

Local Every Student Succeeds Act (ESSA)
Consolidated Strategic Plan

Baltimore City Public Schools

2021

DRAFT SUBMISSION
October 15, 2021



BALTIMORE CITY

PUBLIC SCHOOLS

2021 Local ESSA Consolidated Strategic Plan

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

Due: October 15, 2021

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 2021 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

Contents

| | |
|---|----|
| Authorization | 4 |
| Background | 4 |
| Local ESSA Consolidated Strategic Plan Planning Team Members | 5 |
| Executive Summary | 7 |
| Introduction | 7 |
| Grounding Principles | 7 |
| Equity and Excellence | 7 |
| Strategic Board Priorities | 8 |
| Blueprint for Success | 9 |
| Student Wholeness | 9 |
| Literacy | 9 |
| Leadership | 10 |
| Reconnect. Restore. Reimagine. City Schools’ Plan for Recovery | 10 |
| Framing the Areas of Focus | 12 |
| Academic Achievement and Growth | 12 |
| School Quality & Student Success | 13 |
| Area of Focus #1: Academic Achievement in English Language Arts & Mathematics | 16 |
| English Language Arts/Reading | 19 |
| Mathematics | 25 |
| Area of Focus #2: Academic Growth in English Language Arts & Mathematics | 35 |
| English Language Arts/Reading | 38 |
| Mathematics | 44 |
| Area of Focus #3: School Quality and Student Success | 47 |
| Chronic Absenteeism | 50 |
| Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) Schools, and SIG IV Schools | 62 |
| Baltimore City Public Schools Equity Policy | 67 |
| COMAR 13A.04.07 Gifted and Talented Education | 72 |
| Comprehensive Teacher Induction Program | 79 |

Local ESSA Consolidated Strategic Plan

Authorization

The following authorize the 2021 Local ESSA Consolidated Strategic Plan:

- 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 2021 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 transitioned to the Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems were required to submit a plan to improve outcomes for all students. The plan included 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 addressed 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 2020 and 2021 local academic and non-academic data, and 2021 reading and mathematics state assessment data.

Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system’s 2021 Local ESSA Consolidated Strategic Plan planning team. The planning team must include representation from the Educational Equity Office. Please include affiliation or title where applicable.

| Name | Affiliation/Title |
|--------------------------|--|
| Bailey, Joshua | Office of Teaching & Learning/Director - Operations |
| Brooks, Dr. Debra | Office of Special Education/ Executive Director – Special Education |
| Daka Mulwanda, Chitamawe | Chief Executive Office/ Manager – Equity |
| Dent, Monique | Office of Teaching & Learning/Director – Literacy, Language and Culture |
| Durant, Dr. Tracey L | Chief Executive Office/ Executive Director – Equity |
| Fink, Louise | Office of Student Wholeness/ Director – Home & Hospital |
| Heller, Daniel | Office of College & Career Readiness/ Manager - CCR |
| Hines, Lori | Office of Student Wholeness/ Director – Climate and Attendance |
| Hoffman, Kim | Office of Data Monitoring and Compliance/ Director |
| Korch, Brooke | Office of Teaching & Learning/Coordinator - Literacy |
| Etienne, Marc | Office of Teaching & Learning/ Executive Director |
| 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, Dr. Rachel | Office of College & Career Readiness/ Executive Director - CCR |
| Steinbrenner, Kerry | Office of Teaching & Learning/Coordinator - Math |
| Stewart, Ashley B. | Office of Human Capital/Executive Director – Talent & Organizational Development |
| Sutton, Laurie Lynn | Chief of Schools Office/ Coordinator - Turnaround |
| Holland, Angela | Office of Student Wholeness/ Manager – Student Wholeness |
| Tucker, Macon | Office of Special Education/Manager – Special Education |
| Warren, Dr. Sarah | Office of Student Wholeness/ Executive Director – Student Wholeness |
| Valentine, Zaharah A. | Office of Talent & Organizational Development – Induction/Director, Educator Pipelines and Induction |

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 critical 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), its [Strategic Board Priorities](#), its [Blueprint for Success](#), and most recently, the District's [Reconnect. Restore. Reimagine Plan](#) for recovery.

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, data analysis to underscore the context for Baltimore City, underlying root causes, and the district's evidence-based approach to measuring and addressing learning loss. Inclusive in each section are key goals, strategies, aligned funding sources, and evaluation measures to support continuous improvement across these critical areas of focus.

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.

Grounding Principles

Equity and Excellence

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

Through this policy, City Schools owns its role in creating and implementing policies and practices that result in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. The district recognizes that these disparities contradict

the beliefs and values we articulate about what students can achieve and the role of adults in ensuring conditions for success.

