

Local Every Student Succeeds Act (ESSA)
Consolidated Strategic Plan

2019

BALTIMORE CITY PUBLIC SCHOOLS

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



BALTIMORE CITY

PUBLIC SCHOOLS

2019 Local ESSA Consolidated Strategic Plan

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

Due: October 15, 2019

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

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2019 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan 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

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 15th 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.

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
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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
Jones, Laura	Office of Teaching & Learning/Director - Operations
Lane, Janise	Office of Teaching & Learning/Executive Director
Korch, Brooke	Office of Teaching & Learning/Coordinator - Literacy
Medley, Deonne	Office of Talent & Organizational Development – Induction/Teacher Leadership
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
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
Tilghman, Brandon	Office of Student Wholeness/ Manager – Student Wholeness
Tucker, Macon	Office of Special Education/Manager – Special Education
Warburton-Barnes, Shanna	Office of Talent & Organizational Development – Induction/Teacher Leadership
Warren, Sarah	Office of Student Wholeness/ Executive Director – Student Wholeness

Executive Summary

Executive Summary

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 offered 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.

First, the Strategic Plan endeavors to lay a foundational framework for how City Schools is approaching its role and responsibility to student, family, community, and district success; grounding in City Schools Equity Policy (2019), Blueprint for Success, and fiscal priorities.

Next, the Strategic Plan details each of the identified areas of focus; Academic Achievement; Academic Growth; and School Quality and Student Success. Within each area, the Strategic Plan outlines alignment with our local equity policy, current data analysis, and underlying root causes as well as key goals, strategies, aligned funding sources, and evaluation measures to support continuous improvement.

Finally, the Strategic Plan provides 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.

Taken together, the City Schools Consolidated Strategic Plan shares a powerful local narrative grounded in equity and driven toward excellence through shared vision, strategic investment, and effective resourcing.

Framing the Areas of Focus

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.



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.

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.

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.

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.

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.

Budget Narrative

City Schools is positioned to open the 2019-20 school year on an upward trajectory, building on momentum that has seen increases in student achievement on statewide assessments and in graduation rates. This positive footing has been established through strategic planning and focused work in the following priority areas:

- Quality curricula and instruction
- Quality staff
- Climate and facilities
- Family and community engagement
- Responsible stewardship and excellent customer service
- Portfolio of great schools

In keeping with the core belief that school communities know best how to meet the needs of their unique students, City Schools allocates as many dollars as possible directly to schools for flexible spending. School leaders build their own budgets, seeking input from families, staff members, partners, and stakeholders to identify values and priorities to guide decision making. At the district level, leaders across offices and departments identify how best to direct central resources to support students and schools with maximum effectiveness and efficiency.

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 student wholeness, literacy, and staff leadership. In 2018-19, implementation included establishing “intensive learning sites,” with a focus on literacy at 20 of these school sites and on aspects of student wholeness at 35 (20 targeting social and emotional learning, 15 targeting restorative practices). The budget for 2019-20 (FY20) includes resources to support continued implementation of the blueprint, with expansion of an additional 20 Literacy and 21 student wholeness sites, as well as a continued emphasis on literacy, student wholeness, and professional growth and leadership development across all schools.

Finally, in recognition that students from low-income households have greater need than their more affluent peers and that need is more acute in schools serving low-income neighborhoods, additional funds will be available for schools where 80 percent or more students live in poverty. The majority of the district’s schools meet this criterion. The additional funding for concentration of poverty must be allocated toward services provided through community schools and for student healthcare. For districts where 40 or more schools qualify for this funding, the legislation provides for centralized planning for distribution of resources.

Fiscal Outlook

For City Schools, the annual operating budget covers the period from July 1 to June 30 each year (the fiscal year, or FY). The process of allocating funds to support schools and programs begins with determining the available revenue and then distributing it equitably to meet students' needs and advance school and district priorities. Schools receive their allocations based on funding formulas, and school leaders, working with their communities, determine how flexible dollars will be spent to meet needs at the individual school level. At the district office, management staff identify how funds will be spent to best support schools and advance priority initiatives, and senior leaders collaborate to finalize allocations and spending plans. District staff members from different program areas review the spending plans from schools and offices to make sure requirements are met and budgets are balanced. District leaders and finance staff then confirm that the proposed operating budget will enable the district to operate responsibly, efficiently, and within its means and maintain a position of financial stability.

Revenue

The majority of City Schools' funding, accounting for more than two-thirds of total district revenue, comes from the State of Maryland through a formula that was originally created to ensure funding across school districts provided an equitable education for all students, regardless of the wealth of the city or county in which they live. (In place since 2002, the current "Thornton" formula is recognized to need updating. The state's Commission on Innovation and Excellence in Education – the Kirwan Commission – is charged with recommending an updated formula. New legislation debated in the 2019 Maryland General Assembly supports initial steps toward funding education priorities identified by the Kirwan Commission, but no new funding formula has been introduced.)

Until FY18, the amount of state funding for the coming year was tied to the number of students enrolled in kindergarten to 12th grade in the prior year, as well as to the city's wealth relative to the wealth of the state as a whole. With the passage of legislation by the General Assembly in FY18, funding for students in full-day pre-k programs began to be phased in at a rate of 50 percent of the base per-pupil amount provided for students in higher grades; that rate increased to 75 percent for FY19 and is 100 percent for FY20. (Note that even in FY20, pre-k students will not receive the additional weighted funds provided to their older peers who are English learners, have disabilities, or are living in poverty. City Schools will continue to use available general education resources to meet the needs of pre-k students in these demographic groups. The district does not expect to receive additional funds for pre-k from any new legislation.)

Funding from the City of Baltimore is also based on a per-pupil amount, and the amounts of many federal grants are tied to numbers of students, often in particular groups or with certain characteristics (e.g., Title I funds tied to serving low-income students). Depending on source and type, revenue flows into one of three funds; The General Fund, Special Funds, or The Enterprise fund.

General Fund

Typically, about 90 percent is in the General Fund. This includes City Schools' primary operating dollars, with more than half allocated directly at the individual school level and the large majority of the remainder supporting students and schools through centralized spending on infrastructure and other resources.

Special Funds

Special Funds, which in recent years have made up between 5 and 10 percent of district revenue, include restricted and grant dollars that must be used in specific ways—for example, in support of students with disabilities (e.g., grants under the Individuals with Disabilities Education Act, or IDEA) or of schools serving high percentages of children from low-income households (e.g., Title I). For FY20, City Schools expects to receive \$104,954,259 in Special Funds, a decrease of just over \$300,000 (0.3%) from FY19.

The Enterprise Fund

The Enterprise Fund comprises revenue generated by City Schools’ Food and Nutrition Services department, typically making up less than 5 percent of the district’s total revenue. This fund is used to support these food service operations.

REVENUE BY FUND

Fund	FY16 Actual	FY17 Actual	FY18 Actual	FY19 Adopted	FY20 Adopted
General	\$1,183,948,277	\$1,155,578,976	\$1,145,613,195	\$1,156,347,439	\$1,162,385,489
Special	\$101,315,951	\$112,099,779	\$97,317,520	\$105,272,821	\$104,954,259
Enterprise	\$50,887,669	\$51,997,758	\$48,553,681	\$52,817,692	\$55,304,192
Total	\$1,311,566,726	\$1,319,676,513	\$1,313,742,798	\$1,314,437,952	\$1,322,643,938

Financial Stability

While strategic planning and careful deployment of resources have positioned City Schools on a positive trajectory, it remains the case that Baltimore’s students need additional funding to ensure an adequate education and equity with their peers in schools across the state. The state’s Commission on Innovation and Excellence in Education (the “Kirwan Commission”) has recognized the particular needs of students in demographic groups heavily represented in City Schools’ enrollment: those living in low-income families, and particularly in neighborhoods of concentrated poverty; those receiving special education services; and those learning English as a new language. The Kirwan Commission has also recognized that a new education funding formula must be implemented to ensure not only that Maryland’s children receive an adequate education, but that the education they receive prepares them to thrive in today’s global workforce and economy.

Drawing on building blocks identified by the Kirwan Commission, in January 2019, City Schools released “Investing in Our Future: A World-Class Education System for Baltimore City Students,” outlining what the district must be able to provide to ensure that students can succeed and thrive in the 21st century. The district believes that to ensure adequacy in education for students across the state, a new funding formula must support services in areas including early learning, high-quality instruction, college and career readiness, student wholeness, talent recruitment and retention, systems and structures, and facilities. The formula should include a per-pupil foundation amount with weights for students in specific subgroups (students with disabilities, low-income students, English learners) and allocations for schools serving concentrations of low-income students.

During the 2019 General Assembly, state lawmakers took initial steps toward changes in education funding with legislation to supplement the revenue available to school districts through the existing

("Thornton") formula, but this was under debate and did not pass until the final days of the session. Given this timing, City Schools moved forward with budget development based on the amount of state funding anticipated through the Thornton formula.

State lawmakers identified several specific areas and circumstances where additional funds will be available. Once these funds are approved and released by the governor, City Schools will prepare a budget amendment for consideration by the Board of School Commissioners, with approval sought prior to the beginning of the 2019-20 school year.

Finance Section

Finance Section

Introduction

The finance section, in conjunction with the budget narrative information in the Executive Summary, illustrates the alignment of City Schools mission, vision, values, and our Local ESSA Consolidated Strategic Plan areas of focus alongside current and prior year expenditures.

City Schools is positioned to open the 2019-20 school year on an upward trajectory, building on momentum that has seen increases in student achievement on statewide assessments and in graduation rates. This positive footing has been established through strategic planning and focused work in the following priority areas:

- Quality curricula and instruction
- Quality staff
- Climate and facilities
- Family and community engagement
- Responsible stewardship and excellent customer service
- Portfolio of great schools

In keeping with the core belief that school communities know best how to meet the needs of their unique students, City Schools allocates as many dollars as possible directly to schools for flexible spending. School leaders build their own budgets, seeking input from families, staff members, partners, and stakeholders to identify values and priorities to guide decision making. At the district level, leaders across offices and departments identify how best to direct central resources to support students and schools with maximum effectiveness and efficiency.

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 student wholeness, literacy, and staff leadership. In 2018-19, implementation included establishing “intensive learning sites,” with a focus on literacy at 20 of these school sites and on aspects of student wholeness at 35 (20 targeting social and emotional learning, 15 targeting restorative practices). The budget for 2019-20 (FY20) includes resources to support continued implementation of the blueprint, with expansion of intensive learning sites and continued emphasis on literacy, student wholeness, and professional growth and leadership development across all schools.

In recognition that students from low-income households have greater need than their more affluent peers and that need is more acute in schools serving low-income neighborhoods, additional funds will be available for schools where 80 percent or more students live in poverty. The majority of the district’s schools meet this criterion. The additional funding for concentration of poverty must be allocated toward services provided through community schools and for student healthcare. For districts where 40 or more schools qualify for this funding, the legislation provides for centralized planning for distribution of resources.

