td>
<td>Collection of qualitative and quantitative data from school principals and teachers as well as classroom observations.</td>
<td>Partially Met – for measurement only</td>
</tr>
<tr>
<td></td>
<td>City Schools piloted personalized instruction for gifted learners via Renzulli Learning (now known as GoQuest) at 10 pilot schools. This particular service extended beyond the school to the homes and extended beyond the school year</td>
<td>9/2/14-6/1/15</td>
<td>Collection of qualitative and quantitative data from school principals and teachers as well as classroom observations.</td>
<td>Met</td>
</tr>
</tbody>
</table>
City Schools partnered with the Center for Talented Youth to offer afterschool programming at some of the pilot schools for portions of the first and second semesters for students in elementary and middle grades.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/6/14-4/30/15</td>
<td>Collection of qualitative and quantitative data from school principals and teachers. Additionally, CTY monitored and collected data (their analysis has not yet been made public).</td>
<td>Partially Met – for measurement only</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Reference</th>
<th>Objectives and Implementation Strategies</th>
<th>Timeline</th>
<th>Methods for Measuring Progress</th>
<th>Assessment of Progress (Met, Partially Met, Not Met)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 13A.04.07.04</td>
<td>City Schools offered professional development opportunities throughout the year for differentiated offerings for middle school Honors courses – inclusive of a compacted math curriculum and project based learning in ELA and social studies.</td>
<td>9/2/14-6/1/15</td>
<td>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.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>City Schools created a cohort of educators to participate in formal training for credentialing in Gifted Education via the College of Notre Dame.</td>
<td>1/29/15 – 6/18/15</td>
<td>Tracking of enrollment numbers of City Schools’ teachers taking part in courses offered at Notre Dame in order to earn a certification in Gifted Education.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>City Schools provided formal professional development opportunities in conjunction with CTY, William &amp; Mary, Kendall Hunt, CollegeBoard, and Compass Learning specific to gifted or accelerated curricula programs for classroom teachers, gifted leads, and literacy specialists.</td>
<td>9/2/14-6/1/15</td>
<td>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.</td>
<td>Met</td>
</tr>
</tbody>
</table>
2014-2015 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.”

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

The school system may include below additional information on the gifted and talented program that pertains to local education agency requirements.
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 and iReady assessments allow for an adaptive assessment that can better identify student needs to allow for teacher adjustment for instruction.

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.

City Schools also is making a priority of developing and implementing a comprehensive Multi-Tiered Systems of Support (MTSS) plan that takes into account the needs of all students to ensure core instruction, intervention and enrichment.

City Schools has also begun a focus on equity and excellence. City Schools began an introduction for Courageous Conversations about Race with author and local expert Glen Singleton and the CEO Institute with school leaders in August 2015. A planning process is underway for inclusion in professional development and multi-year roll out.
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?

SY14-15
- City Schools is continuing work to narrow the achievement gap across all disciplines.
  - While PARCC data has not yet been made available, work on narrowing achievement gaps continued. Concentrated professional development for special educators who teach multi-grade classrooms and support for ESOL teachers increased.

- 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.
  - This is an area that will continue to be a focus. While identification of twice exceptional students is now a data point that is collected, utilizing this data and supporting teachers and schools must continue to be a focus.

- City Schools will provide cultural experiences, including local historical, cultural, and fine arts experiences aligned to district social student curriculum.
  - This is an area of success for City Schools. Learning Journeys across all grade levels occurred throughout SY14/15 and provided a solid base for shared experiences and connection to learning. In SY15/16 arts based learning journeys will be implemented. This also has provided City Schools with a shared partnership in learning with community based organizations and the philanthropic community.

4. 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.
  - Curriculum audit and revisions
  - MTSS plan development
  - Increased utilization and implementation for UDL

- City Schools will provide cultural experiences, including local historical, cultural, and fine arts experiences aligned to district curriculum.
  - Focus on visual and performing arts
  - Connection to core literacy, mathematic and social studies curriculum
  - Ensure students have opportunities to demonstrate and learn forms of self-expression.

- Solidify plan for focus on equity and excellence across City Schools, including school experiences and district office
  - Engage national expert to support plan development and implementation
School System: Baltimore City Public Schools

Name and Title of ETMA Contact: Jennifer Dull, Director - Strategy and Compliance

Email: jdull@bcps.k12.md.us

Telephone: 443-642-4135
Section C: Data Systems to Support Instruction
Data Systems to Support Instruction

In alignment with Maryland’s vision for reform to utilize an infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement, please respond to the following questions describing your current data systems (State and local) to support instruction.

1. What data systems are currently used to guide data driven decision making to support effective instruction?

2. How do you use data systems to inform instruction and make adjustments to instructional practices?

Instructional Leadership Team (ILT) Tools

The Office of Achievement and Accountability compiles academic (district formative assessments) and climate related data for ILT teams to utilize for school level data cycle discussions in support of decision making and instructional next steps. The ILT tools are developed at the individual school level and at a district level.

Instructional Leadership Executive Directors (ILEDs) and their teams utilize ILT tools in professional development, community of practice and onsite coaching support with both school leaders, ILT teams and collaborative planning sessions. School based ILTs utilize this information to adjust strategy and determine interventions needed to support students.

iReady® Diagnostic Assessment

City Schools has contracted with Curriculum Associates to purchase the student growth assessment iReady® Diagnostic as the new interim assessment system for SY15-16.

Measuring student growth is an important instructional practice. iReady®Diagnostic is a nationally-normed, student growth assessment system in mathematics and English Language Arts (ELA) that enables teachers to measure student progress throughout the school year and from one year to the next. With iReady, students in grades 3-12 will be assessed three times per year instead of four. The contract will also include professional development for teachers and administrators on using the results to inform instruction.

With the first administration window for iReady ending in October 2015, ILEDs and their teams will support school leaders and school based staff in utilizing this data for real time adjustments for instruction.

CEO Climate Dashboard

The Office of Achievement and Accountability compiles information from SMS (student information system) into a dashboard that reports attendance, suspension, withdrawal and transfer information both at a district and individual school basis.

3. How well is it being implemented? Who is using it?

Implementation regarding data cycles and using data to inform instruction varies across the district. The use of data at every Principal Learning session begin in SY14/15. This will continue moving forward, with ILEDs working with school leaders and ILT teams to ensure the practice of data cycles to inform instruction moves to not just a leadership action, but a teacher and classroom action.
Section D: Great Teachers and Leaders
Highly Qualified Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by Highly Qualified Teachers (HQT).

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 100% 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. In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

---

1 Section 2141(a) of the Elementary and Secondary Education Act.
**Instructions:**
1. Complete data tables 6.1 – 6.7.

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

3. If the school system **did not** meet the targeted criteria for each data table, respond to the associated prompt(s) for each table. Be sure to respond to **all prompts** for **each** criterion not met.

4. **If the school system has met all of the criteria in the following data tables, no additional written response is required.**

<table>
<thead>
<tr>
<th>Based on data in the table:</th>
<th>If your system does not meet the criteria:</th>
<th>Respond to the prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1: Percentage of Core Academic Subjects (Classes) (CAS) Taught by Highly Qualified Teachers</td>
<td>The percentage of CAS is 98% HQT or higher.</td>
<td>1. Describe where challenges are evident. City Schools has made significant gains in the number of courses taught by HQ teachers over the last six 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 08-09. While these gains are notable, City Schools continues to strive to meet the goal of having all core academic classes taught by HQ teachers. The lack of applicants in high need areas including special education, math, and science is a significant challenge for City Schools. In addition, principals have autonomy over scheduling assignments for teachers at the school level which sometimes leads to scenarios where teachers are assigned to classes or grade levels that make the teacher non-HQ. City Schools 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.</td>
</tr>
</tbody>
</table>
resource allocations to ensure sufficient progress placing HQT in CAS.

During the fall of SY 2014-2015, the Office of Human Capital developed a Strategic Recruitment plan to address shortages in high needs areas which will impact the number of HQ teachers in these areas. In addition, OHC hired for the newly created position of Manager of Recruitment and Partnerships whose main focus will be implementing effective Section D Great Teachers and Leaders Page 135 recruitment strategies and developing our partnerships with teacher pipelines it address staffing in high needs areas. OHC 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 Data Monitoring and Compliance (within OAA), Academic Offices and relevant School Support staff as well as the school leader via the Principal’s Dashboard. Human Capital Specialists in conjunction with Certification Specialists 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.

<table>
<thead>
<tr>
<th>6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified</th>
<th>The percentage of CAS in Title I schools is 100% HQT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe where challenges are evident. Challenges outlined for all schools are the same for Title I schools.</td>
<td>2. Describe the strategies used to ensure all</td>
</tr>
</tbody>
</table>

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### Teachers in Title I Schools.

CAS in Title I schools are taught by HQT. Human Capital continues to work closely with Instructional Leadership Executive Directors and principals to ensure that school leaders are supported and trained to make the right scheduling decisions. On an ongoing basis through the school year, Human Capital will monitor the HQ% by school to ensure appropriate supports and development are provided to those schools with the highest number of NHQ teachers. Human Capital Specialists and Certification Specialists provide an additional layer of support to school principals regarding HQ teacher placement requirements by monitoring real-time HQ reports posted to the principal’s dashboard. This data is group by Title I status (NHQ vs HQ) City Schools will illustrate how it is giving a higher priority in placing HQT in its Title I schools 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 (3) Monitor staff assignments by Human Capital Specialists along with the Highly Qualified Specialist to ensure adherence to highly qualified requirements; (4) Section D Great Teachers and Leaders Page 137 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.

