

# Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

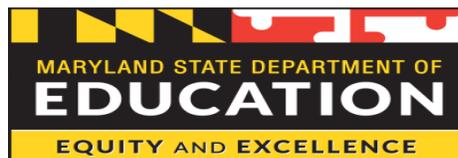
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2020 Submission

## Baltimore City Public Schools

DRAFT 10-15-20

Maryland State Department of Education  
Division of Student Support, Academic Enrichment, and Educational Policy  
Office of Finance



**2020 Local ESSA Consolidated Strategic Plan  
Federal and State Grant Applications and COMAR Requirements**

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

**Due: October 15, 2020**

**Local School System Submitting this Report:  
Baltimore City Public Schools**

**Address:  
200 E. North Ave. Baltimore, MD 21202**

**Local School System Point of Contact: Kasey Mengel**

**Telephone: 410-624-6678**

**E-mail: kmengel@bcps.k12.md.us**

**WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the Federal and State grant applications and COMAR Requirements is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this submission has been developed in consultation with members of the local school system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.**

\_\_\_\_\_  
**Signature of Local Superintendent of Schools  
or Chief Executive Officer**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Local Point of Contact**

\_\_\_\_\_  
**Date**

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## Local ESSA Consolidated Strategic Plan Planning Team Members

Name	Affiliation/Title
Anuforo, Ray	Office of Finance/ Grants Analyst
Brooks, Debra	Office of Special Education/ Executive Director – Special Education
Carlin, Joel	Office of Teaching & Learning/Coordinator - Math
Cook, Ashley	Office of Teaching & Learning/Director – Literacy, Language and Culture
Desabaye, Courtenay	Office of Finance/ Special Assistant
Durant, Tracey	Chief Executive Office/ Executive Director – Equity
Eley, Sharonda	Office of Talent & Organizational Development – Induction/Teacher Leadership
Fink, Louise	Office of Student Wholeness/ Director – Home & Hospital
Griffin, Matt	Office of Teaching & Learning/ Manager
Heller, Daniel	Office of College & Career Readiness/ Manager - CCR
Hines, Lori	Office of Student Wholeness/ Director – Climate and Attendance
Hirsch, Cleo	Office of Chief of Staff/ Special Assistant
Hoffman, Kim	Office of Data Monitoring and Compliance/ Director
Lane, Janise	Office of Teaching & Learning/Executive Director
Korch, Brooke	Office of Teaching & Learning/Coordinator - Literacy
Mengel, Kasey	Chief Academic Office/Special Assistant. Strategic Plan Point of Contact
Nolan, Heather	Office of Achievement and Accountability/ Director – Knowledge Management
Ohanian, Lara	Office of Teaching & Learning/Director – Differentiated Learning
Paddyfoot, Channen	Office of Achievement and Accountability/ Manager – Federal Grants
Pfeifer, Rachel	Office of College & Career Readiness/ Executive Director - CCR
Portnoy, Joshua	Office of Finance/Budget Analyst
Sappe, Beth	Office of Teaching & Learning/Director - Mathematics
Stewart, Ashley	Office of Human Capital/Director – Talent & Organizational Development
Sutton, Laurie Lynn	Chief of Schools Office/ Coordinator - Turnaround
Tucker, Macon	Office of Special Education/Manager – Special Education
Warren, Sarah	Office of Student Wholeness/ Executive Director – Student Wholeness

# Local ESSA Consolidated Strategic Plan Overview

## Authorization

The 2019 Local ESSA Consolidated Strategic Plan is authorized by the following:

- Every Student Succeeds Act (ESSA)
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland; and
- Chapter 702 of the Education Article, Annotated Code of Maryland.

## Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 local school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each local school system to develop a comprehensive master plan, to be updated annually. In 2019, the Maryland Commission on Innovation and Excellence in Education updated current education funding formulas and made policy recommendations in the areas applicable to local school systems including early childhood education, high-quality teachers and leaders, college and career readiness pathways, including career and technical education, and more resources to ensure all students are successful

In 2015, the Every Student Succeeds Act (ESSA) was reauthorized. This Act provides a long-term, stable federal policy that provides additional flexibility and encourages states, local school systems, and schools to innovate while maintaining accountability for results. The ESSA in conjunction with the Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, requires local school systems to develop and submit a 2019 Local ESSA Consolidated Strategic Plan to the Department for review. Each local school system must submit its consolidated plan to the Department by October 15<sup>th</sup> each year.

In 2019, local school systems will transition to the new Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems will be required to submit a plan to improve outcomes for all students. The plan should include goals, objectives, and strategies to promote academic excellence among all students to address areas of focus based on the analysis of state standardized data. Reported strategies should also address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, and students with limited English proficiency, as defined in §5-208 of the Education Article. The Local ESSA Consolidated Strategic Plan will be based on 2017-2018 data.

## Submission in SY 2019-2020

In November of 2019, City Schools submitted its ESSA Consolidated Strategic Plan (*Strategic Plan*). The submission reflected an alignment of City Schools mission, vision, and strategic areas of focus alongside a fiscal narrative which addressed how funds were interwoven in support of key goals and strategies driving the district toward excellence and equity. The plan submitted was designed, per the state guidance, to focus; Academic Achievement; Academic Growth; and School Quality and Student Success. Within each area, the Strategic Plan outlined alignment with our local equity policy, current data analysis, and underlying root causes as well as key goals, strategies, funding sources, and evaluation measures to support continuous improvement.

Finally, the Strategic Plan provided an avenue to share COMAR required work including City Schools Equity Policy, Gifted and Advanced Learning goals, and Comprehensive Teacher Induction programming as well as federally funded grants, such as Title I, Title II, Title III, Title IV, Neglected & Delinquent, and Fine Arts.