Resources in Action

Supporting Student Wholeness

- Twenty-one new specialists will be funded using both operating and grant funds and deployed full time to new intensive learning sites focused on student wholeness. Student wholeness specialists help students build the social and emotional skills they need to be successful in and out of the classroom and support teachers, administrators, and other adults to connect with and provide appropriate supports to students to nurture their growth and well-being. At schools entering their second year as intensive learning sites, the district office will continue to contribute general and grant funds to support these positions.
- At each of these intensive learning sites a dedicated Student Wholeness Room provides a calming space for reflection, learning, and care.
- An additional coordinator will be added in the Academics Office to ensure effective deployment of resources and support, working with network teams in the Schools Office.
- Funds have been allocated to provide at least one social worker for every school.
- Districtwide support will continue for implementation of restorative practices and for professional learning on de-escalation strategies and integrating social-emotional learning practices and strategies at the classroom level through literacy and other academic work.

Supporting Literacy

- Twenty schools selected as new intensive learning sites will have a dedicated literacy coach to collaborate with school staff and provide focused professional development at school and classroom levels. These new positions will be funded through operating and grant funds, but each coach is based full time at an individual school. Central contribution toward funding literacy coach positions at schools entering their second year as intensive learning sites will continue, accessing both operating and grant dollars.
- Intensive learning sites will pursue a “continuous improvement” model, in which schools work together to identify problems of practice, deeply understand those issues by conducting a root cause analysis, and then test changes to improve outcomes.
- Professional learning partners will continue to visit intensive learning sites to provide feedback and ensure consistency across the district. In conjunction with district personnel, partners will work with teachers during collaborative planning, provide demonstration lessons, and conduct learning walks in classrooms to provide job-embedded specific feedback and support. Partners will also support school leaders and members of instructional leadership teams with implementation of the standards-aligned curriculum.
- A second literacy coordinator in the Academics Office will coordinate with the Schools Office to deploy resources and support to schools through network teams.
- Initial steps toward revisions to the high school English curriculum are being taken following feedback and stakeholder engagement in 2019. For elementary and middle school teachers, professional learning opportunities will continue to support second-year implementation of the new Wit & Wisdom curriculum.

Supporting Leadership

- City Schools will continue to provide extra support to new teachers in some of the district's highest-need schools as well as support learning of community and context in Baltimore.
- Continued efforts will focus on increasing the retention rates of Black teachers.
- A new fellowship program is providing district mid-level managers with opportunities to grow as leaders through skill-building seminars, one-on-one executive coaching, and other in-person and virtual learning opportunities.
- Through increased staff recruitment efforts, City Schools will attract more high-quality leaders for all roles at all levels, particularly those with expertise in literacy and student wholeness.

Analyzing Questions

Revenue and Expenditure Analysis

1. Did actual FY 2019 revenue meet expectations as anticipated in the Local ESSA Consolidated Strategic Plan for 2019? If not, identify the changes and the impact any changes had on the FY 2019 budget and on the system's progress towards achieving Local ESSA Consolidated Strategic Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

Response

FY 2019 Final Budgeted Revenue exceeded the anticipated amount by \$25,914,641. This was largely due to an increase in funds received from "Other State Funds – Restricted" and "Other Resources/Transfers" as outlined in the Prior Year Variance Table. The anticipated revenue from those two sources combined was \$15,789,326 and the actual revenue was \$31,644,836, an increase of \$15,855,510. The anticipated revenue was a conservative estimate, as the actual other resources/transfers and other state funds allocations were unknown at the time of budget development. The increase in state funds was due to additional grant funding which had not yet been confirmed by the time the initial budgets were entered.

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

Response

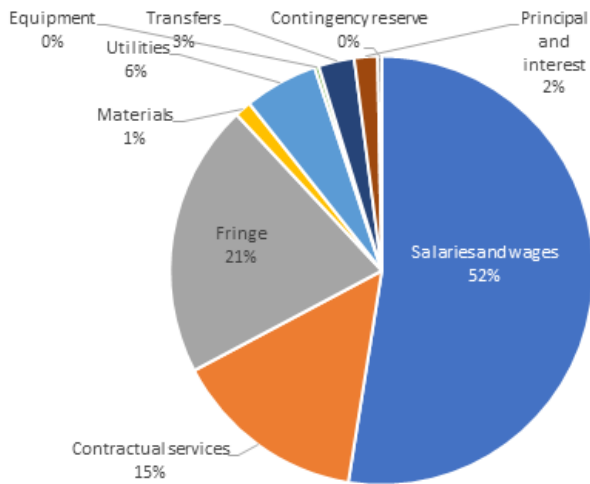
- Mandatory Costs of Doing Business – The variance between planned and actual expenditures is approximately 1.06% and primarily due supplemental additions to the budget in order to support districtwide initiatives such as the new literacy curriculum.
- Turning Around Lowest Performing Schools – This is the largest dollar value variance (\$10,348,823.23) with changes across several line items as the planned expenditures were a conservative estimate derived before the actual Title I allocation was known.
- Standards and Assessments – The variance in this assurance area is less than 3% and is spread across multiple line items.
- Other items deemed necessary by the Local Board of Education – The variance in this assurance area is less than 1% and is spread across multiple line items.
- Great Teachers and Leaders – This is the largest percentage variance with an increase of 102% from the planned expenditure amount. This increase is largely in contracted services.
- Data Systems to Support Instruction – There was no actual expenditure in this assurance area.

Please see the table below for the variances between the planned expenditures and actual expenditures for the different Assurance Areas:

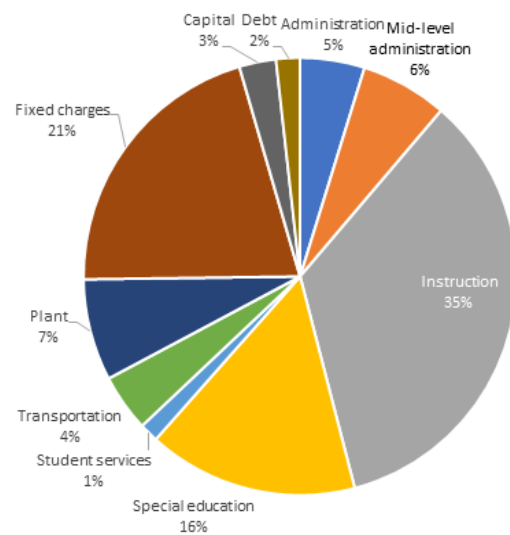
Assurance Area	Planned Expenditure	Actual Expenditure	Variance
Mandatory Cost of Doing Business	1,171,847,950.84	1,184,297,854.95	12,449,904.11
Turning Around Lowest Performing Schools	39,076,754.16	49,425,577.39	10,348,823.23
Standards and Assessments	36,527,462.00	37,577,093.57	1,049,631.57
Other items deemed necessary by the Local Board of Education	12,175,390.00	12,264,053.62	88,663.62
Great Teachers and Leaders	1,967,191.00	3,970,321.47	2,003,130.47
Data Systems to Support Instruction	25,512.00	0.00	-25,512.00
Total	1,261,620,260.00	1,287,534,901.00	25,914,641.00

General Fund Expenditures, FY20 Adopted

BY OBJECT



BY CATEGORY



General Fund Expenditures by Object

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Salaries and wages	\$575,464,503	\$608,415,772	\$610,652,907
Contractual services	\$190,973,181	\$173,641,004	\$171,684,019
Fringe	\$232,894,899	\$235,205,609	\$240,269,683
Materials	\$16,488,104	\$17,994,904	\$14,742,222
Utilities and other charges	\$57,707,682	\$62,633,059	\$65,182,394
Equipment	\$4,051,111	\$3,637,408	\$3,832,776
Transfers	\$29,745,753	\$29,614,407	\$31,680,413
Principal and interest	\$21,608,744	\$21,622,256	\$20,758,055
Contingency reserve	—	\$3,583,020	\$3,583,020
Total	\$1,128,933,977	\$1,156,347,439	\$1,162,385,489

General Fund Expenditures by Category

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$53,497,688	\$59,010,189	\$55,934,089
Mid-level administration	\$69,944,161	\$63,021,322	\$75,297,671
Instruction	\$400,443,862	\$410,805,029	\$402,791,296
Special education	\$178,338,417	\$185,978,716	\$182,286,653
Student services	\$14,422,265	\$15,586,128	\$16,399,051
Transportation	\$45,727,645	\$40,439,614	\$49,326,383
Plant	\$84,961,637	\$83,968,447	\$87,394,923
Fixed charges	\$232,915,095	\$243,519,317	\$240,262,186
Capital	\$27,074,463	\$32,396,421	\$31,935,182
Debt	\$21,608,744	\$21,622,256	\$20,758,055
Total	\$1,128,933,977	\$1,156,347,439	\$1,162,385,489

Areas of Focus

Area of Focus #1: Academic Achievement in English Language Arts & Mathematics

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

- a. **Description.** Describe **Area of Focus #1** and how it aligns with your LSS educational equity policy (**up to 1,000 characters**).

City Schools acknowledges the achievement gap in both English Language Arts and Mathematics across student sub-groups – particularly for scholars of color and those with disabilities. As per City Schools Equity Policy (pg 64) standards support academic achievement through an equity lens by:

- **Honoring Culture, Experiences, & Humanity of Students, Families, & Community.**
- **Ensuring Access & Representation in Academic Programming**
- **Building Staff Capacity for Equity-based Teaching & Learning**

Policy alignment to support academic achievement is found in the commitment to providing holistic instruction & opportunities to apply learning that is tailored to the assets of student racial, geographic, and socioeconomic realities; alongside equitable access to curriculum & materials which honor those experiences as well as instruction and assessment that is culturally relevant.

In addition, these standards demand the disaggregation of data to analyze trends, identify gaps, and develop racial equity priorities to ensure the achievement gap narrows.

- b. **Analysis.** To support student achievement, describe the rationale for selecting the areas of focus (**up to 1,000 characters**).

This area of focus was selected based on the district's student performance on state math and ELA tests.

From SY17 to SY18 the percentage of students who did not meet/partially met expectations on PARCC ELA decreased by 1.4% with an average of 63% of students not meeting or partially meeting expectations. On PARCC math, the percentage of students who did not meet/partially met expectations decreased by only 0.1% with an average of 67.4% of students not meeting or partially meeting expectations.

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.

- c. **Identify** the root cause (s) for area of focus #1 and **describe** how you intend to address them (*up to 1,000 characters*).

City Schools cannot adequately address student achievement without acknowledging 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 racial inequity and the concentration of poverty in which many of our students live has an immeasurable impact on academic outcomes.

All of our goals, objectives, and strategies are designed with the understanding that our students face significant societal hurdles that are beyond the control and scope of the school system. We strive to ensure that all students have access to the highest quality education and are enabled to reach their enormous potential. This includes a focus on differentiated professional development to meet the needs of all educators and ensuring all schools have equal access to high quality curriculum and instructional materials.