The combined percentage total of NHQT across all reasons is less than 10%.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe where challenges are evident.</td>
<td></td>
</tr>
<tr>
<td>HC continues to work toward improving the CAS taught by HQT. Support functions by HC Specialists and the office as a whole will</td>
<td></td>
</tr>
</tbody>
</table>
include: (1) Supporting 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) monitoring to support correct teacher assignments in the classroom not properly identified in the scheduling database; (4) increased timeliness in processing of certification documents.

2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of NHQT.

To address the issue of principal scheduling teachers into areas where they are NHQ, the Office of Human Capital will continue to implement a process for hiring teachers for all schools which includes a candidate-by-candidate review of credentials and work with ILEDs to support increased guidance and awareness to ensuring scheduling. Guidance modules for documents have been posted to the TSS website for reference to help make the right decisions as they schedule classes. HC Specialists will monitor reports regarding the HQ % at schools and offer support at strategic times of the year. HC Specialists will follow up with schools and offer school leaders support. By following up at the school level, HC Specialists will assist the principal in determining possible course corrections and interventions where necessary.
Based on data in the table: If your system does not meet the criteria: Respond to the prompts:

| 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 poverty). | 1. Describe where challenges are evident. For the 2014/15 school year the percentage of HQ teachers in high poverty schools at the secondary level was greater than its low poverty counterparts. At the elementary level however, the reverse is true. Approximately 77 percent of CAS in high poverty schools are taught by HQT compared to 80 percent in low poverty schools. While the distribution between low and high poverty may be similar, there are challenges with recruiting HQT at the secondary level. For example, the pool of certified HQ between high and low poverty candidates is significantly greater at the elementary level, than at the content-specific secondary level. As a district we have difficulty recruiting HQT for foreign language, special education, math, English and Social Studies 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. Additionally, we’ve engaged in comprehensive recruitment practices which have placed highly qualified teachers in positions throughout Baltimore City Schools. The Office of Human Capital |
continues to provide additional capacity, and therefore the ability to more effectively recruit HQT and monitor the equitable distribution of HQT across the district. The following program strategies and activities proved to be successful and have continued to be implemented: 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.; 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 |

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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. Additionally, during the voluntary transfer process, City Schools held a transfer fair specifically for our Strategic Support Schools, 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.

<table>
<thead>
<tr>
<th>6.6: Attrition Rates.</th>
<th>Total overall attrition is less than 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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?</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools.</td>
<td>Percentage of qualified paraprofessionals in Title I schools is 100%</td>
</tr>
</tbody>
</table>
High Quality Professional Development

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

I. Professional Learning

Please provide your local school system Professional Learning Plan. Be sure to include 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 support.

   In addition to the schools identified through the state as underperforming, City Schools has instituted the Systems of Tiered Support to provide intense and targeted support, including professional development. Professional development includes, but not limited to: curriculum support, academic and social emotional interventions, enrichment, MTSS, etc. This professional development support is both job embedded, within collaborative planning and/or during PD sessions.

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

   As discussed in the UDL section, as new curriculum was presented to teachers, systemic development on the materials and course guides took into account the guiding principles of UDL. 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. Of note, the Differentiated Learning department has already developed a foundational professional development offering available to all school based staff titled Universal Designed Core Instruction. The opportunity, available for systemic days in August 2015 demonstrates the commitment of the district to increase knowledge and opportunities for teachers. The Differentiated Learning department will not only continue to develop UDL offerings, but also ensure that UDL principles are included within all content PD offerings.

3. Maryland College- and Career-Ready Standards, including English language arts; disciplinary literacy; mathematics; and Next Generation Science;

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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. A complete list of current PD opportunities can be found on City Schools Inside under the Professional Growth Tab. http://www.baltimorecityschools.org/Page/1955. In June 2015 City Schools hosted a Leadership Academy for over 500 school leaders and leadership team members for 4 days of professional development focused on increasing student intellectual engagement through Instructional Leadership Teams, Collaborative Planning, and Cycles of Professional Learning. Student intellectual engagement was chosen as a focus following a cross-functional group attending Urban Literacy Learning Network (ULLN) session through the Aspen Institute in Spring 2015. During the session a preview of Charlotte Danielson’s newest work was discussed, specifically with regard to the Six Clusters below:

1. Clarity of Instructional Purpose and Accuracy of Content
2. Safe, Respectful, Supportive, and Challenging Learning Environment
3. Classroom Management
4. Student Intellectual Engagement
5. Successful Learning by All Students
6. Professionalism

Charlotte Danielson, 2014

A year-long trajectory of district-focused Cycles of Professional Development for student intellectual engagement with a focus on writing across the curriculum is in place for SY15/16.

In August 2015, City Schools also moved to a blended approach to professional development. Guided by the Instructional Leadership Executive Directors (ILEDs), school leaders set forth a year-long PD plan based on the needs as determined by multiple sources of data. Guided by the system of tiered supports, and depending on the readiness of the school and/or leader, the professional development plan for a school includes a look at support for individual content (e.g. Literacy, Mathematics, etc.), pedagogy (e.g. Universal Design for Learning) and individual teachers.
Professional development opportunities are available in module form noted below:

<table>
<thead>
<tr>
<th>Professional Learning Opportunity</th>
<th>Description</th>
<th>Audience</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plug and Play Module (2-2.5 hour session)</td>
<td>Modules provide information on different contents and disciplines; include a PowerPoint with annotated agenda, facilitator notes, and any associated handouts.</td>
<td>School-based staff including administrators, teachers, related service providers, and Para-Professionals</td>
<td>Resources: PowerPoint with Annotated Agendas and any associated handouts are available online (prior review and preparation is necessary). Facilitation: Module will be facilitated by administrator or by administrator designee in a face to face format. ILED may determine an ACL or SEL may facilitate based on school readiness or targeted need</td>
</tr>
<tr>
<td>Foundational Online Module</td>
<td>Similar to a webinar, modules provide introductory level learning relating to specific instructional practices, programs, terminology, and/or professional responsibilities. Teachers may choose from a variety of course offerings that support their individual professional development goals.</td>
<td>Teachers can self-enroll and complete the self-guided online module available online. (Independent study option).</td>
<td></td>
</tr>
<tr>
<td>District-led Sessions (August Face to Face)</td>
<td>Sessions that provide content for small and targeted teacher populations. Targeted populations; attendance strongly suggested.</td>
<td>Location: Teachers attend face to face professional development at a centralized location. Facilitation: Session is delivered by district staff.</td>
<td></td>
</tr>
</tbody>
</table>

This new, blended, model of facilitation allows professional development to be conducted at the school level while ensuring content is consistent across the district.
District office continues to grow the professional development library so that schools can utilize modules as job embedded opportunities during faculty meetings, collaborative planning sessions or after school-school opportunities for growth. Currently, there are multiple offerings in the following areas:

- Literacy/English
- Mathematics
- Science
- Social Studies
- Differentiated Learning
- Universal Design for Learning
- Gifted and Advanced Learning
- ESOL
- College and Career Readiness
- CTE
- Media and Instructional Technology
- Student Assessment
4. Teacher and Principal Evaluation (TPE) System; and

City Schools is working to ensure effectiveness across the organization so that every student experiences excellent teaching and learning in every school. To do this, we are building systems to strengthen, support and measure effectiveness among teacher, school leaders and schools.

The Instructional and Leadership 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.

With the changes to teacher evaluation, City Schools continues to offer professional development and training regarding the evaluation system. In addition, a complete teacher evaluation resource page has been developed in order to ensure teachers have the information they need (http://www.baltimorecityschools.org/Page/23121)

The transition to Student learning objectives (SLOs) as specific, measurable academic goals, for a particular group of students in an academic year and created by teachers in collaboration with their school leaders has been an area identified for support. As a way to help teachers with the SLO process throughout the 2015–16 school year, school leaders and BTU Building Representatives had the opportunity to nominate SLO Ambassadors for their school. SLO Ambassadors will serve as SLO experts, along with principals and assistant principals, that will guide teachers through the SLO process.

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serving in a non-evaluative role. Ongoing professional development and training for SLO Ambassadors will be throughout the school year.

For students to succeed, teachers must succeed. School leadership plays an essential role in this by creating strong, well-supported instructional teams at their schools. A structured process helps school leaders succeed and provides the fundamental guidance and autonomy to develop a powerful culture, which include need for student success. This process begins with guidance from the School Leader Framework and Rubric measures of principals’ professional practice and student growth that, when taken together, provides the comprehensive structure of a meaningful overall assessment. The School Leader Effectiveness Evaluation represents the culmination of nearly two years of collaborative development between school leaders, office staff and the Baltimore City Public School Administrators and Supervisors Administration (PSASA) focused on improving the quality and usefulness of the evaluation system.

Professional development regarding the Principal Evaluation is led by the Instructional Leadership Executive Director (ILED) for each Community Learning Network. Specific support regarding the school leader SLO and Val ED will be areas of targeted support.

5. Job-embedded professional learning, such as Professional Learning Communities (PLC), Communities of Practice (COP), and Data Dialogue.

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

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/Page/24958

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 8-10 week Professional Cycles of Learning that will engage teachers in full learning cycles that focus on improving teaching and learning. The focus for SY15/16 will be on writing across the curriculum.

II. Teacher Induction
Please provide the following information regarding your District Teacher Induction/Mentoring Program:

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

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 four main 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

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composed of three parts that included an optional two days focusing on special education roles, responsibilities and tools, four days for all novice 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. This year, City Schools is offering a New Teacher Institute to provide support to those teachers hired after the initial summer institute.