The submitted plan for SY 2019-2020 was approved in December 2019 inclusive of federal grant applications. This plan can be found on City Schools website: [City Schools 2019 ESSA Consolidated Strategic Plan](#)

## Current SY 2020-2021 Submission – Shifts from SY 2019-2020

Per the ESSA point of contact meeting on July 15, 2020, the Maryland State Department of Education made substantial revisions to the submission of the Strategic Plan for the current 2020-2021 school year. The submission for this school year will have the following adjustments:

### Narrative Section NO LONGER Required

The submission to the state will no longer need to include the Narrative section of the plan application. This section historically provided an Executive Summary and Financial Narrative section as well as, since 2019, the narrative, data, and approach to strategic areas of focus. These are no longer being included for the current school year. The Finance Narrative is being submitted separately to MSDE directly from the finance office.

As a result of the COVID-19 pandemic and ultimate closure of state schools beginning in March 2020, the Maryland State Department of Education pivoted their focus from the ESSA Consolidated Strategic Plans to instead require all Local Education Agencies (LEAs) to submit Recovery and Re-Opening Plans for the 2020-2021 school year. As such, the state removed the above described narrative section of the ESSA Consolidated Strategic Plan, intending to minimize redundant or duplicative narratives and work.

### Federal and State Grants and COMAR Regulations STILL Required

While the state is no longer requiring the narrative portion of the submission, they are still requiring that each LEA submit their Federal and State Program Applications (e.g., Title I, Title II, Title III, Title IV,

Neglected & Delinquent, and Fine Arts) and the COMAR reporting regulations around Gifted and Advanced Learning as well as Comprehensive Teacher Induction and Mentoring.

## SY 20-21 Submission

### Introduction

City Schools ESSA Consolidated Strategic Plan (*Strategic Plan*) reflects an alignment of City Schools mission, vision, and strategic areas of focus alongside a fiscal narrative which addresses how funds are interwoven in support of key goals and strategies driving the district toward excellence and equity. It is important to recognize that the Strategic Plan is not inclusive of all investments in City Schools. Rather, the Strategic Plan offers an opportunity for the district to engage in a needs assessment leveraging key performance, growth, outcome, and organizational indicators to hone our focus in three distinct areas.

While the SY 2020-2021 submission does not contain a full narrative as required in the [previous year](#), it is important to elevate the areas in which it continues to focus its efforts; namely, Academic Achievement; Academic Growth; and School Quality and Student Success. As well as the grounding anchors to which we continue to align district resources; namely, City Schools Racial Equity Policy, Blueprint for Success, and City Schools draft re-opening plan as submitted to the state in August 2020, [Closing the Distance: Preparing For the Reopening of City Schools](#).

### Ongoing Areas of Focus

#### Areas of Focus 1 & 2: Academic Achievement and Growth

An analysis of student group performance on PARCC ELA shows that significant gaps in academic achievement persist across race/ethnicity, socioeconomic status, and disability status. In SY18, 57.4% of general education students did not meet expectations compared to 92.9% of students with disabilities. 35% of white students did not meet expectations compared to 66.8% of black students.

Achievement rates for PARCC math performance by student group are comparably low. In SY18, 62.6% of general education students did not meet expectations compared to 92.2% of students with disabilities. 39.4% of white students did not meet expectations on PARCC Math compared to 71.1% of black students.



#### Mission

Excellence and equity 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.

Further, gaps in School Growth Percentiles echo a similar story with black and economically disadvantaged, as well as students with disabilities subgroups growing at a lesser rate than the median for the district in both math and ELA.

### Area of Focus 3: School Quality & Student Success

In addition to gaps in achievement and growth, students who are black, identified as economically disadvantaged and those with a disability are disproportionately represented in chronic absence data. For instance, City Schools' not chronically absent rate decreased from 59.6% in SY17-18 to 58.2% in SY18-19. The not chronically absent gap between black and white students widened from a 12.8 percentage point gap in SY17-18 to 14.9 percentage point gap in SY18/19.

Attendance and participation in school is linked with access to a well-rounded, engaging schedule of core and elective courses for students. City Schools areas of focus hone in more specifically on our work to promote student attendance and positive school culture, however, a critical part of our work to realize equity and excellence is ensuring access to a well-rounded curriculum, particularly across our middle/high and high schools, where the greatest work needs to be done in order to increase access and meet the core requirements established by the state. Almost all secondary schools had challenges with scheduling as reflected in our SY 17-18 data and state-level report card, and while City Schools is currently working to implement effective scheduling models, the district is also working to ensure that our secondary schools are able to continue unique programming and internship experiences offered through Career Technology Education (CTE), the Arts, and Advanced Placement opportunities. Growth and success in the three areas of focus addressed in the Strategic Plan requires alignment, embracing, and adherence to our equity policy as it is only through an equity lens and mindset by which we can begin to reverse and eliminate the historical gaps in student academic achievement and growth as well as in attendance, participation, and social/emotional outcomes.

### Blueprint for Success

To achieve equity and excellence, not only in the three focus areas addressed in the Strategic Plan but across our work in City Schools, the district has developed a *Blueprint for Success*. At the beginning of the 2017-18 school year, City Schools released "Building a Generation: City Schools' Blueprint for Success," the district's plan for advancing achievement by emphasizing work in three areas— student wholeness, literacy, and staff leadership— identified as having the greatest potential for improving student outcomes.