Rather than continuing to perpetuate and contribute to institutional racism, Baltimore City Schools must move to disrupt and dismantle it in every area of our work. Our Board, school- based staff, and office-based staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others.

To actualize this as we identified key strategies and investments for City Schools aligned with our Areas of Focus, we employed an equity lens, asking the following:

- Who are the groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?
- What data is available on existing disparities? Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?
- How have you identified stakeholders (internal and/or external)? In what ways have you engaged stakeholders? Did you include other impacted offices? How did stakeholders' (internal and external) feedback inform the policy, program, practice, decision, or action?
- What are the barriers within your scope of authority? Is any of your plan not implementable, why? How will you mitigate the negative impacts and address the barriers identified above?

Ultimately, we believe that an equitable education includes rigorous instruction, access to resources, and authentic engagement. We are working to eliminate inequities across all areas of our work such that advantage and disadvantage are no longer predictable and persistent based on race. We are committed to ensuring that our practices, systems, and structures align to ensure the talents, dreams, and potential of our students are fully realized. The strategies identified and highlighted in this plan, reflect an awareness and deep commitment to this belief.

Strategic Board Priorities

In addition to anchoring our work in equity, City Schools is also committed to supporting investments and actions aligned to our Board of School Commissioners Strategic Priorities. While not all of these priorities align with Area of Focus investments, Priorities I, II, IV, V, VI, and VII serve as guides in how we prioritize our resources and investments in meeting our student, staff, and community goals.

Board Strategic Priorities

PRIORITY I: City Schools will ensure effective, relevant, and rigorous instruction is designed to engage and prepare students to be independent, creative, and compassionate leaders.

PRIORITY II: City Schools will actively recruit, retain, and support qualified educators, administrators, and staff who are prepared to accelerate the personal growth and academic excellence of each student.

PRIORITY III: City Schools will have high-quality, modernized facilities and resources that support the success of students, educators, administrators, and staff.

PRIORITY IV: City Schools will effectively engage all stakeholders which include parents, families, and caregivers in their child's education and community partners who can contribute to the student's success.

PRIORITY V: City Schools will provide equal access to district services, resources, and facilities to ensure the success of students, staff, and the surrounding community.

PRIORITY VI: City Schools will increase the number of educational programming of all types and levels throughout the city, while ensuring that all schools, including charters, guarantee a high-quality educational experience.

PRIORITY VII: City Schools will continuously work toward equity at all levels by implementing policies, practices, and procedures that create a welcoming and inclusive academic and professional environment.

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 developed a Blueprint for Success. In 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 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.

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 a highly-engaging, standards-aligned, evidence-based, culturally-relevant curriculum for students K-8 and 9-12.

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 support 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.

City Schools continue 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. 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, and 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 undergirds and is foundational to leading in the areas of focus in the Strategic Plan – a necessary element to lift all strategies.

Reconnect. Restore. Reimagine. City Schools' Plan for Recovery

Over the past year, our students, families and staff faced extraordinary challenges. As our community came together to weather an unpredictable public health crisis, we saw evidence of successes in schools and across the district; we also saw evidence of where our students struggled in a mostly virtual learning environment.