**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 2014-2015 School Year.

**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 three years, City Schools’ has steadily built a system of site-based mentoring at each school for early career teachers in years one through three. 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 three years in the classroom with the overall goal of improving teacher effectiveness and retention in the classroom. This year, City Schools plans to partner with New Teacher Center to pilot a full-time release mentor program to provide additional targeted support to its priority schools.

**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**

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City Schools has a variety of supports for mentoring. Within the OSTD 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. Additionally, this year, Baltimore City Schools will partner with the New Teacher Center to incorporate a three-year intensive, instructional, and student learning focused system of teacher induction. Through this partnership, City Schools will support teachers in understanding, aligning, and applying current district pedagogical curricular and Maryland’s College and Career standards in their practice (translating the “what,” into the “how”), raise the standard of what it means to mentor a new teacher and provide common expectations and accountability for serving in this role, increase the teacher retention rate in our priority schools and engage principals in supporting teacher development. In addition to the New Teacher Center partnership, Project CYCLE (Capturing Your Classroom: A Learning Experience) will also be used in several schools as a mentor resource in supporting new teacher development. 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 continue through the 2015-2016 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 will be sought through partnerships with outside foundations, universities, and other non-profit organizations.

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 supports 1,730 new teachers in years 1-3 using a peer mentor model. A total of 263 peer mentors teachers provide targeted support to these teachers; with an average ratio of 1 to 6 peer mentors to new teachers. This model 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

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 increased by nearly 5% (from 61.21 in SY 12-13 to 65.7% in SY 14-15). 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 is shifting to include both district and site specific data to target our efforts for teacher support and development to schools in which there is a high teacher turnover. In addition to our peer mentoring model, Baltimore City Schools works closely with out alternative certification programs that provide Baltimore City Public Schools- Draft Master Plan 10.05.15
additional coaching and support to program participants; providing these teachers with a more robust support structure. 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, 78.6 percent 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 2014-2015 School Year, 1,700 interactions were logged, and mentors submitted numerous artifacts demonstrating the various types of new teacher professional development, classroom observations, and one-on-one support new teachers received from site-based mentors. This data is used to inform additional systemic professional development offerings to both new and veteran teachers as well as additional mentor professional development.

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, 90% 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 7% of the participants not yet prepared by visiting schools and providing direct support to those in need.

B. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned. Also, please indicate the breakdown of your mentors’ roles in the district as indicated in the chart below: (1) FULL-TIME MENTORS: Mentoring is their full-time job, (2) PART-TIME MENTORS: Mentoring is their part-time job, (3) RETIREES: Mentoring is done by retirees hired to mentor, and (4) FULL-TIME TEACHERS: Teaching is their full-time job and they mentor. Please complete the chart below:

C. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.
Section E: Culture and Climate
Culture and Climate

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. Research recognizes the significance of viable data driven strategies to promote safe schools.²

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, without exception and regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socioeconomic status, age, or disability, have the right to educational environments that are:

A. Safe;
B. Appropriate for academic achievement; and
C. Free from any form of harassment.

The newly formed School Supports Office provides an integrated, comprehensive system of support services for students and families to create cultures and climates where students’ academic needs can be met. Through coordinated efforts School Support has the responsibility to ensure that school environments are safe, engaging, and conducive to learning and support physical, social, and emotional well-being.

The departments noted below work in a coordinated effort to ensure schools have what they need to support the conditions for learning so that principals and school leaders are equipped with systems and processes that allow them to focus on instructional leadership.

• Ombudsman services, previously in the Engagement Office, helps to monitor district policies and practices that affect the customer experience of families and community members. The Ombudsman also responds to inquiries, concerns, or complaints from parents or members of the public that have not been satisfactorily addressed at the school level or elsewhere at the district office, and seeks a mediated resolution of these issues.
• School Support Coordination, previously in the School Support Networks department, provides an infrastructure to match specific needs from schools to operational supports from various central offices in order to ensure principals are able to focus their efforts on instructional leadership.
• Enrollment and Attendance, previously two units in the Academics Office, promotes positive school culture and engagement through the enrollment and choice process while also supporting schools to identify barriers to attendance and connect to resources for re-engagement.
• Climate and Suspension, previously in the Academics Office, leads the work in schools regarding prevention and intervention supports. With a focus on building positive relationships, a welcoming environment, and students’ social and emotional well-being, this department utilizes


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multiple strategies to support all schools in developing and sustaining positive school climates, in accordance with the Code of Conduct. The strategic climate intervention unit focuses efforts for schools identified within the system of tiered supports.

- Interscholastic Athletics, previously in the Academics Office, promotes physical, social, and emotional well-being by ensuring that all students have opportunities to participate in enrichment activities in the area of athletics and recreation. Overseeing middle and high school grades interscholastic activities in accordance with Title IX, the department supports the engagement of the “whole child” to explore and learn in a variety of areas critical to student success as 21st-century learners and citizens, including and beyond the core academic subjects.
- School Police, previously in the Academics Office, works to ensure that students and staff have a safe environment in which to learn and teach. State law provides that the school police force is the primary agency responsible for policing property owned, leased, and operated or controlled by Baltimore City Public Schools.

School Support will support schools in building positive school climate and culture through:

- Utilization of Positive Behavioral Intervention and Supports (PBIS) across the district
- Implementation of Restorative Justice in high schools with more than 500 students
- Training and utilization of peer mediators in all secondary schools
- Utilization of mentoring programs particularly to reach African American male students who are often most in need of additional supports
- Building authentic representation and engagement of students through various strategies and opportunities such as increasing student participation in high school district-wide student government (ASCBC) and holding an annual high school leadership summit that gives students a forum to engage in issues that are important to them and critical to their success in school.
- Designing, coordinating, and implementing a coherent system of wrap-around supports and services within the district and with city and community partners to provide for students’ emotional, behavioral, mental, and physical health needs.
- Implementing a System of Tiered Supports that prioritizes, aligns, and coordinates differentiated supports for principals and schools, recognizing and deepening innovation and autonomy with results, while also providing additional necessary supports for schools that have the greatest need. Specifically for schools identified as needing strategic climate support:
  - **Strategic Climate Support Team**: The team will follow a strategic climate support protocol to support schools identified as needing additional climate and culture support to build leadership and structures to support all students
  - **Climate Leads**: Act as the liaison between the school community and district office in supporting City Schools’ climate strategy to create conditions where teaching and learning thrives
  - **Crisis Prevention and Intervention/Community Conferencing Training**: Every school will have staff trained in CPI and Community Conferencing as a universal support that targets student behavior.
  - **SST/504 Professional Development**: Differentiated support for SST/504 team to implement intervention programs in three core areas: attendance, behavior, and academics.
  - **Attendance Roundup**: On-going assessment of school attendance infrastructure; provision of strategies and resources to improve school attendance.
• **Student Support Liaisons (SSLs):** Staff will utilize their specialized knowledge of climate and culture interventions to support school leadership.

**Persistently Dangerous Schools**

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

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

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

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

Based on data provided to MSDE, one school, Maritime Industries Academy, was named as Persistently Dangerous. Augusta Fells Savage, which was designated as Persistently Dangerous following the 2013-14 school year, was removed from this status following 2014-15. No schools were placed on probationary status this year.

All students at persistently dangerous schools were offered a choice of two school transfer options. Placement at one of these transfer options was guaranteed if students chose to transfer. Families were notified of their schools’ persistently dangerous status by letters mailed home from the District Office. These mailing included the transfer application.

Maritime Industries Academy High School is the only school identified as persistently dangerous. Maritime was also identified as a Strategic Climate Support School and will, therefore, receive additional, targeted supports for climate, culture and attendance from the Strategic Climate Support unit. Additional supports for the following programs will be supported: PBIS, Restorative Practice, Yoga/mindfulness/movement and Student Support Teams.

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It is also important to note that Maritime Industries Academy location moved from Northeast Baltimore to Southwest Baltimore. Approved by the Board of School Commissioners in December 2014, Maritime Academy relocated to the Southside Building in the Cherry Hill community, co-locating with New Era Academy in summer 2015. The enrollment at the school is lower than in previous years, with increased district office supports.