#### Student Wholeness

*City Schools students are inspired to pursue their passions and reach their potential when schools provide engaging, safe, and supportive environments that foster well-being and meet academic, social, emotional, and physical needs.*

Students attend, participate, and learn best in school communities that value and celebrate learning; provide a wide range of opportunities that motivate students, challenge them, and ignite their curiosity; and promote social, emotional, and physical well-being. Successful schools provide opportunities for students to explore their interests, with access to core content as well as enriching activities both in and

out of the classroom. They also create positive cultures where students feel safe and supported in exploring those opportunities.

We also know from research and our own experience in our schools that students may need resources and support to ensure that their physical needs are met. Students who are hungry are likely to have trouble focusing on classroom assignments; students who need glasses may struggle simply because they can't see.

The Whole Child Services and Support department, oversees planning and effective, efficient service delivery in this area, including programs in social-emotional learning and restorative practices, home and hospital services, attendance, suspension services, athletics, and enrichment opportunities for students and families. A substantial investment made in this area is the implementation of Student Wholeness Intensive Learning sites – schools where additional staff, resources, development and spaces support student's social emotional skills as well as academic achievement and growth. Key portions of the work within Student Wholeness align to the focus on School Quality and Student Success, particularly that around chronic absenteeism.

### Literacy

*City Schools students thrive as learners in classrooms where highly effective, culturally relevant literacy instruction, grounded in the Maryland College and Career-Ready Standards, is evident every day. Students' literacy development is guided by teachers who use research-based instruction and assessment practices and who engage in extensive learning and reflection about pedagogy and the content they teach. Literacy activities that are authentic and reflect real-life experiences encourage and support students to achieve beyond their own expectations and to view learning as meaningful.*

Acquisition of both complex and conceptual knowledge through the ability to read, write, speak, and listen are foundational learning skills needed in all subject areas. When students master skills in all these components of literacy, they gain the tools to think deeply, analyze critically, and express themselves powerfully—becoming not just more successful in school, but preparing for success as adults who are engaged members of their communities.

Part of the work in support of literacy, and learning across content areas, is bringing to bear highly-engaging, standards-aligned, evidence-based, culturally-relevant curriculum for students K-8, as well as revising and updating curricular materials in the high school grades. To support the differentiated and specialized needs of learners, the Teaching and Learning department houses a unit for specialized services, providing curriculum design, implementation, and professional development in “multi-tiered systems of support.” This integrated, data-driven approach focuses on instruction and interventions that address students' individual academic and social-emotional needs. A second unit addresses the differentiated learning needs of student populations including English learners and those identified as gifted, advanced, or with high potential.

However, curricula is not enough on its own; a robust and targeted approach to professional development for teachers and leaders is necessary to bring high-quality curriculum and data driven-decision making to life through engaging pedagogy and timely student supports is key. A substantial

investment made in this area is the implementation of Literacy Intensive Learning sites – schools where additional literacy coaches, resources and development support teaching and leader learning in support of student’s academic achievement and growth. Key portions of the work within Literacy align to the focus on Academic Achievements and Academic Growth in both ELA and mathematics.

### Leadership

*City Schools leaders inspire, develop, and manage the conditions and environments that create high-performing learning communities that promote equity and excellence for all.*

International and national studies—not to mention our own students—tell us consistently about the importance of teachers and other adults for student success. High-performing education systems around the world emphasize professionalism of highly qualified teachers and have systems in place to encourage professional learning; they work to develop leaders at all levels and encourage collaboration, coaching, and mentoring. In schools, this prioritizing of leadership and continuous professional learning can contribute to a culture where staff and students alike know that all learning is valued and celebrated.

City Schools continues to be committed to providing all staff members with opportunities to grow as learners and leaders within the district. This commitment is embodied in the contract with the Baltimore Teachers Union (BTU), which identifies clear career pathways and rewards teachers for professional growth and effectiveness, as well as with other union partners. In addition, City Schools Human Capital, Academic, and Schools offices have partnered to further its work on internal leadership pipelines and development opportunities in a way that promotes effective staff and leader development. Finally, an a critical lynch pin across the work in the district, City Schools has started to engage leadership at the school and district level in professional development on our Equity policy as well as on practices that promote and hinder equity and access to a high quality education for all students. Unlike Student Wholeness and Literacy, the Leadership strand of the Blueprint work spans across the areas of focus in the Strategic Plan – a necessary element to lift all strategies.

Taken together, again, while not as fully detailed as in years past, the continued Areas of Focus, Blueprint for Success, Equity Policy, and City Schools Draft Re-Opening Plan serve as anchors in how we align federal and state funds and district resources to support all students.

### Equity and Excellence

Baltimore City Public Schools acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally created and continued to afford advantages to some groups while perpetuating racial inequities for others. The district must take responsibility and action for removing, and actively repairing these inequities to ensure positive educational outcomes for children.

Through this policy, City Schools owns its role in creating and implementing policies and practices that result in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. The district recognizes that these disparities contradict the beliefs and values we articulate about what students can achieve and the role of adults in ensuring conditions for success.

Rather than, continuing to perpetuate and contribute to institutional racism, Baltimore City Schools must move to disrupt and dismantle it in every area of our work. Our Board, school-based staff, and office-based staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. We will allocate resources to replace those inequitable practices, systems, and structures with new ones to ensure that we provide racially equitable education and environments to children and families of color.

## Draft Re-Opening Plan

### [Closing the Distance: Preparing For the Reopening of City Schools](#)

Throughout the 2020-2021 school year (SY), we will confront significant challenges. Our collective task is to find the best way to balance health and safety concerns with our mission as educators to support student learning, wholeness, and leadership in the most effective ways possible. Responsive to the Maryland State Department of Education's (MSDE) requirement to establish a recovery plan stakeholder group representative of our schools and communities to assist in the development of the district's reopening plan, our approach was two-fold:

- (1) Our recovery planning efforts were led by 16 collaborative workgroups that included diverse stakeholders who brought perspectives on the unique needs of our student populations. This included cross-functional staff from across the organization, as well as teachers, principals, and Baltimore Teacher's Union (BTU)-identified representatives.
- (2) Over the course of the spring and summer, our planning efforts were informed by ongoing engagement with a wide variety of stakeholders (parents, teachers, students, educators, community members, etc.)