Area of Focus # 1: Academic Achievement Reading/English Language Arts (ELA) And Math (Chart)

English Language Arts (ELA)/Reading

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
<p>Twenty two percent (22%) of students will meet or exceed the expectation for Academic Achievement in ELA, an increase of 5% from 2017-2018.</p>	<p>Schools implement coherent, rigorous, standards-based curricula in pre-k to 12th grade English language arts and in literacy across each and every content area</p>	<p>Implement a coordinated professional learning strategy with a multi-prong, cyclical approach. This includes the following opportunities:</p> <ol style="list-style-type: none"> 1. Systemic professional learning for teachers and school leaders directly aligned to curriculum, intellectual preparation, and response to student needs. Differentiated sessions are offered with a focus on specially designed instruction (SDI) for students with disabilities. 2. Online content and best practice learning (Navigating Academic Planning) 3. School based content and coaching touchpoints (Academic Planning Facilitators) <ol style="list-style-type: none"> a. Year Long professional learning with a focus on SDI 	<p>Yearlong, with monthly checkpoints aligned to each professional learning event</p>	<p> <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>) </p>	<p>Every school's Instructional Leadership Team (ILT) sets clear expectations for implementing literacy instruction. These expectations are reflected in school improvement plans and individual student learning objectives for all staff.</p> <p>Schools and district office staff adjust implementation efforts based on multiple data sources, including:</p> <ol style="list-style-type: none"> 1. Student achievement data from curriculum-based assessments <ol style="list-style-type: none"> a. Disaggregated by student groups 2. Stakeholder feedback collected at intervals throughout the year 3. Observational notes from ILT and district office classroom walks. 4. For SWD, the Academic Tool is utilized to determine the

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		4. Summer Literacy Institute 5. Special Education Institute 6. Reading Apprenticeship cohort, targeting secondary content area teachers			degree of implementation of SDI.
The percentage of students in Kindergarten through Grade 2 on grade level, as measured by end of year DIBELS composite scores will increase by 20%.	Schools implement coherent, rigorous, standards-based curricula with a focus on Kindergarten through grade two. Schools implement a comprehensive framework for literacy instruction, including the implementation of Foundations, City Schools' explicit phonics curriculum, with fidelity.	K-2 teachers will become informed and knowledgeable about the what, why, and how of scientifically based reading instruction through professional development and ongoing supports, including: <ol style="list-style-type: none"> 1. A cohort for LETRS (Language Essentials for Teachers of Reading and Spelling) 2. Systemic professional development for teachers in leveraging Geodes-knowledge-building decodable readers that bridge Foundations and Wit & Wisdom, during literacy instruction which includes a focus on specially designed instruction (SDI) for students with disabilities. 	Yearlong, with monthly checkpoints aligned to each professional learning event	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Schools and district office staff adjust implementation efforts based on multiple data sources, including: <ol style="list-style-type: none"> 1. Student achievement data on curriculum-based assessments 2. Stakeholder feedback collected at intervals throughout the year 3. Observational notes from ILT and district office classroom walks. City Schools' will conduct benchmark data reviews in conjunction with our partners at Amplify Education to review progress on DIBELS at appropriate intervals. This will include data

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		<p>3. Online content and best practice learning (Navigating Academic Planning) aligned to core instruction for all components of the instructional block, including the foundational skills portion.</p> <p>4. The development of Academic Planning Facilitators' knowledge around appropriate Foundations and small group implementation, specifically the development of the tools for appropriate implementation, support plans for coaching teachers with Foundations and small group instruction</p> <p>Principals will engage in a series of aligned professional learning to deepen their knowledge of early literacy, strategic alignment of resources, and development in support of appropriate implementation of foundational skills.</p>			<p>prepared for district office and schools with actionable items.</p>

Mathematics

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
<p>Nineteen percent (19%) of students will meet or exceed the expectation for academic achievement in mathematics, an increase of 5% from 2017-2018.</p>	<p>Schools implement coherent, rigorous, standards-based curricula in pre-k to 12th grade Mathematics courses.</p>	<p>Expand access to algebra 1 middle grades through the Algebra 1 Access for All strategy. This strategy includes:</p> <ul style="list-style-type: none"> • Five days of professional learning to provide teachers opportunities to plan and prepare to teach honors grade 6 and 7 courses. • Monthly professional development sessions that will help teachers employ engaging, research-based pedagogical practices. • Partner with Stevenson University to help honors middle school teachers develop the content and pedagogical knowledge to earn a secondary mathematics endorsement. This will enable the teachers to teach Algebra 1 to our middle school students. 	<p>Ongoing</p>	<p> <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other <i>(list funding source)</i> </p>	<p>We will be examining student quarterly math assessment data. Assessment data will be disaggregated by student group. Teachers and school leaders are expected to complete feedback surveys at the end of each professional development opportunity. The data will be organized and analyzed to determine how to best meet the varied needs of schools across the district. We will also examine PRAXIS scores to determine the effectiveness of the professional learning that takes place through the partnership with Stevenson University.</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		<p>Expand Access to Algebra 1 in Middle Grades (Engineers of the Future) This strategy includes:</p> <ul style="list-style-type: none"> • Offer a summer STEM program to rising 6th, 7th, and 8th grade students at K-8 schools that do not offer Algebra 1. • Implement Virtual Algebra 1 to rising 8th grades students who successfully participate in the summer program during school year 2019-2020. 	July 2019- June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other <i>(Competitively Awarded Grant)</i>	<p>We will examine the formative and summative assessment data gathered throughout the summer program.</p> <p>Data will be collected through learning walks.</p> <p>We will be examining quarterly assessment data and MCAP math scores to determine the effectiveness of the Virtual Algebra 1 course.</p>
		<p>Create and maintain cycles for evaluating and revising math resources, curriculum, assessments, and professional development to ensure that resources support all individuals for meeting grade appropriate and job specific standards for all students and teachers across the continuum of need.</p>	September 2019- June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA	<p>Feedback gathered from students, teachers, school leaders, and community members will be organized and analyzed to determine the effectiveness of the math resources that have been developed. Gathering feedback from a variety of stakeholders ensures that all questions and</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		<ul style="list-style-type: none"> • Surveys will be sent out to teachers after each quarterly interim assessment to garner feedback. • Hold focus groups feedback sessions to gather feedback from teachers and school leaders. • Collaborate with the Office of Family and Community Engagement to create and facilitate sessions that permit us to gather feedback from families and community stakeholders. 		<input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	<p>concerns can be heard and addressed.</p>
		<p>The math team will conduct a deep study of 2-3 schools through SY19-20 to identify best practices and learn ways to better support schools based on their individual needs.</p>	<p>August 2019-June 2020</p>	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento	<p>Schools were selected because student performance data demonstrates that the school is showing signs of helping student groups demonstrate proficiency. During SY19-20, data from learning walks and math assessments will be analyzed. Promising practices will be shared across the district to help all schools adopt practices that will help all students achieve</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	mastery of math content standards.
		The math team, in collaboration with ACLs and ILEDs, will conduct learning walks using a common protocol to identify trends across schools based on implementation of Eureka Math.	August 2019-June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Data from the learning walks will be collected, organized, and analyzed.
	Provide differentiated professional development to respond to the	Great Minds math content experts will provide differentiated professional development for math teachers. One track will support	June 2019 and October 2019	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL	Participants will complete feedback surveys to assess the effectiveness of the professional learning sessions. This data will be used to

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
	diverse learning needs of educators and leaders throughout Baltimore City Public Schools.	new teachers and another track will support continuing teachers.		<input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	determine future professional development offerings.
		Provide ongoing professional development sessions to deepen teachers' knowledge of content standards that includes: Addition & Subtraction Progression (K-2), Fraction Progression (3-5), Ratios and Proportional Reasoning (6-8) and Content Standards that Appear in Algebra 1 & Algebra 2 Progression (9-12). Content is inclusive of a focus on specially designed instruction based on high-leverage practices across the continuum of learners.	August 2019, October 2019, January 2020, and March 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Participants will complete feedback surveys to assess the effectiveness of the professional learning sessions. This data will be used to determine future professional development offerings.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		Partner with Leading Educators to align coaching and content development around middle school math.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other <i>(Competitively awarded grant from the Bill and Melinda Gates Foundation)</i>	Participants will complete feedback surveys to assess the effectiveness of the professional learning sessions. This data will be used to determine future professional development offerings.
		Partner with University of Maryland Baltimore County to provide site-based professional development every two weeks for teachers and school leaders focused on math learning in elementary and middle grades.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant	Participants will complete feedback surveys to assess the effectiveness of the professional learning sessions. This data will be used to determine future professional development offerings.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
				<input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	
		<p>Provide professional development for school leaders designed to help leaders develop strategies to support and coach teachers, as well as analyze data through an equity lens.</p>	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	<p>Participants will complete feedback surveys to assess the effectiveness of the professional learning sessions. This data will be used to determine future professional development offerings.</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		Provide monthly professional development for math lead teachers around coaching, planning, and preparing for weekly math academic planning meetings. Content is inclusive of a focus on specially designed instruction to support teachers with planning for SWDs.	September 2019- June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Participants will complete feedback surveys to assess the effectiveness of the professional learning sessions. This data will be used to determine future professional development offerings.
		Administer quarterly online assessments to all students taking math courses aligned to K-11 Eureka math, College Readiness Math, Probability & Statistics, and Pre-Calculus, as well as honors courses where applicable.	November 2019, January 2020, April 2020, and June 2020.	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento	Math interim data will be collected, organized and analyzed. The data will be disaggregated to determine the level of proficiency across student groups.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	
		Engage in quarterly data cycles to analyze data and make informed decisions to meet the needs of all learners.	November 2019, January 2020, April 2020, and June 2020.	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Schools will develop action plans based on the analysis of quarterly math interim assessments. Teachers will reassess standards that students have yet to master. The reassessment data will be used to determine the effectiveness of the actions outlined in the plan.
		Partner with Achievement Network to provide coaching support at specific schools. Coaches will provide professional development that assists school teams with data		<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL	Math team members will participate in coaching sessions. Feedback will be gathered from school teams to determine the effectiveness of the ANet coaching

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		analysis, instructional walks, and teacher planning.		<input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	sessions. Additionally, math interim assessment data will be analyzed to determine the impact of coaching on student performance.

Area of Focus #2: Academic Growth in English Language Arts & Mathematics

2. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

- a. Description.** Describe **Area of Focus #2** and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the areas of focus (**up to 1,000 character**).

City Schools acknowledges the academic growth gap in both English Language Arts and Mathematics across student sub-groups – particularly for scholars of color and those with disabilities. As per City Schools Equity Policy (pg 64) standards support academic growth with an equity lens by:

- **Honoring Culture, Experiences, & Humanity of Students, Families, & Community.**
- **Ensuring Access & Representation in Academic Programming**
- **Building Staff Capacity for Equity-based Teaching & Learning**

Policy alignment to support academic growth is found in the commitment to provide holistic instruction & opportunities to apply learning that is tailored to the assets of student racial, geographic, and socioeconomic realities; alongside equitable access to curriculum & materials which honor those experiences as well as instruction and assessment that is culturally relevant.