Attendance

Based on the Examination of the Attendance Data: *Data table (5.1)

<table>
<thead>
<tr>
<th>Table 5.1: Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Measurable Objective (AMO):</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Subgroups by Level</strong></td>
</tr>
<tr>
<td><strong>All Students</strong></td>
</tr>
<tr>
<td><strong>Male</strong></td>
</tr>
<tr>
<td><strong>Female</strong></td>
</tr>
<tr>
<td><strong>Hispanic/Latino of any race</strong></td>
</tr>
<tr>
<td><strong>Elementary</strong></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>High</strong></td>
</tr>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
</tr>
<tr>
<td><strong>Elementary</strong></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

Baltimore City Public Schools- Draft Master Plan 10.05.15
<table>
<thead>
<tr>
<th>Race</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>96 .2</td>
<td>96 .3</td>
<td>90 .8</td>
</tr>
<tr>
<td></td>
<td>96 .7</td>
<td>96 .1</td>
<td>96 .2</td>
</tr>
<tr>
<td></td>
<td>87 .6</td>
<td>90 .1</td>
<td>86 .4</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>94 .9</td>
<td>93 .6</td>
<td>82 .0</td>
</tr>
<tr>
<td></td>
<td>94 .0</td>
<td>93 .0</td>
<td>80 .0</td>
</tr>
<tr>
<td></td>
<td>91 .7</td>
<td>91 .7</td>
<td>81 .7</td>
</tr>
<tr>
<td><strong>Native Hawaiian or Other Pacific Islander</strong></td>
<td>94 .9</td>
<td>96 .1</td>
<td>84 .6</td>
</tr>
<tr>
<td></td>
<td>95 .8</td>
<td>96 .7</td>
<td>95 .6</td>
</tr>
<tr>
<td></td>
<td>91 .7</td>
<td>91 .7</td>
<td>83 .1</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>93 .8</td>
<td>93 .6</td>
<td>84 .6</td>
</tr>
<tr>
<td></td>
<td>92 .2</td>
<td>91 .7</td>
<td>84 .3</td>
</tr>
<tr>
<td></td>
<td>84 .6</td>
<td>83 .3</td>
<td>83 .2</td>
</tr>
<tr>
<td><strong>Two or more races</strong></td>
<td>94 .9</td>
<td>94 .9</td>
<td>88 .8</td>
</tr>
<tr>
<td></td>
<td>91 .9</td>
<td>95 .6</td>
<td>85 .1</td>
</tr>
<tr>
<td></td>
<td>88 .1</td>
<td>88 .1</td>
<td>93 .8</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>92 .9</td>
<td>92 .9</td>
<td>92 .9</td>
</tr>
<tr>
<td></td>
<td>92 .4</td>
<td>92 .4</td>
<td>92 .4</td>
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<tr>
<td></td>
<td>77 .0</td>
<td>77 .0</td>
<td>77 .0</td>
</tr>
<tr>
<td><strong>Limited English</strong></td>
<td>95 .9</td>
<td>95 .9</td>
<td>95 .9</td>
</tr>
<tr>
<td></td>
<td>95 .5</td>
<td>95 .5</td>
<td>95 .5</td>
</tr>
<tr>
<td></td>
<td>94 .9</td>
<td>95 .9</td>
<td>95 .9</td>
</tr>
</tbody>
</table>

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

In SY 14-15, student enrollment remained stable. Enrollment was 84,976 which represents an increase of 246 students from the previous school year and a significant increase since 2007-2008. Attendance remains a challenge; City Schools’ overall attendance rate remained stable from 89.7% in SY13-14 to 89.2% in SY14-15. The district saw a slight increase in the attendance of high school students (.6 percentage points), a group which had been in decline since 2009. This trend was seen across sub-groups within the high school category.

The slight decreases in elementary and middle grades was primarily due to declines in attendance rates among African-American students, English language learners, students with disabilities, and students receiving free and reduced meals. The district will continue to implement an aggressive plan of action to address this problem. Our aggressive strategy for attendance involves the following:

- Conducting data analysis to specify individuals students who are chronically absent
- Providing chronically absent data to effected schools
- Briefing all schools on attendance protocols
- Requiring school personnel and network staff to reach out to absent student through postal mail, telephone calls, and door-knocking campaigns.

It is also important to note that although there were only 33 days of school remaining following the unrest in the City of Baltimore, City Schools experienced a 0.4 percentage point drop in attendance rate from the beginning of unrest to end of the school year (Source: City Schools CEO Daily Climate Dashboard). Supporting students and families to ensure students enter school ready to learn is of great importance and a focus of the School Support Offices, specifically Enrollment and Attendance and Prevention and Intervention.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

The reorganization of district office to include the School Support Office is outlined in the staffing portion of the FY16 budget.

Baltimore City Public Schools- Draft Master Plan 10.05.15
Enrollment and Attendance, previously two units in the Academics Office, promotes positive school culture and engagement through the enrollment and choice process while also supporting schools to identify barriers to attendance and connect to resources for re-engagement.

Climate and Suspension, previously in the Academics Office, leads the work in schools regarding prevention and intervention supports. With a focus on building positive relationships, a welcoming environment, and students’ social and emotional well-being, this department utilizes multiple strategies to support all schools in developing and sustaining positive school climates, in accordance with the Code of Conduct. The strategic climate intervention unit focuses efforts for schools identified within the system of tiered supports.

- Student Support Liaisons are assigned to each Community Learning Network (CLN) to provide intense support for attendance, climate and culture supports for between 10-15 schools.
- The Strategic Climate Support unit focuses intensive support for schools identified through the Tiered Support System as needing the highest level of intervention/support.

In addition, City Schools continues to implement strategies to increase attendance including building awareness at the student, family and community level. Communication campaigns include how to support making school an everyday priority (examples below).

**Why Attendance Matters- Example**

When a student misses even one day of school, it means he or she is missing out on important learning opportunities.

**Every day at City Schools,**

<table>
<thead>
<tr>
<th>pre-k and kindergarten students:</th>
<th>elementary students:</th>
<th>middle and high school students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>learn a new word or sound</td>
<td>learn a new word, math skill or science theory</td>
<td>learn about an interesting new topic</td>
</tr>
<tr>
<td>learn a new math skill</td>
<td>become independent and responsible</td>
<td>connect with adults</td>
</tr>
<tr>
<td>make new friends</td>
<td>learn to work with others</td>
<td>explore careers</td>
</tr>
</tbody>
</table>

And because there's so much going on every day, we know that

<table>
<thead>
<tr>
<th>students who go to school every day:</th>
<th>students who are chronically absent:</th>
</tr>
</thead>
</table>

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do better on standardized tests | struggle with their school work
---|---
are more likely to be reading and writing on grade level | are more likely to be held back
are more likely to graduate on time | are more likely to drop out

Developing Good Attendance Habits- Example

*Make school part of your family's daily life.*
Set routines that your family sticks to every day and make sure the children in your family follow them. Have specific times for waking up, starting to do homework and going to bed. Check in with your child in the evening to ask about their day at school and to find out what they learned.

*Keep in touch with your child's school.*
Maintain contact with your child's teachers to keep up with what's being taught in the classroom and to keep an eye on your child's progress; you can also check your child's attendance through Parent Portal. Be sure to let your child's school know when he or she needs to miss school. And, don't forget to update your contact information with your child's school if your phone number or address changes.

*Have a back-up plan.*
Connect with other parents or members of your community so that you have a list of people you can reach out to for help (like a back-up for transportation) for days that things don't go according to plan (and you need help getting your child to or from school).

*Know your stuff.*
Know your child's school's attendance policy and what's being taught in the classroom. And, find out when being sick is sick enough to stay home.

*Plan for the year.*
Check the district's year long calendar and schedule family vacations, medical check-ups, dental visits and other appointments during school breaks or the weekend whenever possible.
Work together.
Help your child with their homework to show them that you care about their performance. And, if he or she has to be absent from school, make sure to get a make-up packet from your child’s teacher and complete the work together (or ask a family member or friend to help out).

Pledging to Make Every Day Count!- Example

Do you believe that going to school, every day, matters? If so, join us in making a pledge to make every day attendance a priority this school year!

Parents/Guardians
I believe that every day school attendance is a key part of my child’s future success, and I pledge to help my child attend school every day, on time, ready to learn.

That’s why I agree to
► Partner with my child’s school to make sure that my child has everything he or she needs to get to school every day
► Schedule out-of-school appointments (like doctor’s visits) for after school or weekends
► Plan family trips for school vacation times
► Help my child prepare for school every night

Students
I believe going to school every day is important to my future success, and I pledge to go to school every day, on time, ready to learn.

That’s why I agree to
► Tell my teacher if I’m having a hard time with my schoolwork
► Talk to my parent, guardian, counselor or an adult friend if I’m having personal problems that keep me from going to school
► Go to bed on time so I can wake up on time
► Make time to hang out with my friends after school so that I don’t miss class

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 adjustments in strategy to support attendance were made for SY15/16. Expected changes in data would be evident by mid-year SY15/16.

Habitual Truancy (if applicable)

The Code of Maryland Regulations COMAR 13A.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year, Habitual truancy means a Baltimore City Public Schools- Draft Master Plan 10.05.15
student that meets all the following criteria (b) The student was 5 through 20 during the school year; (c) The student was in membership in a school for 91 or more days.
Based on the Examination of the Habitual Truancy Data: *Data Table (5.2) please respond to the following:

1. Based on the definition of Habitual Truancy stated above, please respond to the following:
   a. How many schools exceed 1%?

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th># Schools</th>
<th># Exceeding Limit</th>
<th>% Exceeding Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>84730</td>
<td>189</td>
<td>57</td>
<td>30.16</td>
</tr>
</tbody>
</table>

   b. *If applicable*, use Table 5.3 -- if the school system’s truancy percentage exceeds 1%, describe reasons and specific changes/adjustments in place to reduce the percentage of habitual truant students?

   In SY14/15, City Schools began utilizing attendance data as part of the ILT tool (see data systems that support instruction section). Within the ILT tool, school and district level staff can utilize the At Risk for Chronic Absence (ARCA) information that is disaggregated by grade level to not only look for trends, but also to put together intervention plans on a grade or individual student level.

   In addition to the communication with students, parents and communities regarding attendance noted above, clear communication and diligent follow-up so that all stakeholders not only understand what the differences between chronic absences and habitually truant

**Chronic Absence and Truancy- Campaign Information example**

Many families mistakenly think that it's okay to miss school if the absences are excused.

But missing school, no matter the reason, means that students are missing out on important classroom lessons.

And since what they learn tomorrow builds on what they learned today, missing even one day can make it hard for students to catch up to their peers.