The draft re-opening plan grounds in the following guiding principles:



**Health & Safety:** Maintain health and safety for all by ensuring proper safeguards



**High-Quality Student Learning:** Accelerate student learning and thriving



**Equity:** Provide the best learning environment to meet the needs of ALL students



**Stakeholder Engagement:** Engage with our stakeholders to ground our work in the needs of our students, staff, families, and communities and support all stakeholders in adapting to a new reality



**Fluidity and Continuous Improvement:** Apply best practices, research-based insights, and continue to iterate and be responsive based on new learnings and changing circumstances

Given the fluidity of the pandemic situation, our education recovery planning incorporates strategies that align with the 3 phases below. We anticipate shifting between the phases during the 2020-21 school year based on health and safety conditions and virus progression.

### PHASE I

#### *Virtual learning*

- 100% virtual learning
- May include small groups of students in-person as conditions permit (following health and safety measures per local and national guidance)

### PHASE II

#### *Hybrid model*

- Medium-term recovery phase
- Mix of in-person and virtual learning occurs
- Option to continue 100% virtual learning available
- Health and safety measures per local and national guidance

### PHASE III

#### *A new normal*

- Long-term planning
- Majority in-person learning with some virtual components
- Incorporate lessons learned and innovative efforts from virtual learning during Phases I and II

While the district will begin the year in Phase I (Virtual Learning), it is important to note that all decisions regarding the most appropriate learning environment at any point in time will be based on monitoring a series of key data points, including current COVID conditions, assessments regarding students' academic acceleration, issues of equity, needs of our most vulnerable student groups and support for the developmental, social-emotional, and mental health needs of students.

The district is committed to engaging our vulnerable students through small group in-person learning, even during Phase I of virtual learning, as safety conditions allow and academic needs indicate, because we cannot forego our obligation to provide every student with accelerated learning and the opportunity to thrive.

It is also important to note that families will have the option to choose a 100% virtual environment for their students within every phase of the recovery framework.

Taken together the complement of our continued Areas of Focus, drive toward equity and excellence, pursuit of the Blueprint, and acknowledgment of the need to continue that work during the current pandemic, ground the SY 20-21 ESSA Consolidated Strategic Plan submission, inclusive of our COMAR Required responses and grant applications.

## COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems shall report the following information in their Local ESSA Consolidated Strategic Plan.

### **1) The process for identifying gifted and talented students:**

City Schools has a tiered identification process ranging from Talent Development (higher than average ability results only), Advanced (80<sup>th</sup> to 89<sup>th</sup> percentile ability and normed achievement scores in ELA and Mathematics), and Gifted (90<sup>th</sup> to 99<sup>th</sup> percentile ability and normed achievement scores in ELA and Mathematics). City Schools' initial efforts to formally identify its Gifted and Advanced Learners (GAL) begins in Kindergarten. City Schools utilizes the Naglieri Nonverbal Ability Test (NNAT3) as its universal screening assessment which is given to all Kindergarten students starting in the fall of each year. City Schools uses a version of group specific norms, as espoused by most researchers in the field of gifted education, which typically aligns with the 75<sup>th</sup> percentile established for the national norm. Students who demonstrate ability at this level are initially identified by the district as Talent Development students with the expectation that schools will afford these students access to the same differentiated learning opportunities afforded to formally identified Advanced and Gifted students inclusive of Individualized Learning Plans (ILPs).

Normed reading results for Kindergarten students who are formally identified as Talent Development are then reviewed and those students who achieve at an above proficient level are then assessed in mathematics via i-Ready. Those Talent Development Kindergarten students who scored at the 80<sup>th</sup> to 89<sup>th</sup> percentile on the NNAT3 and then hit at least the 80<sup>th</sup> percentile on the i-Ready mathematics assessment but below the 90<sup>th</sup> percentile are then formally identified as Advanced learners. Those Talent Development Kindergarten students who scored at the 90<sup>th</sup> to 99<sup>th</sup> percentile on the NNAT3 and then hit at least the 90<sup>th</sup> percentile on the i-Ready mathematics assessment are then formally identified as Gifted learners.

Once a student is identified as a Talent Development learner, they remain pre-qualified for formal identification as an Advanced or Gifted learner for their career in City Schools as the Gifted and Advanced Learning (GAL) office regularly "mines" new, normed, achievement data as results become available during the year – new i-Ready results (ELA and Mathematics), MCAP scores, PSAT scores, SAT scores, and other normed achievement results. In addition to annual universal screening for ability, City Schools also pre-qualifies students with ELA and Mathematics achievement results, in the aforementioned ranges, as part of the data mining process and has schools administer the NNAT3 to those students who have not had an ability assessment provided to them within the prior year. This review process occurs quarterly or as often as new, norm-referenced assessment, data become available from the administration of district-wide achievement assessments.