Policy also requires specialized programming & support models to create opportunities for historically oppressed learners.

Finally, policy requires the disaggregation of data to analyze trends, identify gaps, and develop racial equity priorities to ensure the growth gap narrows.

- b. Analysis.** To support student achievement, provide an interpretation or justification for data used to identify this need. (**up to 1,000 characters**).

The district reviewed median student growth percentile data on state tests in math and ELA to examine disparities in growth across each student group. We found that all groups are not showing high or very high growth. Our Black and/or economically disadvantaged students,

who make up the majority of the district's population, are experiencing growth similar to the overall district median. Achieving the district-wide goal of improving median student growth percentile across all schools above 50 would inherently improve the median SGP of all student groups as well.

For example, the district's median SGP for PARCC ELA 3 through 5 is 44 across all students. For the black student group, the median SGP is 43, for economically disadvantaged students it is 42, and for students with disabilities it is 31. Median SGP is similar for PARCC math 3 through 5 results. The district-wide median SGP is 44. For the black student group the median is 42, for economically disadvantaged students the median is 42, and for students with disabilities it is 31. The figures for grades 6 through 8 are comparable.

- c. **Identify** the root cause (s) for area of focus #2 and describe how you intend to address them (*up to 1,000 characters*).

As is this case with student achievement, City Schools cannot adequately address student growth without acknowledging 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 racial inequity and the concentration of poverty in which many of our students live has an immeasurable impact on academic outcomes.

All of our goals, objectives, and strategies are designed with the understanding that our students face significant societal hurdles that are beyond the control and scope of the school system. We strive to ensure that all students have access to the highest quality education and are enabled to reach their enormous potential. This includes a focus on differentiated professional development to meet the needs of all educators and ensuring all schools have equal access to high-quality curriculum and instructional materials.

Area of Focus #2: Student Growth In English Language Arts (ELA) And Math (Chart)

English Language Arts (ELA)

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
The district will achieve a median student growth percentile of above 50 on PARCC ELA.	Identify Literacy Intensive Learning Sites that will receive a Blueprint Literacy Coach who will focus deeply on the literacy practices of teachers, with the goal of lifting all student achievement in literacy	Identify highly-qualified Blueprint Literacy Coaches and match them with the Literacy ILS schools Blueprint Literacy Coaches spend four days a week in their respective ILS providing job-embedded professional development to teachers through curriculum-based cycles of coaching Development of Blueprint Literacy Coaches content and coaching knowledge through weekly professional development with Blueprint Literacy Coordinator, coaching partner, New Teacher Center, and curriculum partner, Great Minds	Yearlong, with monthly checkpoints aligned to each professional learning event	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Schools and district office adjust implementation efforts based on multiple data sources, including: Student achievement data on curriculum-based assessments Stakeholder feedback collected at intervals throughout the year Observational notes from ILT and district office classroom walks. For SWD, the Academic Tool is utilized to determine the degree of implementation of SDI.
	Thoughtfully and purposefully engage Literacy Intensive Learning Sites in	Continue to provide targeted supports and personalized professional development to	Yearlong, with monthly checkpoints aligned to each	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A	Schools and district office adjust implementation efforts based on multiple data sources, including:

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
	<p>professional learning experiences throughout the course of the year.</p>	<p>school-based Literacy Coaches at all ILS sites. Building Blueprint Literacy Coach capacity specifically around SDI. Implement a Secondary Literacy Improvement Community (BSLIC) to leverage Improvement Science with ILS schools Engage select Literacy ILS schools in Wit & Wisdom Spotlight school visits, providing targeted support in curriculum implementation.</p>	<p>professional learning event</p>	<p><input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)</p>	<p>Student achievement data on curriculum-based assessments Stakeholder feedback collected at intervals throughout the year Observational notes from ILT and district office classroom walks. For SWD, the Academic Tool is utilized to determine the degree of implementation of SDI.</p>
	<p>Teachers use the UDL Framework for all students and through data differentiate instruction to meet the needs of all learners.</p>	<p>Targeted evidence-based interventions are determined through regular review of data. Professional learning to build capacity of UDL and SDI planning and implementation to support the Continuum of Learners.</p>	<p>Yearlong, with monthly checkpoints aligned to each professional learning event</p>	<p><input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)</p>	<p>Schools and district office adjust implementation efforts based on multiple data sources, including: Student achievement data on curriculum-based assessments Stakeholder feedback collected at intervals throughout the year Observational notes from ILT and district office classroom walks. For SWD, the Academic Tool is utilized to determine the degree of implementation of SDI.</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
	<p>Schools implement coherent, rigorous, standards-based curricula in pre-k to 12th grade English language arts and in literacy across each and every content area</p>	<p>Implement a coordinated professional learning strategy with a multi-prong, cyclical approach. This includes the following opportunities: Systemic professional learning for teachers and school leaders directly aligned to curriculum, intellectual preparation, and response to student needs. Differentiated sessions are offered with a focus on specially designed instruction (SDI) for students with disabilities. Online content and best practice learning (Navigating Academic Planning) Content of additional modules support the Continuum of Learners School based content and coaching touchpoints (Academic Planning Facilitators) Year Long professional learning with a focus on SDI Summer Literacy Institute Special Education Institute</p>	<p>Yearlong, with monthly checkpoints aligned to each professional learning event</p>	<p><input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)</p>	<p>Every school’s Instructional Leadership Team (ILT) sets clear expectations for implementation literacy instructional that reflected in school improvement plans and individual student learning objectives for all staff. Schools and district office adjust implementation efforts based on multiple data sources, including: Student achievement data on curriculum-based assessments Disaggregated by student groups Stakeholder feedback collected at intervals throughout the year Observational notes from ILT and district office classroom walks. For SWD the Academic Tool is utilized to determine the degree of implementation of SDI.</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		Reading Apprenticeship cohort, targeting secondary content area teachers			
The percentage of students in Kindergarten through Grade 2 on grade level, as measured by end of year DIBELS composite scores will increase by 20%.	<p>Schools implement coherent, rigorous, standards-based curricula with a focus on Kindergarten through grade two.</p> <p>Schools implement a comprehensive framework for literacy instruction, including the implementation of Foundations, City Schools' explicit phonics curriculum, with fidelity.</p>	<p>K-2 teachers will become informed and knowledgeable about the what, why, and how of scientifically based reading instruction through professional development and ongoing supports, including:</p> <p>A cohort for LETRS (Language Essentials for Teachers of Reading and Spelling)</p> <p>Systemic professional development for teachers in leveraging Geodes- knowledge-building readable that bridge Foundations and Wit & Wisdom, during literacy instruction which includes a focus on specially designed instruction (SDI) for students with disabilities.</p> <p>Online content and best practice learning (Navigating Academic Planning) aligned to core instruction for all components of the instructional block, including the foundational skills portion.</p>	Yearlong, with monthly checkpoints aligned to each professional learning event	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	<p>Schools and district office adjust implementation efforts based on multiple data sources, including:</p> <p>Student achievement data on curriculum-based assessments</p> <p>Stakeholder feedback collected at intervals throughout the year</p> <p>Observational notes from ILT and district office classroom walks.</p> <p>City Schools' will conduct benchmark data reviews in conjunction with our partners at Amplify Education to review progress on DIBELS at appropriate intervals. This will include data prepared for district office and schools with actionable items.</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		<p>The development of Academic Planning Facilitators' knowledge around appropriate Foundations and small group implementation, specifically the development of the tools for appropriate implementation, support plans for coaching teachers with Foundations and small group instruction</p> <p>Principals will engage in a series of aligned professional learning to deepen their knowledge of early literacy, strategic alignment of resources, and development in support of appropriate implementation of foundational skills.</p> <p>25 schools are providing additional early literacy supports to struggling readers through the Early Literacy Initiatives (ELI) grant.</p>			

Mathematics

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
The district will achieve a median student growth percentile of above 50 on PARCC math.	Teachers will differentiate instruction to meet the needs of all learners.	Create and maintain cycles for evaluating and revising math resources, curriculum, assessments, and professional development to ensure that resources support all individuals for meeting grade appropriate and job specific standards for all students and teachers across the continuum of need.	August 2019- June 2020	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	Feedback gathered from students, teachers, school leaders, and community members will be organized and analyzed to determine the effectiveness of the math resources that have been developed. Gathering feedback from a variety of stakeholders ensures that all questions and concerns can be heard and addressed. Additionally, the district math team will analyze math assessment data to determine resources that need to be developed to help improve student proficiency across student groups.
		Great Minds math content experts will provide differentiated professional development for math teachers. One track will support new teachers, and another track will support continuing teachers.	June 2019 & October 2019	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS	Participants will complete feedback surveys to assess the effectiveness of the professional learning sessions. This data will be used to determine future professional development offerings.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
				<input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	
		Provide ongoing professional development sessions to deepen teachers' knowledge of content standards and effective pedagogical structures. Content is inclusive of a focus on specially designed instruction to support teachers with planning for SWDs.	August 2019, October 2019, January 2020, and March 2020.	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Participants will complete feedback surveys to assess the effectiveness of the professional learning sessions. This data will be used to determine future professional development offerings.
		Engage in quarterly data cycles to analyze data and make informed decisions to		<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG	Schools will develop action plans based on the analysis of quarterly math interim assessments. Teachers will reassess standards that students have yet to master. The reassessment data will

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		meet the needs of all learners.		<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other	be used to determine the effectiveness of the actions outlined in the plan.
		Partner with Achievement Network to provide coaching support at specific schools. Coaches will provide professional development that assists school teams with data analysis, instructional walks, and teacher planning.		<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Math team members will participate in coaching sessions. Feedback will be gathered from school teams to determine the effectiveness of the ANet coaching sessions. Additionally, math interim assessment data will be analyzed to determine the impact of coaching on student performance

Area of Focus #3: School Quality and Student Success

3. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

- a. Description.** Describe **Area of Focus #3** and how it aligns with your LSS educational equity policy (*up to 1,000 characters*).

City Schools acknowledges the challenges in its School Quality and Student Success indicators, particularly related to access to a well-rounded curriculum, chronic absenteeism, and disproportionate disciplinary action, for students of color. As per City Schools Equity Policy (pg 64) standards support school quality and student success with an equity lens by:

- **Honoring Culture, Experiences, & Humanity of Students, Families, & Community.**
- **Ensuring Access & Representation in Academic Programming**
- **Building Staff Capacity for Equity-based Teaching & Learning**

Policy alignment to support school quality and student success is found in the commitment to the social & emotional learning needs of students and families in guiding the selection, implementation, and monitoring of solutions to create safe, inclusive school climates.

Further, policy demands that budgets, schedules, and staff structures reflect a robust academic experience for students beyond core content areas.

Finally, policy requires the disaggregation of data to analyze trends, identify gaps, and develop racial equity priorities to ensure the growth gap narrows.

- b. Analysis.** To support student achievement, describe the rationale for selecting the areas of focus (*up to 1,000 characters*).