<table>
<thead>
<tr>
<th>Chronic Absence</th>
<th>Truancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 or more absences in a school year</td>
<td>15 or more absences</td>
</tr>
<tr>
<td>~5 days a quarter</td>
<td>~2 days a month</td>
</tr>
</tbody>
</table>
excused and unexcused absences

only unexcused absences

school-level consequences

legal consequences

According to the Maryland Department of Education, students who miss more than 20 days in a school year (no matter the reason) are considered chronically absent and struggle to keep up in school. That means that students who miss as few as 5 days a quarter or 2 days a month are at risk of becoming chronically absent and must make every effort to come to school every day to make sure they stay on track.

Truancy, on the other hand, is a legal term used to identify students who have missed more than 20% of school days (about 3.5 days per month) without a legal reason. Parents of students who are truant are legally responsible and can be taken to court.

c. If applicable, based on trend data, identify whether the change/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 continues the efforts that began in SY14/15. The adjustments made are within the structure with which district office supports schools, as outlined in the executive summary. The Office of School Support, in collaboration with Academics, continually looks to improve support for students, families and schools to ensure students come to school with the tools they need to be ready to learn.

**Graduation and Dropout Rates (4-Year Cohort)**

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

No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.
No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Based on the Examination of Graduation and Dropout Rate Data:
*Data Tables (4.1, 4.2)*
Table 4.1: Four-Year Cohort Graduation Rate

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>395</td>
<td>3876</td>
<td>3887</td>
</tr>
<tr>
<td>% Graduates</td>
<td>68.96</td>
<td>64.08</td>
<td>67.04</td>
</tr>
<tr>
<td>Grad Rate</td>
<td>475</td>
<td>2476</td>
<td>2481</td>
</tr>
<tr>
<td>% Graduates</td>
<td>68.96</td>
<td>64.08</td>
<td>67.04</td>
</tr>
<tr>
<td># Dropouts</td>
<td>453</td>
<td>2964</td>
<td>3001</td>
</tr>
<tr>
<td>Dropouts of any race</td>
<td>453</td>
<td>2964</td>
<td>3001</td>
</tr>
<tr>
<td>% Dropouts of any race</td>
<td>45.30</td>
<td>45.19</td>
<td>45.32</td>
</tr>
<tr>
<td># Graduates</td>
<td>395</td>
<td>3876</td>
<td>3887</td>
</tr>
<tr>
<td>% Graduates</td>
<td>68.96</td>
<td>64.08</td>
<td>67.04</td>
</tr>
<tr>
<td>Single Race or Other Pacific Islander</td>
<td>40</td>
<td>265</td>
<td>265</td>
</tr>
<tr>
<td>% Graduates</td>
<td>40.42</td>
<td>40.33</td>
<td>40.33</td>
</tr>
<tr>
<td># Dropouts</td>
<td>44</td>
<td>2964</td>
<td>3001</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>265</td>
<td>265</td>
</tr>
<tr>
<td>% Male</td>
<td>40.33</td>
<td>40.33</td>
<td>40.33</td>
</tr>
<tr>
<td># Dropouts</td>
<td>44</td>
<td>2964</td>
<td>3001</td>
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<tr>
<td>Female</td>
<td>353</td>
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<tr>
<td>% Female</td>
<td>45.02</td>
<td>45.16</td>
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</tr>
<tr>
<td># Dropouts</td>
<td>366</td>
<td>208</td>
<td>208</td>
</tr>
<tr>
<td>Graduates</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>% Graduates</td>
<td>100.00</td>
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<tr>
<td># Dropouts</td>
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<tr>
<td>Dropouts of any race</td>
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<td>1255</td>
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<tr>
<td>% Dropouts of any race</td>
<td>21.95</td>
<td>21.95</td>
<td>21.95</td>
</tr>
<tr>
<td># Graduates</td>
<td>2964</td>
<td>1755</td>
<td>1755</td>
</tr>
<tr>
<td>% Graduates</td>
<td>90.79</td>
<td>90.79</td>
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<tr>
<td># Dropouts</td>
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<td>1887</td>
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<tr>
<td>Dropouts of any race</td>
<td>3063</td>
<td>1887</td>
<td>1887</td>
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<tr>
<td>% Dropouts of any race</td>
<td>22.32</td>
<td>22.32</td>
<td>22.32</td>
</tr>
<tr>
<td># Graduates</td>
<td>3949</td>
<td>2335</td>
<td>2335</td>
</tr>
<tr>
<td>% Graduates</td>
<td>78.68</td>
<td>77.50</td>
<td>77.50</td>
</tr>
<tr>
<td># Dropouts</td>
<td>572</td>
<td>322</td>
<td>322</td>
</tr>
<tr>
<td>Graduates</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>% Graduates</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td># Dropouts</td>
<td>2874</td>
<td>1625</td>
<td>1625</td>
</tr>
<tr>
<td>Dropouts of any race</td>
<td>2874</td>
<td>1625</td>
<td>1625</td>
</tr>
<tr>
<td>% Dropouts of any race</td>
<td>21.65</td>
<td>21.65</td>
<td>21.65</td>
</tr>
</tbody>
</table>

Table 4.2: Four-Year Cohort Dropout Rate

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td># Dropouts</td>
<td>395</td>
<td>3876</td>
<td>3887</td>
</tr>
<tr>
<td>% Dropouts of any race</td>
<td>45.30</td>
<td>45.19</td>
<td>45.32</td>
</tr>
<tr>
<td># Dropouts</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Dropouts of any race</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>% Dropouts of any race</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td># Graduates</td>
<td>395</td>
<td>3876</td>
<td>3887</td>
</tr>
<tr>
<td>% Graduates</td>
<td>68.96</td>
<td>64.08</td>
<td>67.04</td>
</tr>
<tr>
<td># Dropouts</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Dropouts of any race</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>% Dropouts of any race</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td># Graduates</td>
<td>395</td>
<td>3876</td>
<td>3887</td>
</tr>
<tr>
<td>% Graduates</td>
<td>68.96</td>
<td>64.08</td>
<td>67.04</td>
</tr>
<tr>
<td># Dropouts</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Dropouts of any race</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>% Dropouts of any race</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
</tbody>
</table>

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

Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

- The number of student drop-out rate continues to decrease year over year
- The graduation rate continues to increase, while the percentage of 12th-grade students fulfilling HSA requirements by passing all HSAs remained essentially flat from the prior year (at 46%), the number fulfilling requirements by completing the Bridge Plan for Academic Validation increased by 4.5 percentage points (to 36.5%).

2. 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 the efforts to ensure the graduation rates continue to increase while reducing the number of drop-outs. Below outlines some new initiatives:

Multiple Pathways

City Schools Leadership has identified a Continuum of Engagement among students attending Baltimore City Public Schools. This Continuum of Engagement spans across all schools and impacts all students. The Continuum of Engagement ranges from students with low content knowledge and low skills to high content knowledge and high skills. To support the needs of all students, City Schools will implement a multi-pronged approach that includes engaging and intellectually rigorous core curriculum, Multi-Tiered Systems of Support (MTSS) plan for meeting the differentiated needs of students, CTE offerings, Advanced Placement, and Multiple Pathways Options. The Multiple Pathways Options serve the students who are on the low end of the engagement spectrum by identifying student specific needs and matching Baltimore City Public Schools- Draft Master Plan 10.05.15
them with targeted supports. This process allowed for a comprehensive understanding of why the student is disengaged in an effort to ensure that the student can graduate from high school with a credential that certifies some level of skill attainment.

City Schools has analyzed instructional and supportive programs to schools over the past year. In doing so, historical review of data compared to current achievement outcomes have indicated a need to repurpose supports in order to ensure student academic achievement. After a review of trend data, close to 5,000 secondary students have been identified who could benefit from an immediate restructuring of current AOP supports. Below is a description of the new Multiple Pathway Options for students who meet the criteria identified above.

Re-Engagement Center (REC) is a new service to City Schools. The REC serves as the outreach vehicle to bring students, who have dropped out of City Schools back to the system, and also facilitate students with multiple transfer requests throughout the academic year. The priority of the center is to help students identify the most appropriate support and educational environment to decrease the likelihood of drop out and minimize multiple transfers due to dissatisfaction with an initial school selection. Push-in programs at the various comprehensive school sites, primarily center on students who become disengaged or are assigned to Push-In programs through the Re-engagement Center. Push-in student profiles are those that desire a rich high school experience, but encountered some academic challenges along the way.

The program at YO Academy is designed for students who are several months from aging out and have no possibility of earning the required 21 credits to graduate. As well, students who are 20 years old and have 5 credits or less are informed of this program and recommended to attend. Students receive focused instructional/academic support and participate in the job development/readiness and placement program option with the Mayor’s Office of Employment Development. Alternative schools, Achievement Academy, Baltimore Community, and Excel Academy, all operate on semester schedules, utilize district curriculum, and incorporate an array of wrap around services. Classes range from remedial to grade level across content areas. Elementary Middle School Alternative Program (EMAP) and Success Academy are both behavioral intervention centers that assist general education students, as well as, serve as an Alternative Educational Setting (AES) for students with special education services.

School-Connect Social Emotional Learning (SEL) Curriculum

The School-Connect Social Emotional Learning Curriculum was developed to promote and teach core competency skills to students with disabilities. This evidence-based program teaches competency skills of self-awareness, self-management, social awareness, relationship skills and responsible decision making skills. The School-Connect curriculum was introduced in 2014-2015 for use by high school social workers. Training and technical support was offered beginning in the summer of 2014. Currently, approximately 50 high school social workers have received training. In the 2015-2016 year, a social worker is mentoring, coaching and consulting with those implementing the program.