The GAL office works closely with the Special Education office and school psychologists to review full-scale IQ results that often accompany the administration of WISC or Woodcock Johnson assessments. Students with full-scale IQ results in the 120-129 range are formally identified as Advanced and students who earn a full-scale IQ result of 130 or greater are formally identified as Gifted. The GAL office works in tandem with the ESOL office to review WIDA/Access data to pre-qualify those EL students who exceed typical growth expectations – usually 1.5 years growth or greater in a year – and requests that schools administer the NNAT3 for any of those students who were not already assessed on that instrument within the prior 12 months. Finally, City Schools has an online referral form which is typically completed by parents/guardians who seek to have their children formally assessed but it is also open to students who wish to self-nominate as well as teachers who wish to call

attention to a student who is not already formally identified. The referral form can be used to request formal identification for students ranging from early access to Pre-K through students entering their senior year in City Schools as well as whole grade acceleration which involves the use of the Cognitive Abilities Test (CogAT) in conjunction with normed achievement results in the 90<sup>th</sup> percentile or greater. On average, the GAL office receives 150 referrals annually and three dozen requests for whole grade acceleration.

**2) The number of gifted and talented students identified in each school\***

\*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

**3) The percentage of gifted and talented students identified in the local school system in 2019-2020\***

City Schools recorded 7.8% of its students (487 of 6,237) registered in Kindergarten, the targeted universal screening year, as being formally identified within the aforementioned tiered structure for gifted and talented students. City Schools also recorded 7.6% of its students (5,553 of 72,898) registered in K-12 as being formally identified. City Schools elects not to exclude students attending schools noted in section 4 (below) in its count of students who could potentially be identified.

**4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale in 2019 - 2020**

The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale:

The following schools are exempted from the formal identification of a significant number of GAL students for the reasons noted by each school. It is important to note however that no student at these schools is denied the right to be assessed via the referral process mentioned in section 1 or because of formal assessment associated with the special education process.

- Achievement Academy at Harbor City High School: Alternative Placement Site
- Angela Y. Davis Leadership Academy: Alternative Placement Site
- Career Academy: Alternative Placement Site
- Eager Street Academy: Alternative Placement Site
- Elementary/Middle Alternative Program: Alternative Placement Site
- Excel Academy at Francis M. Wood High School: Alternative Placement Site
- Home and Hospital Program: Alternative Placement Site
- Success Academy: Alternative Placement Site
- Youth Opportunity: Alternative Placement Site
- Claremont School: Separate Public Day Site – Special needs placement
- George W.F. McMechen High School: Separate Public Day Site – Special needs placement
- Joseph C. Briscoe Academy: Separate Public Day Site – Special needs placement
- Lois T. Murray Elementary/Middle School: Separate Public Day Site – Special needs placement
- Sharp-Leadenhall Elementary School: Separate Public Day Site – Special needs placement
- William S. Baer School: Separate Public Day Site – Special needs placement

## 5) The continuum of programs and services:

City Schools largely supports its formally identified students via a cadre of services and differentiated learning opportunities tethered to the best practices in acceleration for Gifted learners rather than selective programs, which typically limit access to students of color and those with limited economic resources. The continuum begins with early entrance to Pre-K or Kindergarten for qualifying Gifted learners, which is one of 20 best practices for acceleration acknowledged by national leaders in gifted education.

Following formal identification, which chiefly begins in Kindergarten but can occur at any point during a student's career in City Schools, students identified as Gifted, Advanced, or Talent Development are expected to have Individualized Learning Plans (ILPs) created and implemented annually. The ILPs are based on student interests, follow an asset or strength based approach to learning featuring problem/project based learning, regular pre-assessment, and compacted/telescoped lessons.

In addition to ILPs for Gifted, Advanced learners, and Talent Development, students from all three tiers of identification in grades K-5 are expected to be cluster grouped so teachers can more readily and appropriately differentiate instruction for these learners. All Title I schools (120+) have been supplied with ancillary gifted appropriate resources (M2/M3, Jacob's Ladder, William & Mary math and science units) to support these learners in grades K-5 along with their grade peers who may not yet be formally identified but can benefit from the exposure to these curricula. Video lessons have also been produced to support the use of these materials during times of remote learning.

As these students matriculate into 6<sup>th</sup> grade, those who are particularly skilled and interested in math and science can apply for the Ingenuity Project which is a program designed to accelerate learning for these students through 12<sup>th</sup> grade. Those students who do not wish to participate in the Ingenuity Project are invited to enroll in honors level courses at more than two dozen different schools where, in addition to their ILPs, they can experience compacted math curricula, grade level above ELA curricula, or science and social studies courses which feature significantly expanded project/problem based learning opportunities such as the Morgan State Science Fair or National History Day. Since 2019, these middle grade students are also eligible to explore a wider range of electives via online learning opportunities called Gifted Exploratory Learning and cover topics ranging from Art Appreciation to Sociology. Select students can also accelerate their learning, taking courses through APEX Virtual Learning School to earn credit in Algebra I, Geometry, or level I Spanish/French if they attend a school that is unable to offer these courses to these formally identified learners.

Once these learners move on to high school, in addition to their updated ILPs, they can continue to enroll in compacted/grade level above honors courses, take AP courses, attend Baltimore City College which offers IB Diploma pathways, attend Bard High School Early College which allows students to earn an Associate's degree while in high school, or participate in Dual Enrollment courses across the district – all forms of recognized acceleration practice. While mentorships, another accepted type of acceleration, can be experienced in elementary and middle grades, it is typically experienced while in high school and is especially successful for students in the Ingenuity Project who are frequently partnered with professors at Johns Hopkins or Morgan State where students regularly work alongside these academics to conduct original and authentic research. Finally, the majority of high schools currently offer the AP Capstone set of courses with the remaining schools slated to do so by 2022. Unlike the typical AP course offering, the AP Capstone series (Seminar and Research), affords learners the opportunity to dive deeply into a topic of

their interest rather than the prescribed content driven AP course and is well suited to meeting the unique learning interests of these students.

**6) Data-informed goals, targets, strategies, and timelines**

**Goal:** Increase the identification rate of students across all three tiers of identification district-wide by no less than .5 percentage point during the 2020-2021 academic year and 1 full percentage point each year afterward until a minimum identification rate of 10% is reached across the district.