City Schools' attendance rate for pre-k - 12th grade decreased from 87.3% in SY17-18 to 86.9% in SY18-19 and is below the state-wide rate of 94%. City Schools' habitually truant rate increased from 15.6% in SY17-18 to 16.8% in SY18-19. City Schools' not chronically absent rate decreased from 59.6% in SY17-18 to 58.2% in SY18-19.

Disaggregated data from SY18/19 reflects disparities in attendance and chronic absenteeism:

- 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.
- Just over 50% of students identified as economically disadvantaged were chronically absent in SY18-19.
- The attendance rate among students with disabilities was 3 points lower than their general education peers (84.6 compared to 87.8). Among SWD, 50% were moderately to severely chronically absent in SY18-19.

Part of combating attendance challenges is providing an engaging well-rounded curriculum for students. As per the MD Report Card, all secondary City Schools are struggling to provide core courses in ELA, math, science, and social studies.

- c. **Identify** the root cause (s) for area of focus #3 and describe how you intend to address them (*up to 1,000 characters*).

The root causes of chronic absenteeism among City Schools' students varied. They include:

- Concerns about student safety
- Poor school climate
- Lack of positive relationships at school
- Lack of access to and engagement in core academic courses
- Lack of extracurricular programming
- Behavioral and disciplinary issues that lead to disengagement
- Personal and family challenges related to physical and mental health, financial hardship, homelessness, child/elder care, etc.

City Schools will address these issues by:

- Cultivating safe, welcoming, and joyful learning environments through the integration of social-emotional learning, restorative practices, and climate improvement goals;
- Increasing students' access to emotional and mental health supports;
- Strengthening the capacity of schools to analyze school/student data and offer tiered supports;
- Analyzing attendance data at the district level monthly and instituting appropriate responses;
- Increasing access to enriching in-school and after-school programming.

Area of Focus #3: School Quality & Student Success (Chart).

Chronic Absenteeism

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
<p>City Schools’ percent of students not chronically absent will increase from 58.2% in SY 18-19 to 65% in SY 19-20.</p>	<p>Improve school climate and support deepening social-emotional (SEL) competencies in 56 schools designated as Student Wholeness Intensive Learning Sites.</p>	<p>Provide professional learning to all staff in each site in SEL and/or Restorative Practices.</p>	<p>SY 19-20</p>	<p><input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> Other (list funding source)</p>	<p>We will assess the quality of each session through a survey of participants.</p> <p>Learning outcomes over time will be evaluated through surveys, focus groups, and interviews conducted in partnership with Hanover Research (for SEL outcomes) and Johns Hopkins University (for RP outcomes). When possible, feedback responses from students will be disaggregated by student sub-groups.</p>
		<p>Support the equipping and smooth functioning of “student wholeness rooms” in 41 intensive learning sites to provide students with a safe, calming space.</p>	<p>SY 19-20</p>		<p>We will track and analyze monthly as well as BoY/MoY/EoY data on wholeness room usage. In partnership with Hanover Research, we will also gather evaluation data on student, staff, and family perceptions of the wholeness room. When possible, feedback responses from students will be disaggregated by student sub-groups.</p>
		<p>Provide training, support, and supervision to 41 Student Wholeness Specialists, who provide</p>	<p>SY 19-20</p>		<p>We will track and analyze monthly as well as BoY/MoY/EoY data on wholeness specialists’ activities. In partnership with Hanover Research, we will also gather evaluation data on student, staff, and</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		social and emotional support to students on a daily basis.			family perceptions of the work of the wholeness specialists. When possible, feedback responses from students will be disaggregated by student sub-groups.
		Support each school in developing and implementing a “Schoolwide Wholeness Plan” that sets clear goals for integrating SEL/RP throughout the culture and practice of the school.	SY 19-20		Utilize CASEL’s Schoolwide SEL rubric and each school’s Wholeness Plan to assess progress against their goals and benchmarks.
		Support the learning of school teams in Student Wholeness intensive learning sites by sponsoring cross-school and cross-district learning visits and Professional Learning Communities.	SY 19-20		Conduct surveys immediately after visits/PLC sessions and include questions on the value of visits and PLCs and their impact on adult learning/practice in Hanover Research evaluation surveys, focus groups, and interviews.
	Increase the capacity of schools to support social-emotional learning and positive culture and climate district-wide.	Provide professional development for school leaders and instructional content leads on the integration of SEL into academics.	Fall 2019 and Spring 2020, ongoing		Collect feedback on PD through post-PD surveys. Gauge application of learning in classroom practice through schoolwide learning walks.
		Provide SEL development embedded in the PK-2 Early literacy development work In alignment	Summer 2019 and SY 19-20		Collect feedback on PD through post-PD surveys.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		with the early literacy strategy focused the science of learning.			Gauge application of learning in classroom practice through schoolwide learning walks and classroom observation.
		Conduct two climate walks per year in each school and support schools in setting/achieving 2-3 climate goals.	SY 19-20		Examination of climate walk results to identify trends within and across schools.
		Provide at least one full-time social worker in each school to support student social and emotional learning skills through group sessions, one-on-one consultations, and informal relationship building groups with students as well as connectivity to social supports for students and families.	SY 19-20		Reviewing case load and family support data alongside student self-report around culture and climate and social emotional well-being.
	Improve attendance rates through a focus on decreasing suspensions in targeted schools and	Focus on a sub-set of schools identified as disproportionately suspending black students with disabilities and leverage the CCEIS funding associated with such disproportionality to provide culture	SY 19-20, ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant	CCEIS program evaluation will focus on suspension data across the 16 identified CCEIS schools. Data will be disaggregated by student sub-group, with a particular focus on suspension data for SWD by disability type.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
	at targeted grade levels	<p>and climate supports in those targeted sites.</p> <p>Supports in these sites focus on social and emotional supports and programs, attendance monitoring, home visits, support and professional development for school staff.</p> <p>Providing aids for Pre-K -2 population to support limiting incidence of suspension. 4 aids are available to go into schools to meet with students for up to a month to ensure alignment of supports to prevent suspension.</p>		<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA – Pass through CEIS <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Evaluation on pre-k – 2 suspensions will assess impact of services on suspension and attendance rates disaggregated by student subgroup.
	Improve school-based supports which promote student attendance by understanding, addressing, and removing barriers to attendance.	<p>Expanding access to social workers. Provide at least one full-time social worker in each school to support students with chronic absence through home visits and ongoing support as well as connectivity to social supports for students and families.</p> <p>Provide development opportunities to school-based social worker</p>	SY 19-20	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA	<p>Reviewing case load and family support data alongside student attendance disaggregated by student sub-group.</p> <p>Request feedback from professional learning opportunities to gauge perceived usefulness and potential for improvement of practice.</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		during systemic professional learning days to deepen practice generally and as it pertains to strategies focused on student absence		<input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	
	<p>Improve school-based supports which promote student attendance by understanding, addressing, and removing barriers to attendance.</p> <p>Improve district-level and citywide analysis of and coordination around attendance and chronic absenteeism.</p>	Provide homeless students with transportation to school of origin, tutoring service in shelters, vouchers for clothing to remove barriers to attendance.	SY 19-20, ongoing	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	Ensure collection of student data on participant attendance disaggregated by student sub-group to ensure program effectiveness and implementation impact
		Provide increased access to mental, physical, emotional health and	SY 19-20, ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG	Examine data MoY and EoY on referrals to ESMH clinicians. Evaluation will look at impact on attendance and referrals.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		<p>substance abuse professionals, through</p> <ul style="list-style-type: none"> - Expanded School Mental Health Program. - Implementation of substance abuse programs in 15 schools - Free dental care to all students in all schools with permission - Free vision screening and eye care through The Vision for Baltimore program to ensure all students, with permission, have access to eye exams and glasses as needed. - Chronic Health Impaired Program (CHIP) for students who are intermittently absent due to a medical condition and provides instruction for students on the day(s) they will be absent. - Services for pregnant & parenting teens which allows for services during pregnancy and during child rearing to ensure services, maintain 		<ul style="list-style-type: none"> <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (Medicaid, Grant-Making Partners for Vision for Baltimore) 	<p>Collecting data on student participants across various health services programming to assess impact on attendance, suspension, academic performance, and school completion. Participant data will be disaggregated by student sub-group.</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
		attendance, and prevent drop out.			
		Conduct monthly meetings of inter-office attendance working group and quarterly meetings of inter-agency attendance group to examine data, identify areas for improvement, and coordinate activities and supports to schools and students.	Ongoing	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other <i>(list funding source)</i>	<p>Conduct end-of-meeting feedback check-ins and semi-annual surveys to assess success of both working groups.</p> <p>School attendance data will be examined at the district level on a monthly basis to assess improvement and identify schools in need of increased support. Each school will also be encouraged to examine their own data on a monthly basis.</p>
	Increase access to enrichment and extracurricular opportunities.	Conduct a pilot project to assist two clusters of 2-3 schools in increasing enrichment and extracurricular opportunities for their students, based on student input and interest—schools to be selected based on equity and resource mapping.	Spring 2020	<input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS	Conduct pre- and post-surveys, focus groups, and interviews with students, staff, and families to determine needs, interests, and effectiveness of the pilot in meeting those needs and interests.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
	Increase access to enrichment and extracurricular opportunities.	City Schools is leveraging grant and local funding to support one new district office FTEs focused on the design, coordination, and implementation of the district Enrichment Strategy. The Enrichment Specialist will engage with schools and central offices to map current enrichment activities, identify gaps in types of activities as well as gaps in location, cost, accessibility, etc. Staff will also support the development of partnerships and programs to increase enrichment opportunities across the city addressing gaps in access, participation, and quality.	SY 19-20, ongoing	<input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (list funding source)	City Schools will develop a map of existing enrichment activities across all schools and neighborhoods. City Schools will assess gaps in access to enrichment opportunities across communities and student subgroups.
Increase 9th Grade Average Attendance by 10 Percentage Points or Maintain 90% Attendance Rate	As part of the 9 th grade on-track to graduate initiative work in City Schools, students in grades 6, 8, 9 & 12 will have a plan aligned with their interests and current performance in relation to either	<p>Meet with students 2 – 3 times per year to develop and track progress aligned to student plans.</p> <p>For 6th & 8th graders plans and conversations would focus on High School choice, ensuring students make the most promising choices for their interests and career goals.</p>	SY 19-20 and beyond	<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA	<p>City Schools will continue to monitor early warning indicators and on-track to graduate dashboard to identify students at risk of getting off track academically. One such indicator focuses on attendance and chronic absenteeism.</p> <p>City Schools will disaggregate these data points by student sub-groups to ensure support across sub-groups.</p>

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.
	school choice or career aspirations.	<p>For 9th & 12th graders the focus is on career interests and post-secondary opportunities tied to career interests.</p> <p>Students in grades 9-12 will participate in a career-aligned, quality work-based learning experience.</p>		<input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> Other (<i>list funding source</i>)	

Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) Schools, and SIG IV Schools

Please provide responses to address schools with areas of identification

1. Comprehensive Support and Improvement (CSI) Schools.

- a. For school systems with CSI schools, as a school system how are you supporting your schools identified for low achievement? *(up to 1,000 characters).*

City Schools will leverage the results of the “to-be-released” Root Cause Analysis (RCA), alongside a district level review of data sources, to identify the key areas of focus for each of the CSI schools. Work within schools will align both with the work in the Strategic Plan areas of focus as well as the 4 Domains of Rapid School Improvement.