The project focus for 2015-2016 is as follows:

Baltimore City Public Schools- Draft Master Plan 10.05.15
Develop school-level goals and data-based outcome accountability measures, which will be reported quarterly
Design professional development programs to build social worker capacity for program implementation with special education and general education students
Work with school counselors who are implementing a similar program with middle school students
Monitor SEL implementation process and outcomes using evidenced-based survey instruments (School Connect Satisfaction Survey and Skills Assessment Survey)
Link SEL survey instruments to suspension, attendance, office referral and academic performance
Develop a parent training component to garner parental support

Visual and Performing Arts

Research shows that arts education and experiences are positively correlated with student achievement and engagement (Deasy, 2002; Kinney & Forsythe, 2005). Currently, arts experiences vary widely across the district between schools and areas of the city that have oases of opportunities, while others remain deserts. Visual and performing arts, as an integrated and integral part of a complete education and often a way to engage students who may be at risk for dropping out, is a priority for City Schools.

Therefore, in order to ensure a standard of care for all students that provide a complete education in and through the Arts, we are engaging the following 3-prong curricular strategy:

- Sequential instruction in visual or performing arts for every student from a certified fine arts teacher
- Developing arts pathways in every geographical section of the city
- Leveraging partnerships to create fine arts learning journeys for all students

Baltimore City Public Schools- Draft Master Plan 10.05.15
As City Schools will focus on increasing district support to ensure all students have access to weekly, sequential arts instruction by a certified art teacher for students. In order to initiate the complete strategy, the support of external partners is vital. External support will be pursued, with the goal of utilizing support to build an infrastructure for the standard of care, which will be sustained by the district overtime. This includes creating a strong arts curriculum, providing dedicated, quality professional development; engaging with arts partner venues to extend student learning, and procuring materials to launch new arts pathways.

In SY14/15, City Schools

- **Certified Teachers**
  - Close collaboration with Institutions of Higher Education (IHEs) to identify candidates and ensure full staffing of visual and performing arts positions
  - Strategic placement of locked FTE positions to support arts programming
- **Pathways**
  - Development and Collaboration with CEO’s Fine Arts Panel to rollout Pathways model over 5 years
  - Initial conversations with community partners about possible roles in the Pathways model
- **Learning Journeys**
  - Solicitation of applications through community wide event 11/2014
  - Review of applications

For SY15/16 focus will be on

- **Certified Teachers**
  - Begin implementation of Standard of Care at the elementary level in one art form (visual arts or music)
  - Continued collaboration with higher education
  - Continued collaboration with Office of Human Capital
  - Hiring of additional Central Office staff to support teachers
- **Pathways**
  - Identify schools and facilitate buy-in from school principals
  - Begin to build infrastructure/procure equipment
- **Learning Journeys**
  - Pilot three Learning Journeys: Kindergarten, Grade 6, Grade 12
  - Build Infrastructure through online tool
  - NEA Collective Impact Grant (AEMS)

It is the hope of City Schools that, through partnership and joint commitment, all students have opportunities and access for engagement through:

- Yearly, sequential, standards-based arts instruction with a certified teacher
- Arts experiences that connect children with the city of Baltimore
- Experiences that connect arts learning to other disciplines
- Specialized pathways that allow students to study a given art form

Baltimore City Public Schools- Draft Master Plan 10.05.15
School Safety - Suspension

In January 2014, the Maryland State Board of Education adopted new regulations guiding student discipline. The regulations are designed to keep students in school and maintain progress toward graduation, while strengthening school safety. The regulations change the definition of short, long, and extended suspension, require local school systems to update their codes of discipline, identify minimum educational services, and require local school systems to identify how and when suspension is a last resort, collect data on school arrest, and to identify and eliminate disproportionate disciplinary practice for minority students and students with disabilities. The regulations also seek to eliminate the disproportionate impact of school discipline on students of color and students with disabilities.

Based on the Examination of the Discipline Data provided, please respond to the following.

1. Based on the Examination of the Discipline Data provided, please complete Table 8.1: Elementary Schools with Suspension Rates Exceeding Identified Limits

   Based on the Examination of all Discipline Data, identify the systematic strategies/changes or adjustments that are being used to prevent/reduce suspensions, along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

   Between SY12/13 and SY13/14, there was an increase in one school exceeding identified suspension rate.

2. If applicable, based on discipline data for 2013-2014, identify whether the changes or adjustments stated are the same that are being used for the current school year (2014-2015). Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased 2012-2013 to 2013-2014.

3. If applicable, include the strategies/changes or adjustments that are being used to address the disproportionate suspension among the subgroup/gender.

   While suspensions for students with disabilities continue to decrease, there is still disproportionate suspension amount this subgroup. City Schools continues will continue the work of the FBA/BIP Team to provide professional development and information dissemination across the district in order to improve the practices and procedures for preventing and responding to students with disabilities who present challenging behavior. Beginning in SY 2009-10, the FBA BIP Team has worked to:

3 According to COMAR 13A.08.06.01 “suspension rate” means the unduplicated count of students who receive out-of-school suspension as a disciplinary action during a year divided by the September 30 enrollment count.
1. Increase the quality of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).
2. Improve the quality of decisions and process compliance in determining if a student’s behavior is or is not a manifestation of their disability.
3. Decrease the use of suspension as a disciplinary procedure for students with disabilities.
4. Improve teachers’ instructional practices to foster rigorous academic environments that will increase positive student outcomes.
5. Increase accountability for school-based teams.

The FBA/BIP Team has collected outcome data on an ongoing basis in order to track district-wide progress since the implementation of the new MDOnline IEP FBA/BIP forms at the beginning of SY 2011-12. Random sampling of FBA/BIPs indicates district-wide improvement from an average of 78% of quality indicators in 2011-12 to a three-year average from 2012-13 to 2014-15 of 82%. In SY 2014-15 the team provided either student-specific supports, on-site in schools, or direct supports in weekly clinics for 165 student cases. After these supports were provided, students averaged less than one additional day of suspension throughout the remainder of the school year. The Team provided formal training and professional development to 1,105 adult learners in SY 2014-15.

For SY 2015-16, the FBA/BIP Team has broadened its focus to include supporting the effective utilization of Therapeutic Behavior Aides (TBA). Team members will be visiting the school-based teams for each case in which a TBA has been assigned to a student. These supports will assure the appropriate documentation of the TBA’s role on both IEPs and BIPs, that a plan for the fading of TBA supports the fostering of independence over time is in place, and that any other support and/or training needs are addressed.

<table>
<thead>
<tr>
<th>Table 8.1: Elementary Schools with Suspension Rates Exceeding 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 8.2: Identified Schools That Have Not Implemented Positive Behavioral Intervention and Support System or an Alternative behavior modification program</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>

Baltimore City Public Schools- Draft Master Plan 10.05.15
Unofficial data from City Schools Climate Dashboard note that suspensions were down slightly between SY13/14 (85 total) and SY 14/15 (17 total). Bay-Brook Elementary/Middle School has been identified as a Strategic Climate Support School so that additional and intensive supports are provided.

Unofficial data from City Schools Climate Dashboard note that suspensions were down slightly between SY13/14 (82 total) and SY 14/15 (80 total). Brehms Lane has been identified as a Strategic Climate Support School so that additional and intensive supports are provided. In addition, the Board of School Commissioners approved the conversion of Brehms Lane to become a charter school beginning in SY16/17.

New leadership for SY14/15 has demonstrated a concerted effort to ensure supports for meeting students social, emotional and behavioral needs are in place. Unofficial data from City Schools Climate Dashboard note that suspensions were down between SY13/14 (39 total) and SY 14/15 (19 total).

Unofficial data from City Schools Climate Dashboard note that suspensions were down between SY13/14 (40 total) and SY 14/15 (33 total). City Schools continues to work with and support school leadership to ensure appropriate behavior supports are in place.

As the school was not identified in SY13/14 unofficial data from City Schools Climate Dashboard note that suspensions remain low for SY14/15 (19 total with an enrollment of 438), the school continues to demonstrate a concerted effort to ensure supports for meeting students social, emotional and behavioral needs are in place.

Unofficial data from City Schools Climate Dashboard note that suspensions were down between SY13/14 (54 total) and SY 14/15 (20 total). City Schools continues to work with and support school leadership to ensure appropriate behavior supports are in place as the school continues to demonstrate a concerted effort to ensure supports for meeting students social, emotional and behavioral needs are in place.

*If the number of elementary schools in Table 8.1 with a suspension rate exceeds 10% or above, please complete Table 8.2. listing all applicable elementary schools

Identify challenges based on the following grade band data, and list the interventions used to reduce in school and out of school suspensions:

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When the tone, character, atmosphere and "feel" of a school are positive, that school becomes a place that students, staff, families, and community members want to be — and where teaching and learning can thrive. City Schools is working to build this positive climate in all its schools. Schools utilize a myriad of interventions to support the individual needs of students including, but not limited to: PBIS, Restorative Practices, Tools of the Mind, Mindfulness, Yoga, Functional Behavior Assessments and Behavior Improvement Plans (FBA/BIPs). The Office of School Support through Strategic Climate Support and the Prevention and Intervention units works with and supports school based staff and school leaders on the following:

Climate components

- **Positive relationships** — among adults, between adults and students, among students — are critical to creating a positive school climate. When these relationships exist, students are more likely to feel safe and comfortable at school, to attend, and to participate.

- **Engaging teaching and learning** is at the core of a positive classroom environment. Teachers should provide ample supports and opportunities for student success.

- **A welcoming environment** shows an investment in the school and its students. Buildings should be clean, well maintained, free of clutter, well lit — and use space to highlight student work and achievement.