**Target** Reach an 8% district-wide identification rate by the end of May 2021.

**Strategies** The GAL office, in conjunction with the Early Learning office, will embed a unit of study for students in Pre-K and Kindergarten which will expose students to various types of analogies (figural, pictorial, and verbal) which are core assessment formats found in the district's most frequently used ability assessments (NNAT3 and CogAT). Additionally, these two offices will work to embed Primary Talent Development units in those same grade levels. The GAL office will also directly assist schools in mining their student data to move students with pre-qualifying achievement data toward formal identification by ensuring that they are given ability assessments in all cases.

**Timeline** Embedding of analogies and Primary Talent Development units will take place in semester 1 with implementation slated for semester 2. Data mining and monitoring of ability assessment compliance will be ongoing starting with new data obtained from beginning of year administration (September) of i-Ready achievement tests.

**Goal:** Uploading of Individualized Learning Plans (ILPs) into Infinite Campus to facilitate student services and supports as they move from grade to grade and/or school to school.

**Target**

City Schools plans to have 25% of all ILPs uploaded to Infinite Campus with attention paid to students currently enrolled in grades 1, 5, and 8.

**Strategies**

The GAL office will continue to provide synchronous and asynchronous online professional learning around the writing and implementing of ILPs while working with the IT department to find a user-friendly process for uploading and flagging of ILPs in Infinite Campus. The GAL office will also run targeted lists of students in grades 1, 5, and 8 to draw special attention to those students having a need for trackable ILPs. Grade 1 is being targeted as the district typically adds the greatest number of identified learners following the universal screening in Kindergarten, while grades 5 and 8 are being targeted as many students will move to a different school and having an ILP archived in Infinite Campus will facilitate the receiving school's process to modify and implement a new ILP for their newest students.

**Timeline**

Professional learning began in August and will be ongoing throughout the academic year. Planning with the IT department will begin in October following the district's required IT work associated with 9/30 enrollment reporting with a target of a technical resolution being achieved by winter break. Review of Gifted and Advanced students in targeted grades (1, 5, and 8) will begin in late September with messaging to schools starting in October. ILPS needed to be uploaded no later than the end of May 2021 as part of this goal.

**Goal:** All schools in the district will become active GAL schools working to support formally identified students enrolled at their school (much like all schools are required to support special education or EL students). Emphasis will be placed on all Title I schools being trained to use approved gifted ancillary curricula and resources by the end of the 2020-2021 school year. Additionally, all 29 high schools will be supported to expand AP options for next year while supporting their teachers to improve results on the 2021 May exams.

<p><b>Target</b></p> <p>All Title I schools in the district will receive training on the appropriate use of the sets of ancillary curricula and approved gifted resources they received last year (as appropriate for their grade levels). K-5 schools will receive support for all 23 units of M2/M3 math curricula along with all associated manipulative kits and 3-year digital license access as well as their Jacob’s Ladder and William &amp; Mary math and science units. 6-8 schools will receive supports around National History Day, differentiated learning opportunities with special attention paid to the use of APEX learning as part of a Gifted Exploratory Learning approach. High Schools will receive training on ILP writing and implementation as well as on the use of APEX Learning courses to support honors and AP courses.</p>	<p><b>Strategies</b></p> <p>The GAL office will produce weekly video lessons using the aforementioned K-5 resources in support of remote and hybrid learning. The GAL office will continue to provide a wide range of synchronous and asynchronous professional learning opportunities including those led by the GAL team, participation by 225 teachers in the Maryland Educators of Gifted Students (MEGS) conference in October, and continuous training around the use of the APEX Learning licenses provided to all students in grades 6 – 12. Finally, the GAL office will prioritize the onboarding of high school teachers in support of efforts to expand honors and AP course options as well as to make them aware of the needs and characteristics of gifted learners and how to write and implement ILPs.</p>	<p><b>Timeline</b></p> <p>Video lesson production began in August and will continue until there are no fewer than 35 sets of weekly lessons covering ELA, math, and science for students in grades PreK to 5. The target is to be complete by the start of the second semester. Professional learning began in August and monthly sessions will be offered to all teachers for grades PreK to 12th. Participation in the 2020 MEGS conference will launch on October 16<sup>th</sup> and because of the virtual offering this year, dozens of on- demand sessions, along with quarterly keynote speakers will be accessible to the 225 attendees for the entire year. Training for APEX Learning began in August and is available on demand by both schools and teachers because of contracting with APEX Learning for a City Schools dedicated trainer for the entire year to support teachers in grades 6-12. The GAL office is providing weekly 2-hour blocks of time for direct support to AP teachers (Tuesdays 3-5) and GAL leads (Wednesdays 3 -5) starting the first week of September and running through the school year. In addition, on demand professional learning is available to all schools by the GAL team.</p>
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## COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring

### **Comprehensive Teacher Induction Program Title 13A STATE BOARD OF EDUCATION Subtitle 07 SCHOOL PERSONNEL**

#### **.01 Scope.**

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high-quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession.

The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support.

Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

#### **.04 General Requirements.**

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

Local school systems shall use the Maryland Teacher Professional Development Planning Guide develop the program, which shall include the following professional learning activities:

- (1) Before the school year begins, orientation programs for all teachers new to the local school system;
- (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
- (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
- (4) Follow-up discussions of the observations and co-teaching experiences;
- (5) Ongoing professional development designed to address new teacher needs and concerns; and
- (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

D. The district shall consider the need for staffing to:

- (1) Plan and coordinate all induction activities;
- (2) Supervise new teacher mentors;
- (3) Communicate with principals and other school leaders about induction activities; and
- (4) Oversee the evaluation of the comprehensive induction program.