- b. How are you supporting your schools identified for low graduation rate? *(up to 1,000 characters).*

City Schools has designed and implemented a new initiative known as the *9th Grade On-Track for Graduation 2023 (OTFG2023)*. While this initiative is reaching all schools, CSI schools are required to engage in the initiative.

OTFG 2023 requires each CSI school to develop a detailed plan to increase students on time graduation/college and career readiness by focusing on supporting 9th grade students’ transition year to high school. Through the deeply focused analyzation of school level 9th grade data and through the needs assessment, and root causes analysis processes, schools will develop research-based actions for SY 19/20 and plan next steps to promote high-quality teaching, learning, and robust content literacy in every classroom.

Implementation for Year I includes:

- Identification of OTFG Lead
- Establishment 9th grade teacher and leadership team.
- Individual academic plans for each student
- Quarterly student conferences

2. Targeted Support and Improvement (TSI) Schools.

- a. For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools and the area of identification (up to 1,000 characters).

School #	School Name	Sub-Group Identification	Sub-Group Grade
7	Cecil Elementary	Special Education	E
8	City Springs Elementary	Special Education	E
12	Lakeland Elementary/Middle	Special Education	E
16	Johnston Square Elementary	Special Education	E
21	Hilton Elementary	Economically Disadvantaged	E
21	Hilton Elementary	Hispanic/Latino of any race	E
21	Hilton Elementary	Special Education	E
22	George Washington Elementary	Special Education	E
23	Wolfe Street Academy	Special Education	E
27	Commodore John Rogers Elementary	Special Education	E
27	Commodore John Rogers Elementary	Special Education	M
34	Charles Carroll Barrister Elementary	Special Education	E
44	Montebello Elementary	Black or African American	E
44	Montebello Elementary	Economically Disadvantaged	E
44	Montebello Elementary	Special Education	E
44	Montebello Elementary	Special Education	M
51	Waverly Elementary	Economically Disadvantaged	E
51	Waverly Elementary	Special Education	E
51	Waverly Elementary	Special Education	M
53	Margaret Brent Elementary	Special Education	E
53	Margaret Brent Elementary	Special Education	M
55	Hampden	Special Education	E
61	Dorothy I. Height Elementary School	Special Education	E
62	Edgecombe Circle Elementary	Special Education	E
63	Rosemont Elementary	Special Education	E
63	Rosemont Elementary	Special Education	M
66	Mount Royal Elementary/Middle	Economically Disadvantaged	M
66	Mount Royal Elementary/Middle	Special Education	E
66	Mount Royal Elementary/Middle	Special Education	M
73	Sarah M. Roach Elementary	Special Education	E
76	Francis Scott Key Elementary/Middle	Economically Disadvantaged	E
76	Francis Scott Key Elementary/Middle	Special Education	E
81	North Bend Elementary	Special Education	E
81	North Bend Elementary	Special Education	M
83	William Paca Elementary	Black or African American	E
83	William Paca Elementary	Economically Disadvantaged	E
83	William Paca Elementary	Special Education	E
84	Thomas Johnson Elementary	English Learner	M
84	Thomas Johnson Elementary	Special Education	M
87	Windsor Hills Elementary	Black or African American	E
87	Windsor Hills Elementary	Economically Disadvantaged	E
88	Lyndhurst Elementary	Special Education	E
95	Franklin Square Elementary	Special Education	E
95	Franklin Square Elementary	Special Education	M
97	Collington Square Elementary	Special Education	E
97	Collington Square Elementary	Special Education	M
107	Gilmor Elementary	Special Education	E
124	Bay-Brook Elementary	Black or African American	E
124	Bay-Brook Elementary	Economically Disadvantaged	E
124	Bay-Brook Elementary	English Learner	M
124	Bay-Brook Elementary	Special Education	E
124	Bay-Brook Elementary	Special Education	M
134	Walter P. Carter Elementary	Special Education	E
134	Walter P. Carter Elementary	Special Education	M
144	James Mosher Elementary	Special Education	E
150	Mary Ann Winterling Elementary at Bentalou	Special Education	E
164	Arundel Elementary/Middle	Black or African American	E
164	Arundel Elementary/Middle	Economically Disadvantaged	E
164	Arundel Elementary/Middle	Special Education	E
164	Arundel Elementary/Middle	Special Education	M
201	Dickey Hill Elementary/Middle	Special Education	E
201	Dickey Hill Elementary/Middle	Special Education	M
203	Maree Garnett Farring Elementary	Black or African American	M
203	Maree Garnett Farring Elementary	Economically Disadvantaged	M
203	Maree Garnett Farring Elementary	Special Education	M
203	Maree Garnett Farring Elementary	White	M

205	Woodhome Elementary/Middle	Special Education	E
207	Curtis Bay Elementary	Black or African American	E
207	Curtis Bay Elementary	Black or African American	M
207	Curtis Bay Elementary	Economically Disadvantaged	E
207	Curtis Bay Elementary	Hispanic/Latino of any race	E
207	Curtis Bay Elementary	Special Education	E
207	Curtis Bay Elementary	Special Education	M
207	Curtis Bay Elementary	White	E
210	Hazelwood Elementary/Middle	Economically Disadvantaged	E
210	Hazelwood Elementary/Middle	Special Education	E
210	Hazelwood Elementary/Middle	Special Education	M
212	Garrett Heights Elementary	Black or African American	E
212	Garrett Heights Elementary	Economically Disadvantaged	E
212	Garrett Heights Elementary	Economically Disadvantaged	M
212	Garrett Heights Elementary	Special Education	E
213	Govans Elementary	Special Education	E
214	Guilford Elementary/Middle	Black or African American	M
214	Guilford Elementary/Middle	Economically Disadvantaged	M
214	Guilford Elementary/Middle	Special Education	M
215	Highlandtown Elementary #215	Black or African American	E
215	Highlandtown Elementary #215	Special Education	E
217	Belmont Elementary	Special Education	E
220	Morrell Park Elementary/Middle	Special Education	E
220	Morrell Park Elementary/Middle	Special Education	M
221	The Mount Washington School	Special Education	E
221	The Mount Washington School	Special Education	M
225	Westport Academy	Black or African American	E
225	Westport Academy	Economically Disadvantaged	E
225	Westport Academy	Special Education	E
225	Westport Academy	Special Education	M
226	Violetville Elementary/Middle	English Learner	E
226	Violetville Elementary/Middle	English Learner	M
226	Violetville Elementary/Middle	Hispanic/Latino of any race	M
226	Violetville Elementary/Middle	Special Education	E
226	Violetville Elementary/Middle	Special Education	M
228	John Ruhrah Elementary	Special Education	E
228	John Ruhrah Elementary	Special Education	M
229	Holabird Elementary	Special Education	E
229	Holabird Elementary	Special Education	M
229	Holabird Elementary	White	E
231	Brehms Lane Public Charter School	Special Education	E
232	Thomas Jefferson Elementary	Special Education	E
232	Thomas Jefferson Elementary	Special Education	M
233	Roland Park Elementary/Middle	Economically Disadvantaged	E
233	Roland Park Elementary/Middle	Special Education	E
234	Arlington Elementary/Middle	Hispanic/Latino of any race	M
234	Arlington Elementary/Middle	Special Education	E
234	Arlington Elementary/Middle	Special Education	M
235	Glenmount Elementary/Middle	Special Education	E
237	Highlandtown Elementary #237	Special Education	M
237	Highlandtown Elementary #237	White	M
240	Graceland Park/O'Donnel Heights Elementary	Black or African American	M
240	Graceland Park/O'Donnel Heights Elementary	Special Education	M
241	Fallstaff Elementary	Economically Disadvantaged	M
241	Fallstaff Elementary	Special Education	M
243	Armistead Gardens Elementary	Black or African American	E
243	Armistead Gardens Elementary	Black or African American	M
243	Armistead Gardens Elementary	English Learner	E
243	Armistead Gardens Elementary	Special Education	E
243	Armistead Gardens Elementary	Special Education	M
245	Leith Walk Elementary	English Learner	E
245	Leith Walk Elementary	Special Education	E
246	Beechfield Elementary	Black or African American	M
246	Beechfield Elementary	Economically Disadvantaged	M
246	Beechfield Elementary	Special Education	E
246	Beechfield Elementary	Special Education	M
247	Cross Country Elementary	Economically Disadvantaged	E
247	Cross Country Elementary	Special Education	M
248	Sinclair Lane Elementary	Special Education	E
250	Dr. Bernard Harris, Sr. Elementary	Special Education	E
251	Callaway Elementary	Special Education	E
254	Dr. Martin Luther King, Jr. Elementary	Black or African American	E
254	Dr. Martin Luther King, Jr. Elementary	Economically Disadvantaged	E
254	Dr. Martin Luther King, Jr. Elementary	Special Education	E
254	Dr. Martin Luther King, Jr. Elementary	Special Education	M

314	Sharp-Leadenhall Elementary	Economically Disadvantaged	E
326	City Neighbors Charter School	Economically Disadvantaged	E
326	City Neighbors Charter School	Special Education	M
328	Southwest Baltimore Charter School	Special Education	M
328	Southwest Baltimore Charter School	White	E
335	Baltimore International Academy	Special Education	E
336	Baltimore Montessori Public Charter School	Special Education	E
336	Baltimore Montessori Public Charter School	Special Education	M
337	Afya Public Charter School	Special Education	M
345	Joseph C. Briscoe Academy	Black or African American	M
345	Joseph C. Briscoe Academy	Special Education	M
346	City Neighbors Hamilton	Black or African American	E
346	City Neighbors Hamilton	Special Education	E
347	KIPP Academy	Black or African American	E
347	KIPP Academy	Economically Disadvantaged	E
347	KIPP Academy	Special Education	E
347	KIPP Academy	Special Education	M
349	N.A.C.A. Freedom and Democracy Academy II	Black or African American	M
349	N.A.C.A. Freedom and Democracy Academy II	Special Education	M
368	Elmer A. Henderson: Johns Hopkins Partner School	Special Education	E
368	Elmer A. Henderson: Johns Hopkins Partner School	Special Education	M
371	Lillie May Carroll Jackson School	Black or African American	E
375	Baltimore Collegiate School for Boys	Economically Disadvantaged	E
375	Baltimore Collegiate School for Boys	Special Education	E
375	Baltimore Collegiate School for Boys	Special Education	M
376	City Neighbors High School	Economically Disadvantaged	H
376	City Neighbors High School	Special Education	H
376	City Neighbors High School	White	H
377	Green Street Academy	Economically Disadvantaged	M
377	Green Street Academy	Special Education	M
382	Baltimore Design School	Economically Disadvantaged	H
382	Baltimore Design School	Special Education	M
384	Creative City Public Charter School	Economically Disadvantaged	E
384	Creative City Public Charter School	Special Education	E
429	Vivien T. Thomas Medical Arts Academy	Economically Disadvantaged	H
429	Vivien T. Thomas Medical Arts Academy	Special Education	H
432	Coppin Academy	Economically Disadvantaged	H
432	Coppin Academy	Special Education	H
450	Frederick Douglass High	Black or African American	H
450	Frederick Douglass High	Economically Disadvantaged	H
450	Frederick Douglass High	Special Education	H
454	Carver Vocational-Technical High	Special Education	H

- b. Please summarize the local school system’s action plan to support all TSI schools based on the root cause analysis. Describe the process the local school system is using to support TSI schools (*up to 1,000 characters*).