- **Safety** — physical, mental, and emotional — is essential for students and adults. School police and other security personnel should be fully embedded in the school community and participate actively in building a positive school climate. All schools and the district have plans in place to handle emergencies.

Building positive climate

To help schools evaluate their climate and changes over time, School Support provides reports that consider enrollment, suspensions, chronic absence, attendance and withdrawals.

Then, a climate walk helps members of the school community make specific observations and create a feedback loop with school leadership regarding strengths and concerns in six areas:

- School entrance
- Physical environment
- Students/staff
- Transitions
- Classrooms
- Other aspects of the school environment

Baltimore City Public Schools- Draft Master Plan 10.05.15
## School Climate Walk

School Name & Number ___________________________________________ Network # __________
Date __________ Time of Visit __________ Time of Departure __________ Staff Name ______________________

<table>
<thead>
<tr>
<th>Observation</th>
<th>Observed</th>
<th>Not Observed</th>
<th>No Opportunity to Observe</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visitors (including yourself) are greeted by staff, provided with a visitor’s pass, and directed to the appropriate location upon entering the building.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The main office is an orderly and well-managed environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The main office had students seated during instructional time. Note in the comments if the same students were in the office when you departed, and what the students were doing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The physical environment is welcoming and supportive of learning for all students (e.g., well-lit, graffiti-free, painted walls, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Self-contained classrooms (including City Wide programs) are supportive of learning and are included within the school community; classrooms are not identified as ‘special education’ or ‘SPED.’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The physical space is utilized effectively (i.e., not overcrowded or underutilized) and routinely checked by staff for students lingering or loitering.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The physical school environment is secure (i.e., outside doors are kept closed or monitored, and outside student activities and transitions are monitored).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Students are being respectful to one another and to staff members. Provide examples in the comments section.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Staff members are being respectful to students and to one another. Provide examples in the comments section.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Students are complying with the City Schools exclusionary dress code. Provide examples in the comments section as needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## School Climate Walk

**Observation**

<table>
<thead>
<tr>
<th>No</th>
<th>Opportunity to Observe</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Transition times are of appropriate length and are effectively monitored by school staff, including hall monitors. Describe in the comments section.</td>
<td>Observed</td>
</tr>
<tr>
<td>12</td>
<td>Movement during transitions is orderly (e.g., all students appear to be heading to class with minimal horseplay).</td>
<td>Observed</td>
</tr>
<tr>
<td>13</td>
<td>Students have a hall pass at times other than transition times, and students are actively checked for hall passes.</td>
<td>Observed</td>
</tr>
<tr>
<td>14</td>
<td>Support staff, teachers, and administrators are visible and engaging with students during transitions and at other times in the day.</td>
<td>Observed</td>
</tr>
<tr>
<td>15</td>
<td>The classrooms are orderly and well-managed environments (i.e., the teacher is engaging with students and students are responding positively).</td>
<td>Observed</td>
</tr>
<tr>
<td>16</td>
<td>The hallways and/or classrooms include current examples of student work, accolades, or recognition, as well as expectations of student behavior.</td>
<td>Observed</td>
</tr>
<tr>
<td>17</td>
<td>If you are present at entry or dismissal, observe whether adults are actively supervising students. Note if students are left outside and alone during these times.</td>
<td>Observed</td>
</tr>
<tr>
<td>18</td>
<td>The Health Suite is easily accessible, utilized by students and observed Health Suite personnel engaging with students.</td>
<td>Observed</td>
</tr>
<tr>
<td>19</td>
<td>The bathrooms are an orderly environment (i.e., doors or stalls, appropriately stocked and no trash on the floor or students congregating in groups).</td>
<td>Observed</td>
</tr>
<tr>
<td>20</td>
<td>The cafeteria is clean, orderly, well-managed and with appropriate student groupings (e.g., 1st graders are separated from 8th graders).</td>
<td>Observed</td>
</tr>
</tbody>
</table>

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A safety walk can also be used by school police and other members of the school security team to assess the safety and security of school buildings, including visitor protocols and procedures, security of entrances and exits, and monitoring procedures. After reviewing the data, school climate teams draft thoughtful plans to address areas of concern and continue building positive climates and safe, supportive schools.
<table>
<thead>
<tr>
<th>Observation</th>
<th>Yes/No (Y/N)?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the front entrance locked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is there a functioning buzzer or intercom system at the main entrance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Once buzzed in, is the entrance monitored by assigned staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are all visitors required to sign in and/or show their ID?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Are all entrance doors operable and locked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are hallways and stairwells well-lit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Are all windows secured and locked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Are unoccupied classrooms and other areas secured and locked (e.g., gym, cafeteria, computer lab)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Are glassed-in portions of classroom doors unobstructed? Can you see into the classroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Are there unmonitored areas where students can hide?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Are all access points to the roof secured and locked?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Baltimore City Public Schools

Emergency Management Walkthrough

School Name & Number __________________________

Date ______________ Time of Visit ______________ School Police Officer Name __________________

<table>
<thead>
<tr>
<th>Observation</th>
<th>Yes/No (Y/N)?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Are transition times effectively monitored by school staff, including hall monitors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Are fire extinguishers clearly accessible with up-to-date inspection tags?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Are signs requiring visitors to sign in clearly visible in the building? See “Registration of Visitors of Schools – City Ordinance Article 18 Section 1-38”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Are “No Trespassing” signs visible on the school campus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. If you are present at entry or dismissal, are adults actively supervising students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Are students left outside and alone during entry and dismissal times?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Is there sufficient supervision in the cafeteria?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. If the school has a uniform, are the uniform rules being enforced to help identify students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Are bathrooms being monitored throughout the school day?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Observations or Areas of Concern:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Baltimore City Public Schools encourages other school districts to use this tool. Permission to use or adapt this tool is not required, but please acknowledge Baltimore City Public Schools as the original source. Page 2 of 2
Out of school suspensions continue to decrease. While not yet official, suspension in city schools dropped to 4451 according to the CEO Daily Climate Dashboard, signifying an unofficial decrease of 695 for SY14/15. The School Support Office, through the Prevention and Intervention and Strategic Climate Support units will provide professional development and on site coaching support for all schools through the Student Support Liaisons and Educational Specialists. Coordination with the Instructional Leadership teams within Academics will be pivotal for schools which need additional and targeted supports to ensure the conditions for learning are in place. Additional supports for the following programs will continue be supported to continue the decrease in suspensions within City Schools: PBIS, Restorative Practice, Yoga/mindfulness/movement and Student Support Teams.

The data below demonstrates that Black or African American students account for the largest percentage of all suspensions. While City Schools enrollment in SY14/15 was 82.7% African American, it demonstrates the need to ensure instruction, engagement and intervention is culturally and racially sensitive and equitable to ensure suspension is not disproportionate (see ETMA section).

**Table 8.5:**

<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th>In School</th>
<th>Out-of-School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># Unduplicated Suspensions</td>
<td>% Suspensions of Enrollment</td>
</tr>
<tr>
<td>All Students</td>
<td>84730</td>
<td>858</td>
<td>1.01</td>
</tr>
<tr>
<td>Pre-Kindergarten</td>
<td>4763</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Elementary</td>
<td>40023</td>
<td>264</td>
<td>0.66</td>
</tr>
<tr>
<td>Middle</td>
<td>17062</td>
<td>174</td>
<td>1.02</td>
</tr>
<tr>
<td>High</td>
<td>22882</td>
<td>420</td>
<td>1.84</td>
</tr>
</tbody>
</table>
### Table 8.3: Number of Students Suspended (Out-of-School) 2014

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>All Students</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>#</td>
<td>%</td>
<td>Total</td>
<td>#</td>
<td>%</td>
<td>Total</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>Unduplicate</td>
<td>Suspension</td>
<td>Enrollment</td>
<td>Unduplicate</td>
<td>Suspension</td>
<td>Enrollment</td>
<td>Unduplicate</td>
</tr>
<tr>
<td>All Students</td>
<td>84730</td>
<td>5146</td>
<td>6.07</td>
<td>43029</td>
<td>3237</td>
<td>7.52</td>
<td>41701</td>
<td>1909</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>5256</td>
<td>79</td>
<td>1.50</td>
<td>2720</td>
<td>52</td>
<td>1.91</td>
<td>2536</td>
<td>27</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>249</td>
<td>9</td>
<td>3.61</td>
<td>126</td>
<td>3</td>
<td>2.38</td>
<td>123</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>839</td>
<td>9</td>
<td>1.07</td>
<td>424</td>
<td>6</td>
<td>1.42</td>
<td>415</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>71045</td>
<td>4871</td>
<td>6.86</td>
<td>35974</td>
<td>3047</td>
<td>8.47</td>
<td>35071</td>
<td>1824</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>173</td>
<td>4</td>
<td>2.31</td>
<td>104</td>
<td>3</td>
<td>2.88</td>
<td>69</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>6800</td>
<td>167</td>
<td>2.46</td>
<td>3494</td>
<td>121</td>
<td>3.46</td>
<td>3306</td>
<td>46</td>
</tr>
<tr>
<td>Two or more races</td>
<td>368</td>
<td>7</td>
<td>1.90</td>
<td>187</td>
<td>5</td>
<td>2.67</td>
<td>181</td>
<td>2</td>
</tr>
</tbody>
</table>