E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

**.05 Participation in the Comprehensive Induction Program.**

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

- (1) A reduction in the teaching schedule;
- (2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
- (3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

**Comprehensive Teacher Induction Program**

A. Provide a description of your Comprehensive Teacher Induction Program, including:

- staffing and oversight;
- orientation programs;
- ongoing professional learning;
- organization and schedules for mentor/mentee meetings;
- opportunities for observation and co-teaching;
- monitoring of new teacher needs, concerns, ongoing supports, formative review, and follow-up;
- action plans; and
- use of relevant and appropriate data.

Baltimore City Public Schools' [Blueprint for Success](#) outlines our mission for excellence in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence. The Blueprint focuses on student wholeness, literacy, and leadership as key levers in our vision for every student to graduate ready to achieve excellence in higher education and the global workforce. City School's Comprehensive Teacher Induction Program provides a system of supports for all new teachers, including veteran teachers who are new to the district with support structures and professional development opportunities to network and grow as a community of learners. A key component of the program consists of targeted ongoing support to teachers in schools serving students of underserved populations. We strive to accelerate the development of beginning teacher effectiveness, improve teacher retention, strengthen teacher leadership, and increase student learning.

City School's Comprehensive Teacher Induction Program is focused on improving and changing educator practice. It is designed to provide new educators with the support necessary to become familiar with school and district policies, hone their professional skills, help them evaluate and reflect on their own professional performance and develop an individualized growth plan to improve their effectiveness. This model describes the roadmap of what will be done to reach our desired results.

The Educator Pipelines and Induction Team oversees the entire new teacher professional development process including needs identification, planning, implementation and evaluation. We strategically identify and recruit talented teacher leaders who possess the necessary knowledge, skills and dispositions to support their new teacher peers through on-going professional learning. Our orientation programs lay a foundation for the new teachers, mainly to provide them with concise and accurate information about their roles as an educator in City Schools to make them more comfortable in their teaching tenure. Orientation encourages the teacher's confidence and helps them to adapt to the teaching environment. It contributes to more effective and productive teaching practices, as well as, promotes communication between the new teachers and the experienced teachers. The induction program is divided into three years focusing on providing a comprehensive sequence of ongoing professional learning activities and supports carried out over time that meet state, district and/or school goals.

We implement multi-tiered supports and structured learning experiences for new teachers that leverage appropriate face-to-face, blended, and virtual learning supports. These supports include dedicated time for mentors and new teachers to work together, for mentors to conduct classroom observations, and for new teachers to observe experienced teachers; scheduled time for collaborative team planning with school and district colleagues and time to meet with a mentor; and professional learning for new teachers focused on state standards, district curriculum and learning goals.

Program performance measures and action plans are created to ensure goal alignment and progress monitoring. We analyze teacher surveys, program evaluation, focus group data, teacher and student data to inform next steps in program development.

B. Provide a description of your District Mentoring Program. The use of the term “mentor” includes coaches and consulting teachers.

- training for new mentors;
- supervision of mentors;
- training for school administrators and school staff as described in .04E of the regulation.
- process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

### **B. District Mentor Program**

The mentor program provides a comprehensive system of support and development for all mentors that standardizes mentor practices and expectations across all schools as well as increases principal engagement in new teacher induction. To support these efforts, we partnered with the New Teacher Center (NTC) to support us in developing a more robust program. The mentor program is comprised of differentiated professional development opportunities for mentors and online formative assessments tools (developed by NTC) to support job-embedded instructional coaching. Based on criteria for high-quality mentor teachers, school leaders select school-based peer mentors. In a collaborative partnership, school leaders and mentors determine the mentor-mentee assignments at their school site. The model for developing new teachers is at the complete discretion of the principal, under the guidance for New Teacher Induction and COMAR. Some schools assign one mentor per new teacher (1:1) or have multiple mentors for every 4 new teachers (1:4). Many high schools select one content leader to work with the new teachers in each department

Highly Qualified Instructional Peer Mentors should meet the following qualifications:

- *Member of BTU, not to participate in any formal evaluation of a mentee*
- *Tenured teacher in Baltimore City Public Schools*
- *Hold at least a Standard Professional Certificate (Advanced Professional Certificate preferred)*
- *Have five (5) years of satisfactory teaching experience*
- *Member of the Instructional Leadership Team (Highly recommended)*
- *Able to attend all Mentor Professional Development events, including Summer Mentor Academy*

In a professional learning session titled, “*Role of the School Leader*”, school leaders are able to familiarize themselves with the components of our comprehensive teacher induction program as well as support their understanding of how they can support induction efforts at individual school sites.

#### *Mentor Professional Learning Series*

Throughout the school year, mentors can engage in multiple types of differentiated professional learning, including eight full-day professional learning sessions (PLS), five mentor forums, and in-field coaching visits at their school site. Currently, we have three tiers of mentors ranging from Year One (Y1), Year Two (Y2), to Year Three (Y3) mentors. The PLS scope and sequence aligns with the mentor tiers. Each summer, a Mentor Academy is offered to all mentors as an opportunity to explore the purpose of instructional mentoring for new teachers and the opportunity it provides to create equitable conditions for student learning. During the academy, mentors examine the components of the instructional