City Schools analysis of its report cards and TSI designated schools highlighted trends in student sub group gaps particularly for student with disabilities, black/African American students, and those who are economically disadvantaged. The strategies identified herein as part of the key areas of focus will be leveraged in our TSI schools. Additionally, City Schools Academic Offices developed a catalog of high-quality, research-based strategies for supporting particular student sub-groups as a guide to schools as they identified and aligned their focus and strategies to meet the needs of student sub-groups identified in their TSI designation.

To support, City Schools Turnaround and Schools offices have provided ongoing technical assistance, including sessions about TSI during the Leadership and CEO Institutes in the summer 2019 as well as one-on-one and school team sessions. These technical assistance meetings focused on TSI identification, timeline and implications, school level data and unpacking the MD Report Card, as well as the process and expectations of TSI schools as defined by the district and state.

- c. How are you supporting TSI schools by their area of identification? (*up to 1,000 characters*).

City Schools will leverage support staff, structures, and tools to support all TSI schools. Among these, each Community Learning Network (CLN) has Academic Content Liaisons and Special Education Liaisons to support academic goals for identified sub-groups.

TSI schools will engage in systemic and Citywide professional development which focuses on academic and social emotional learning goals. As part the district professional development strategy, TSI schools will also participate in academic and culture & climate learning walks within their CLN to support learning and sharing of best practices.

A number of TSI schools are also Intensive Learning Sites (ILS) in both Literacy and Student Wholeness. The focus of these site will aim to go deeper in their learning and leverage the opportunities associated with being an ILS to work toward their TSI goals.

Finally, City Schools staff will provide technical assistance aligned with TSI school goals as documented in the School Performance Plan. Having TSI school goals captured within the SPP allows for central staff to effectively align supports and work with the CLN teams to support school goals.

3. **SIG IV Schools** (*Baltimore City Public Schools*)

- a. Please list identified schools for support and improvement (*up to 1,000 characters*)

Frederick Elementary (Charter)
Harford Heights Elementary (100% Project)
James McHenry Elementary/Middle (100% Project)
Mary E Rodman Elementary (100% Project)
ACCE Middle/High School (100% Project)

- b. Please summarize the local school system's action plan to support these schools (*up to 1, 000 characters*).

The 100% Project Schools are supported through on-going participation using district-wide tools in learning walks looking at culture and instruction. All schools and the community learning network (CLN) team as well as the ILED, monitor discipline and attendance data, as well as iReady and Math indicators. Principals also complete biweekly reflections on their schools' progress.

Frederick Elem Charter School is supported through weekly meeting with the principal to discuss on-going concerns, needs and ideas; twice-monthly attendance at ILT meetings & scheduled retreats; attendance at weekly data reviews; charter presence through BCP coaching staff; support with the Afterschool programming; and attendance at community association meetings.

Centrally funded SIG IV professional development and strategic climate specialists work with school leadership teams to build the capacity of staff members at each school. All schools also have the additional support of the School Turnaround team and Title I office to coordinate strategy in alignment with district focus areas, ensure grant monitoring & compliance, and provide direct support to ILTs throughout the year.

Code of Maryland Regulations (COMAR) Reporting Requirements

Title 13A STATE BOARD OF EDUCATION Subtitle 01 STATE SCHOOL ADMINISTRATION

Chapter 06 Educational Equity

Authority: Education Article, §2-205(c) and (h), Annotated Code of Maryland

.01 Purpose

This is the place holder for the inclusion in the future for the Educational Equity regulation.

COMAR 13A.01.06 Educational Equity (draft regulation)

Educational equity- means that every student has access to the opportunities, resources and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and to view each student's individual characteristics as valuable. The characteristics of each individual student include but are not limited to ability (cognitive, social emotional and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

Baltimore City Public Schools Equity Policy

BOARD OF SCHOOL COMMISSIONERS

Draft 4/16/19

Purpose

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.

We believe the answers are in Baltimore - within our schools, communities, families, and those we choose as partners in this work. As we make this shift, the voices of our students will guide our work to ensure their talents, dreams, and potential are fully maximized.

Definitions

A. Educational equity- every student has access to the opportunities, resources and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and to view each student's individual characteristics as valuable. The characteristics of each individual student include but are not limited to ability (cognitive, social emotional and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

B. Equity lens- any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

C. Racial equity- the result achieved when you can't predict advantage or disadvantage by race.

Policy Standards

To build a generation of young people with the skills, knowledge, and understanding to succeed in college, careers, and community, every City Schools employee and partner operate from and are accountable to the racial equity standards set forth in this policy.

A. Disrupting and Eliminating Systemic Inequities

1. Provide learning experiences for staff to build personal, professional, and organizational capacity on understanding the impact of race on educational equity and inequity. Staff will:
 - a. Explore an understanding of their own racial identity.
 - b. Explore an understanding of the root causes and structural impact of oppression.
 - i. Address the impact on historically oppressed and historically advantaged learners.
 - ii. Address the causes of distrust/mistrust in marginalized communities.
 - iii. Decenter dominant narratives that problematize students of color.
 - c. Explore an understanding of their role in perpetuating or interrupting systemic inequities.
2. Staff use a shared volume of research and vocabulary that strengthens and grounds diverse perspectives.
3. Staff develop capacity to analyze and eliminate policies and practices employed by the district that result in the predictability of systemic inequities: use of assessments, lower academic achievement for students of color; over- identification and representation of students of color in special education; under- identification and representation of students of color in advanced academics; disproportionality in suspension.
4. A communication plan outlines required strategies to engage students, parents, and families as partners in the full educational process (policy development, curriculum selection, etc.)
5. The district prioritizes the allocation of resources (curriculum, facilities, staffing, support services, technology, transportation, etc.) in a manner that ensures historically underserved students and schools get what they need to participate in a world class education.

B. Honoring Culture, Experiences, & Humanity of Students, Families & Community

1. Students receive holistic instruction and opportunities to apply learning that is tailored to the assets of their racial, geographic, and socioeconomic existence/realities.
2. Curriculum and materials must honor the experience, culture and humanity of students absent the traditionally taught dominant framing and narrative.
3. School staff and partners understand the historical context of the intersection of race and other factors on schooling in Baltimore city and the communities surrounding individual schools.
4. School staff and partners ensure that school environments are engaging and responsive to the needs of students of color by including the diverse perspectives of students, families, and communities.
5. The district's communication and instructional strategies facilitates interactions where students and families are welcomed, empowered, and treated as authentic thought partners in the educational process.
6. The social and emotional learning needs of students and families guide the selection, implementation, and monitoring of solutions to create safe, inclusive school climates to include, but not limited to Restorative Practices, Trauma Informed Care, De-escalation strategies, etc.

C. Ensuring Access & Representation in Academic Programming

1. The district ensures equitable access to curricular materials, practices, instruction, and assessment that is and culturally relevant for students of color.
2. Specialized programming and support models will create opportunities for historically oppressed learners to thrive in academic programs.
3. Admissions processes allow for an increase in underrepresented students in advanced academics and schools/programs with selective entrance criteria.
4. Partner organizations are required to develop application processes, scoring, and admissions criteria that reflects the racial demographics of the student population.
5. Budgeting, scheduling, and staffing structures reflect a robust academic experience for students, to include but not limited to: science, social studies, health, art, physical education, extra-curricular activities, etc.
6. Cross curricular conditions for learning allow for collaborative planning, professional learning for teachers, evaluation designed to provide growth opportunities, and access to all curricula.

D. Building Staff Capacity for Equity-based Teaching and Leading

1. School and district staff utilize a set of questions for decision-making that ensures ways of thinking and problem solving through an equity lens.
2. School and district leaders utilize disaggregated data to analyze trends, identify gaps, and develop racial equity priorities for schools and offices.
3. School and district staff at all levels raise issues of inequity and offer solutions to remedy.
4. Purchasing/procurement practices provide access and economic opportunities within communities represented by students of color.
5. The district recruits, hires, develops, and retains racially conscious and linguistically diverse teachers, administrators, and staff whose culture and experiences are reflective of the student population.
6. The district forms and nurtures partnerships with external stakeholders that have a demonstrated commitment to supporting racial educational equity.
7. The district communicates disaggregated systemwide data in a transparent and accessible manner, to all stakeholders and offers a plan to mitigate and address inequities.

Implementation Strategies

A. The CEO is responsible for ensuring that the provisions of the Code of Maryland Regulations (“COMAR”) and applicable federal and state laws are followed.

B. The CEO/designee will operationalize the policy by developing an annual plan for training and programming with a timeline to ensure full implementation.

C. The CEO/designee will develop an Evaluation Plan and Accountability Standards for measuring success, progress monitoring, and ongoing plan for continuous improvement.

Compliance

Each school and district office will develop annual equity priorities aligned with the Blueprint (strategic plan) and outlined in the Annual School Performance Plan.

An Equity Advisory Committee will be established to engage with district staff on progress towards implementation of the policy.

An Report on Equity will be provided to the board annually to ensure implementation of the policy.

COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems (LSSs) shall report the following in their Local ESSA Consolidated Strategic Plan. Use the chart below to provide your responses for 1), 4), 5), and 6) for the 2019-2020 school year.

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 (80th to 89th percentile ability and normed achievement scores in ELA and Mathematics), and Gifted (90th to 99th 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 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 75th 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.

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 80th to 89th percentile on the NNAT3 and then hit at least the 80th percentile on the i-Ready mathematics assessment but below the 90th percentile are then formally identified as Advanced learners. Those Talent Development Kindergarten students who scored at the 90th to 99th percentile on the NNAT3 and then hit at least the 90th 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), PARCC/MCAP scores, PSAT scores, SAT scores, and other normed achievement results. In addition to annual universal screening, 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.

The GAL office works closely with the Special Education office 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 year growth or greater in a year – and requests that schools administer the NNAT3 for any of those student 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 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 grade acceleration which involves the use of the Cognitive Abilities Test (CogAT) in conjunction with normed achievement results in the 90th percentile or greater. On average, the GAL office receives 150 referrals annually and three dozen requests for 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*

*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.