### Table 8.4: Number of Students Suspended (In School) 2014

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>All Students</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>#</td>
<td>%</td>
<td>Total</td>
<td>#</td>
<td>%</td>
<td>Total</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>Unduplicate</td>
<td>Suspension</td>
<td>Enrollment</td>
<td>Unduplicate</td>
<td>Suspension</td>
<td>Enrollment</td>
<td>Unduplicate</td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th># Unduplicated Suspensions</th>
<th>% Suspensions of Enrollment</th>
<th>Total Enrollment</th>
<th># Unduplicated Suspensions</th>
<th>% Suspensions of Enrollment</th>
<th>Total Enrollment</th>
<th># Unduplicated Suspensions</th>
<th>% Suspensions of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>84730</td>
<td>858</td>
<td>1.01</td>
<td>43029</td>
<td>553</td>
<td>1.29</td>
<td>41701</td>
<td>305</td>
<td>0.73</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>5256</td>
<td>21</td>
<td>0.40</td>
<td>2720</td>
<td>19</td>
<td>0.70</td>
<td>2536</td>
<td>2</td>
<td>0.08</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>249</td>
<td>3</td>
<td>1.20</td>
<td>126</td>
<td>2</td>
<td>1.59</td>
<td>123</td>
<td>1</td>
<td>0.81</td>
</tr>
<tr>
<td>Asian</td>
<td>839</td>
<td>1</td>
<td>0.12</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>415</td>
<td>1</td>
<td>0.24</td>
</tr>
<tr>
<td>Black or African American</td>
<td>71045</td>
<td>796</td>
<td>1.12</td>
<td>35974</td>
<td>504</td>
<td>1.40</td>
<td>35071</td>
<td>292</td>
<td>0.83</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>173</td>
<td>1</td>
<td>0.58</td>
<td>104</td>
<td>1</td>
<td>0.96</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>6800</td>
<td>35</td>
<td>0.51</td>
<td>3494</td>
<td>26</td>
<td>0.74</td>
<td>3306</td>
<td>9</td>
<td>0.27</td>
</tr>
<tr>
<td>Two or more races</td>
<td>368</td>
<td>1</td>
<td>0.27</td>
<td>187</td>
<td>1</td>
<td>0.53</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>
School Safety - Suspension for Sexual Harassment, Harassment, and Bullying

In January 2014, the Maryland State Board of Education adopted new regulations guiding student discipline. The regulations are designed to keep students in school and maintain progress toward graduation, while strengthening school safety. The regulations require local school systems to adopt policies that reduce long-term out-of-school suspensions and expulsions, and use such actions only when a student poses an imminent threat of serious harm to other students or staff, or when a student is engaged in chronic or extreme disruptive behavior. The regulations also seek to eliminate the disproportionate impact of school discipline on students of color and students with disabilities.

Based on the Examination of the Discipline Data for:

*Table 8.6 - Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying.

*Table 8.7 – Number of Reported Incidents of Bullying, Harassment, or Intimidation

2. Identify the systematic strategies/changes or adjustments that are being used to prevent/reduce suspensions for sexual harassment, harassment, bullying and gang related offenses, along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

All students have the right to a safe, supportive school environment, free from bullying and harassment. Maryland law and Board of School Commissioners policy require it, and City Schools is committed to it. The district takes all incidents of bullying and harassment seriously. City Schools continues to ensure that schools and parents are accurately reporting incidents of bullying and harassment (see information available on City Schools website below). While the numbers increased between SY12/13 and SY13/14, it is believed that is due to awareness and reporting. Once made aware, City Schools staff (school leadership and/or district office) begins an investigation to ensure appropriate disciplinary action is taken, as appropriate. In addition, district office monitors data for trends in order to deploy support for a specific school, develop professional development modules to ensure proactive steps are in place at every school for a safe and nurturing learning environment.

Professional development for SY15/16 with school leaders regarding climate and the code of conduct took place in August 2015. Ongoing opportunities for development for school based staff occur through systemic professional development days, onsite coaching support through Student Support Liaisons and/or Educational Specialists. Please also see Climate section above for supports.

Within the reorganization, despite such a dramatic cut to the overall budget within City Schools, the creation of the Office of School Support was a priority. New positions to support climate and culture include the entire Strategic Climate unit and an additional position within the Ombudsman unit. Previously in the Family and Community Engagement Office, the Ombudsman unit not works within School Support to ensure real time feedback to the office that ensures the supports and conditions for learning are addressed.
Reporting incidents of bullying or harassment (from City Schools website)

**Option 1.** Contact your child’s school to report the incident(s). The school principal (or designee) must investigate within two school days of receiving a report, and parents should expect to hear about resolution within two further school days. The principal also reports the investigation and action taken to the district office in this time frame, using this [investigation form](#).

**Option 2.** Complete a "Bullying, Harassment or Intimidation Reporting Form." Reports can be completed and submitted [online](#) or by printing out a [hard copy](español) and submitting the completed form to the school. If you don't have access to a printer, copies can be obtained at your child’s school.

- Appropriate disciplinary action is taken, as outlined in the [Code of Conduct](#).

If you are not satisfied with the investigation, please contact the CEO Ombudsman at 443-984-2000.

3. How frequent is the suspension data reviewed? How are you using the data to implement your strategies/changes or mid-course adjustments?

Starting in SY14/15, climate data including attendance, withdrawal and suspensions became a daily dashboard for City Schools Leadership. This data began on the first day of school in SY15/16. Since the inception of this dashboard, district office leadership and support have been able to utilize this to provide real time support or intervention at an individual school.

In addition, the ILT tool notes early warning indicators, inclusive of suspensions, for school leadership teams to utilize on a regular basis.

The School Support Offices utilize the data to deploy resources, provide professional development and/or technical assistance in real time. School Support also works collaborative with the academic ILEDs to provide comprehensive support for schools which need intensive interventions based on the data.

4. *If applicable*, based on the data, identify whether the changes/adjustments stated are the same form last year. Describe the rationale for continuing the change or adjustment if the data was stagnant or deceased?

Given the decreases in suspensions in SY14/15, City Schools will continue to utilize these data strategies to support discussion, planning and deployment of resources to schools.

| Table 8.6: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| Total Enrollment        | Sexual Harassment | Harassment | Bullying |
|                        | # Unduplicated Suspensions | % Suspensions of Enrollment | # Unduplicated Suspensions | % Suspensions of Enrollment | # Unduplicated Suspensions | % Suspensions of Enrollment |
| 2012                  | 84747             | 77         | 0.09     | 22         | 0.03     | 55         | 0.06     |

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Table 8.7: Incidents of Harassment and Bullying

<table>
<thead>
<tr>
<th></th>
<th>Number of Incidents</th>
<th>Number of Students Suspended 10 or more days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>77</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>136</td>
<td>7</td>
</tr>
</tbody>
</table>

**Positive Behavioral Intervention and Supports or Behavior Management Systems**

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in those schools.

   In SY14/15, City Schools increased support by adding a FTE from 1.0 to 2.0 within the Alternative to Suspension unit in the Student Support Office which supported PBIS for the entire school system. In the re-organization for SY15/16, City Schools recognized that additional capacity was needed to ensure all schools had the resources and onsite support needed to implementation with fidelity. The newly formed Prevention and Intervention unit within School Support, works collaboratively within the School Climate Office which is staffed to support every Community Learning Network (CLN) with a Student Support Liaison to support the implementation of PBIS, Student Support Teams (SST) and/or behavior management system within City Schools.

   One of City Schools’ most widely used behavioral intervention systems are Positive Behavioral Intervention Systems (PBIS), an MSDE-recognized, research-based, school-wide systems approach to improve school climate and create safer and more effective schools. City Schools has consistently had between 37 and 50 schools recognized by MSDE as implementing PBIS with fidelity in the past 4 years, and as many as 13 schools received the highest level of recognition, Gold, which requires:

   - At least two years of PBIS use.
   - A minimum score of 90 out of 100 points on the SET Assessment, a comprehensive PBIS assessment managed and administered by the Office of Prevention, Intervention, Training and Supports.

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A minimum score of 85 out of 100 points on the Benchmarks of Quality, a self-
assessment completed by the school and reviewed by the Office of Prevention,
Intervention, Training and Supports.
- Provide three years of office referral data, out-of-school suspension data, and
achievement data that demonstrate positive trends or can be linked to issues unrelated to
PBIS, such as student population changes.
- Demonstrate the evidence-based practice(s) that are being implemented to target the
school’s specific needs.

- Last SY14-15 was the highest number of schools that received recognition from MSDE (55% of
the PBIS Schools), see chart below
- In the past four years we had a 25% increase in the number of city schools implementing PBIS
strategies with fidelity
- City Schools currently has 84 schools using PBIS for SY15-16

In addition, during the CEO Leadership Institute in August 2015, all principals received training
regarding quality PBIS implementation. School Support Offices provide ongoing support to
school leaders throughout the year.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total PBIS Schools</th>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>90</td>
<td>19</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>12-13</td>
<td>90</td>
<td>16</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>13-14</td>
<td>87</td>
<td>15</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>14-15</td>
<td>91</td>
<td>25</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system
ensure that any elementary school with a suspension rate of 10% or higher implement Positive
Behavioral Intervention and Supports (PBIS) or another behavior management system. If a school
meeting that target has already been trained in PBIS or another behavior management system, the local
school system, in collaboration with the Maryland State Department of Education, will ensure that
additional training is provided to expand the school's capacity to intervene. In addition, COMAR
13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy
rate10 of 6% (SY 2009/2010) implement PBIS or another behavior management system. This percentage
decreases to 4% in SY 2010/2011; 2% in SY 2011/2012 and 1% in SY 2012/2013.

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6 According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

(a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and

(b) Improve the link between research-validated practices and the environments in which teaching and learning occur.