mentoring cycle and the role that knowing students, standards, and tasks play when supporting new teachers to plan for effective instruction. Mentors are also introduced to NTC’s foundational, research-based online mentoring tools to support mentoring conversations. Additionally, the academy provides clarity around their [roles and responsibilities](#) supporting new teachers at their schools. Simultaneously, Y2 and Y3 mentors continue their scope and sequence of learning from the previous year during the summer Mentor Academy. The mentor forum is a smaller professional learning opportunity for mentors to examine data and share problems of practice with their peers. Forums are purposely scheduled during the school year in between the ongoing two-day professional learning sessions to provide a period of safe practice for mentors to employ newly introduced practices, tools and protocols. In-field coaching visits are scheduled throughout the school year. These visits are based on data shown in induction surveys, progress monitoring data, feedback in mentor forums, mentor requests for on-site support, and schools with high concentrations of new teachers and mentors. The professional learning inputs are progress monitored from an NTC online platform built from their previous, the Learning Zone (LZ). We purchased licensing rights for the online platform to provide a formative assessment resource for teachers and mentors and a progress monitoring tool for the mentor program. The online tools in the new platform focus on specific instructional and coaching processes to accelerate teacher effectiveness and improve student achievement such as planning and aligning effective instruction, analyzing student work, classroom observations and feedback, and utilizing the academic, social, and emotional needs of students to inform instructional decision-making for teachers. These tools are all introduced to mentors during the year-long PLS.

**C. Mentor Program Data**

Number of Probationary Teachers	147 (Out of 1,766) Conditionally Certified 1,766 (Years 1 to 3 total, non-tenured)
Number of Assigned Mentors	370
Full-Time Mentors	0
Part-Time Mentors	66
Retirees	8 (pending hiring process)
Full-Time Teachers	369

**D. Mentor Program Evaluation**

City Schools has a huge need for highly effective site-based mentors who are responsible for accelerating the professional growth and effectiveness of new teachers. The support and coaching provided by mentors increase teacher effectiveness and retention (for both the mentor and new teacher), [teacher retention](#) (data linked here), coaching effectiveness (of the mentor), and an increase in student academic outcomes. Current data indicates that 25% of our teachers leave in the first three years. Mentors do not receive a stipend for this additional assigned responsibility so they receive 3 or 4 Achievement Units (AUs) to compensate them for their support to new teachers. Every 12 AUs increases a teacher’s salary.

A site-based mentor is expected to commit 45-60 hours to supporting their new teacher caseload. Throughout the school year. Part of this time will be monitored through the online platform Accountability Log used by new teachers and mentors. A site-based mentor who has other responsibilities should not be responsible for more than 4 new teachers. If all responsibilities are completed successfully, mentors receive 3 or 4 Achievement Units (AUs) to compensate them for their support to new teachers.

Task		Time Commitment		Documentation
2 Mentor Forums (3 hours each)		6 hours	6 hours	Sign-In Sheets
2 Induction Events (2 hours each)		4 hours	4 hours	Sign-In Sheets
Summer Mentor Academy Orientation		6 hours	6 hours	Orientation Form
Site-Based Orientation for New Teachers		2 hours	2 hours	Sign-In Sheets
Monthly Meetings		10 hours (1 per month)	10 hours (1 per month)	Sign-In Sheets/LZ
Monthly E-Communications/Newsletters		2 hours (Minimum)	2 hours (Minimum)	Submit Documents
Instructional Support (A) 1-2 New Teachers	Instructional Support (B) 3-4 New Teachers	(A) 15 hours (Minimum)	(B) 30 hours (Minimum)	Learning Zone (online platform)
		<b>45 hours</b>	<b>60 hours</b>	
		<b>3 AUs</b>	<b>4 AUs</b>	

In order to provide us with programmatic data, each year we provide an end-of-year survey to [administrators](#), [mentors](#), and [new teachers](#). (Our survey results from 2019 are linked to each appropriate group). This data is used to inform us of programmatic changes from professional development to program requirements to quality of mentoring supports and any other details provided by these three groups. The data is compiled in reports and our Teacher Leadership Development team analyzes the results to drive our decisions surrounding the induction program for the upcoming school year.

We measure the level of implementation through the amount of time documented by mentors in LZ. In the 2018-2019 school year we logged our highest amount of support with 248,754 minutes compared to the 2017-2018 school year with 210,335 minutes and 2016-2017 school year with 136,922 minutes.

School Year	Mentor Support	Total Increase in Support
2018-2019	248,754 minutes	38,419 minutes
2017-2018	210,335 minutes	73,413 minutes
2016-2017	136,922	Baseline

In this school year we are focusing on program implementation under in three specific categories: “HOW MUCH”, HOW WELL, and DIFFERENCE MADE.”

- 100% of new teachers will have a mentor identified and can identify supports being provided to assist in their development.

**HOW MUCH**



- 80% of mentors will report their attendance at mentor PD was a good use of their time.

**HOW WELL**



- 80% of mentors will report that the mentor PD provided valuable tools and strategies to support new teachers.

**HOW WELL**



- 80% of mentors will report successful implementation of at least two strategies from the mentor PD to support new teachers at their school site.

**DIFFERENCE MADE**



- 80% of new teachers will report their mentor provided them with adequate support to be successful in their first year of teaching.

**DIFFERENCE MADE**



## Federal and State Grant Applications

The following Federal and State grants are submitted as a part of this application as well.

<b>Appendix A – Content of Title I, Part A Application and Supporting Documents</b>
<b>Appendix B - 2020-2021 Title I, Part A Grant Application</b>
<b>Appendix C- 2020-2021 Title I, Part D Grant Application</b>
<b>Appendix D- 2020-2021 Title II, Part A Grant Application</b>
<b>Appendix E- 2020-2021 Title III, Part A Grant Application</b>
<b>Appendix F- 2020-2021 Title IV, Part A Grant Application</b>
<b>Appendix G-2020-2021 Fine Arts Grant Application</b>
<b>Appendix H- 2020-2021 Equitable Services to Private Schools under ESSA Section</b>