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

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 as a result 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 or Advanced 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 and Advanced learners, 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. More than 120 schools 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.

As these students matriculate into 6th 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 12th 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. Starting this year, 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, while there are only four high schools currently offering the AP Capstone set of courses, City Schools has publicly committed to expanding AP Capstone to all 31 high schools 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 1 percentage point during the 2019-2020 academic year and each year afterward until a minimum identification rate of 10% is reached across the district.

<p>Target Reach an 8% district-wide identification rate by the end of May 2020.</p>	<p>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.</p>	<p>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.</p>
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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 in person and 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 2020 as part of this goal.

Goal: All 112 Title I schools supplied with approved gifted ancillary curricula and resources by the end of the 2019-2020 school year.

Target All 112 Title I schools in the district will receive complete sets of ancillary curricula and approved gifted resources as appropriate for their grade levels. K-5 schools will receive all 23 units of M2/M3 math curricula along with all associated manipulative kits and 3-year digital license access, GAL starter kits containing 81 titles from Prufrock Press including the Jacob’s Ladder and William & Mary math and science units, and 10 copies of each of the 31 titles associated with the K-1 Jacob’s Ladder reading comprehension program. 6-8 schools will receive a modified GAL starter kit containing 30 appropriate titles from Prufrock Press along with National History Day guide books and access to a variety of differentiated learning opportunities including Renzulli Learning, Gifted Exploratory Learning via APEX, APEX Virtual Learning School enrollment, and team registrations for Destination Imagination.

Strategies The GAL office has already provided the aforementioned K-5 resources to 78 schools and has placed orders to equip another 20 schools with these resources. A funding request for the final 14 Title I schools has already been submitted to the Title I office with a preliminary OK given for new funding access in November – pending MSDE approval. The GAL office will pack/organize these resources and arrange for pick-up by the schools. The GAL office will continue to reach out directly to the Title I schools which have grades 6-8, especially those just starting their learning journey of supporting GAL students, to ensure they understand the variety of differentiated learning being offered to their identified students via online learning opportunities to make sure they enroll as many students as would be best served by these options.

Timeline All M2/M3 units will be provided to all Title I schools with K-6 grades by the end of October 2019. All Title I schools will be given grade level appropriate GAL starter kits by the end of December 2019. All Title I schools with K-1 grades will receive 10 copies of each of the 31 ancillary books associated with the K-1 Jacob’s Ladder reading comprehension program. Online and license dependent enrollments will be extended to Title I schools with students in grades 6-8 starting at the beginning of September with a plan to parcel out all licenses by the middle of October to afford students the greatest number of days for participation.

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.

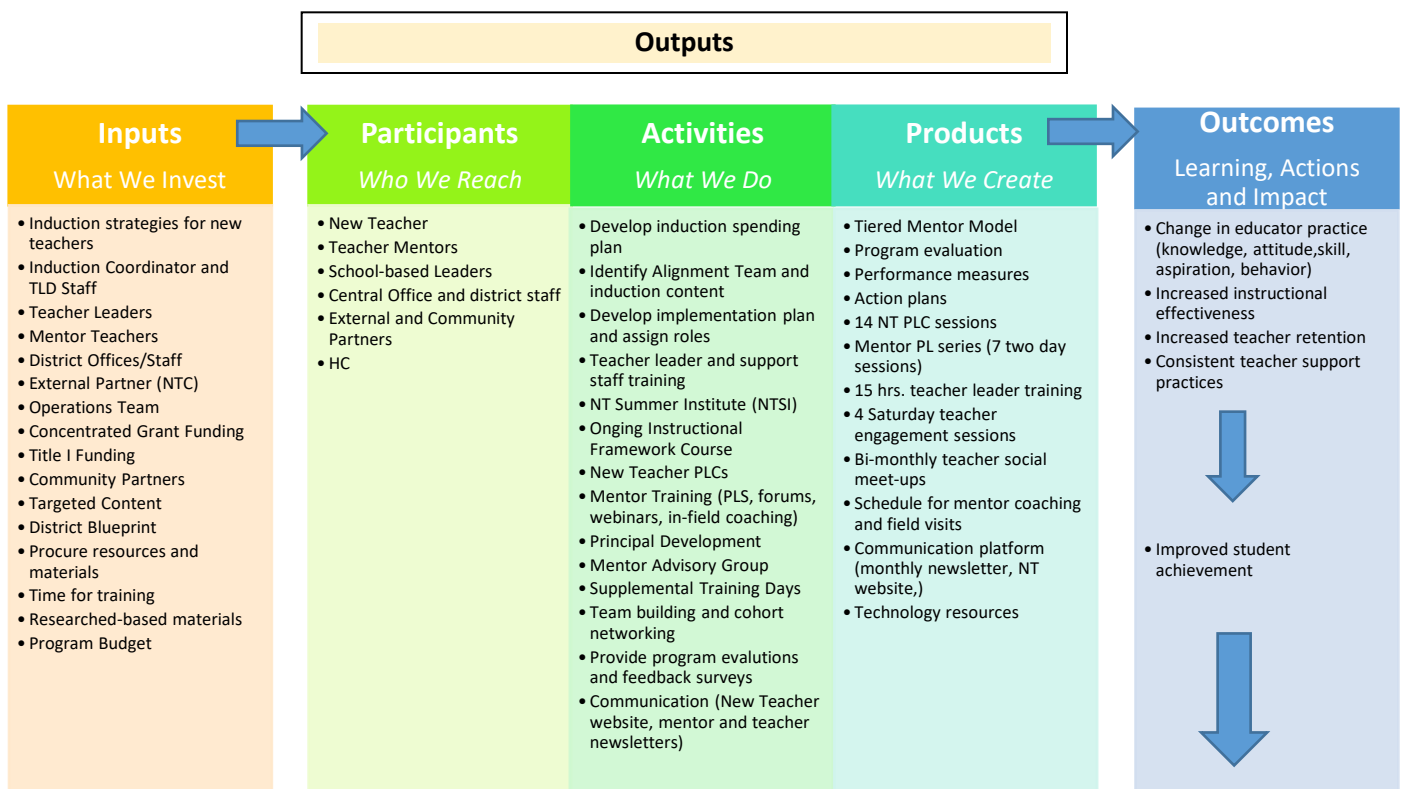
B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

- (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.

City Schools Comprehensive Teacher Induction Program

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.

Induction Program Logic Model



A. Comprehensive Induction Program Description

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 Teacher Leadership Development Team (TLD) 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. 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 called 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 LZ 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

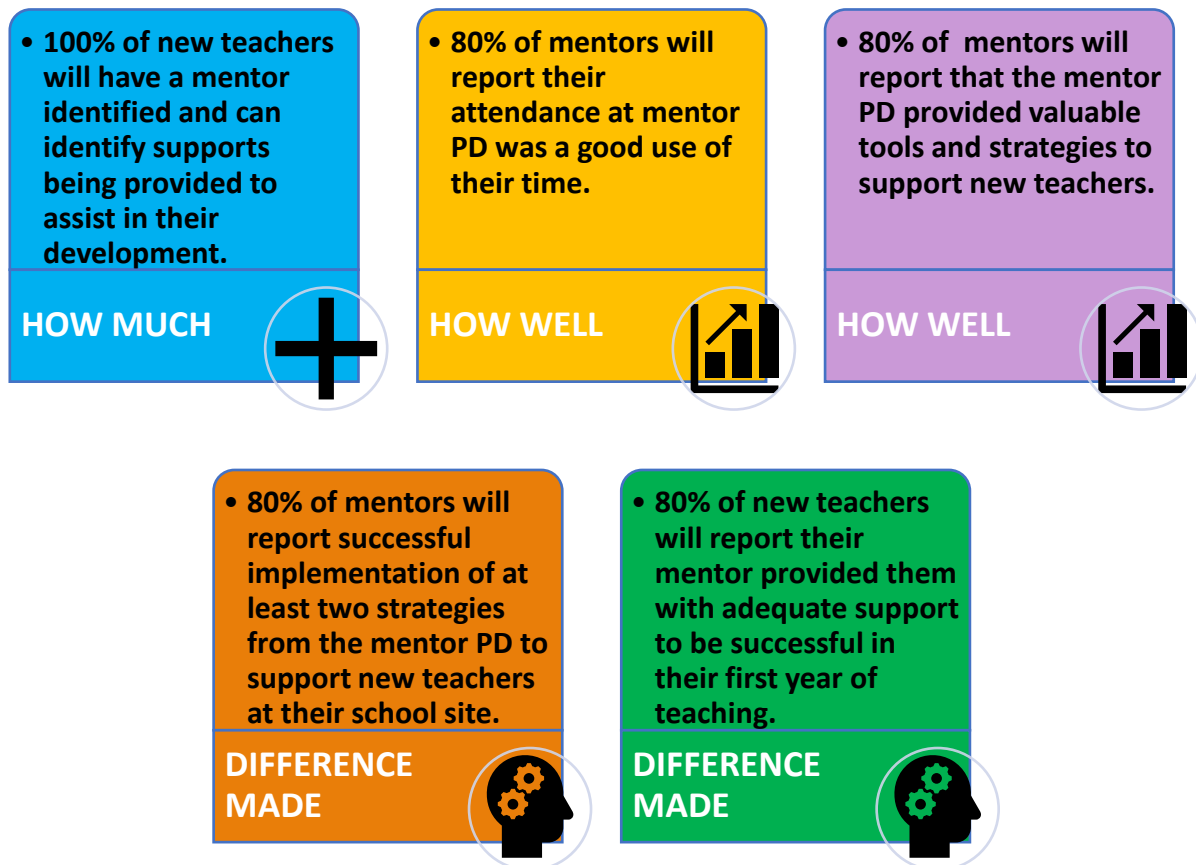
City Schools has a huge need for highly effective site-based mentors who are responsible for accelerating the professional growth and effectiveness of new teachers. The support and coaching provided by mentors increase teacher effectiveness and retention (for both the mentor and new teacher), [teacher 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 Learning Zone (LZ) 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)
		45 hours	60 hours	
		3 AUs	4 AUs	

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.

In 2019-2020 school year we are focusing on program implementation under in three specific categories: “HOW MUCH”, HOW WELL, and DIFFERENCE MADE.”



Appendices

Appendix items are due to MSDE as draft for review on October 15, 2019.

- Appendix A: Content of Title I, Part A Application
- Appendix B: Title I, Part D – Cover Letter Application
- Appendix C: Title I, Part D Application
- Appendix D: Title II, Part A Application
- Appendix E: Title III, Part A Application
- Appendix F: Title IV, Part A Application
- Appendix I: Fine Arts Application
- Appendix J: Equitable Services to Private Schools Under ESSA Section
- Appendix K: Contact Information for MSDE Program Managers
- Appendix L: General Submission Procedures
- Appendix M: Local ESSA Consolidated Strategic Plan Points of Contact

Feedback? Questions? Comments?

Click on the link to provide your thoughts: [Strategic Plan 2019-2020 Feedback Survey](#)

OR Scan the QR code below