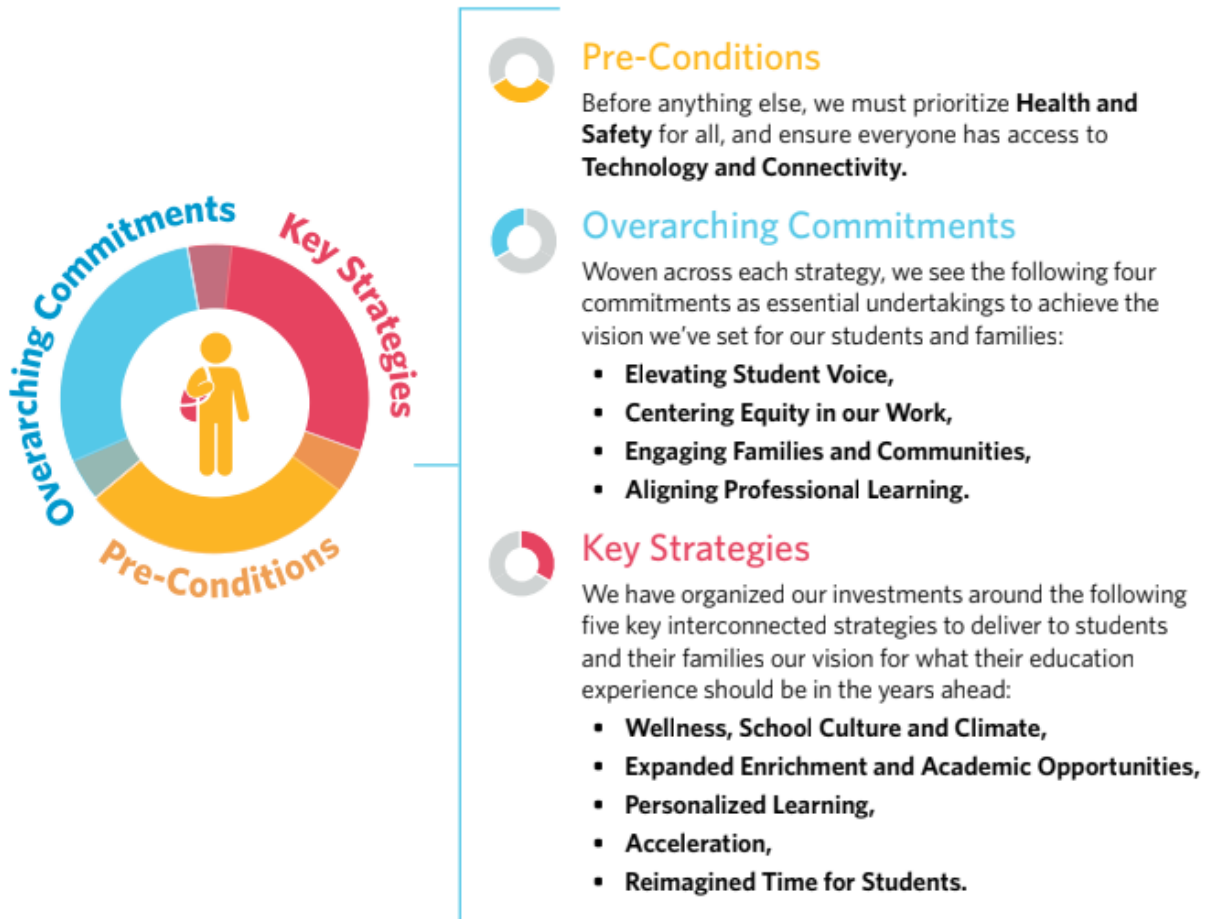
It was clear in our engagement, outreach, and observation last school year that not only did the pandemic create new challenges it served to also exacerbate long-standing gaps, particularly for the most marginalized students in our system. When in-person schools closed in the spring of 2020, a substantial portion of families and students in our community suddenly faced new pandemic stressors (such as unemployment, lack of technology connectivity, and food and housing insecurity), often leading to students not logging onto their virtual classrooms because of lack of engagement, resources, or support. Our low-income students of color and other vulnerable populations were disproportionately impacted by these challenges. Taken together the impact that City Schools students and families have experienced academically, socially, and emotionally has been devastating, but not insurmountable.

As we move into our second full school year impacted by COVID-19, there is vast work ahead to confront the challenges and hardship brought on by the pandemic: addressing the wide range of unfinished learning needs for our students across all grades, and creating safe and supportive environments that will motivate students, particularly at the secondary level to return to school for in-person learning and be engaged.

Through extensive stakeholder engagement which heard voices across more than 178,000 touchpoints, a needs assessment which looked across pre and post pandemic data, and the use of cross-functional, stakeholder working groups, City Schools established its [Reconnect. Restore. Reimagine. Plan](#) for recovery. The plan is designed to thoughtfully align to our 2019-2020 ESSA Consolidated Strategic Plan, our Blueprint for Success and to the district's Board Strategic Priorities.

The Reconnect. Restore. Reimagine. Plan to center around an explicit vision for what we want all students in our system to experience on a daily basis when they come to school:

- Our students feel safe, welcome, and valued by the adults and their peers.
- Our students have the space and time to meet their targeted learning goals.
- Our students have access to programming and resources that spark their interests and allow them to maximize their potential.



All aspects of our recovery plan are essential to our success in achieving our goals and objectives outlined in the ESSA Consolidated Strategic Plan Areas of Focus. While some of our recovery efforts seem less directly related than others, we believe that students cannot thrive if they cannot attend and cannot access their course work (Health & Safety and Connectivity & Technology), we cannot meet needs effectively without engaging all stakeholders, grounding in equity, and meeting the development needs of staff and, we cannot expect students to achieve and grow academically if we do not focus our efforts in the ways we outline through our key strategies.

The ESSA Consolidated Strategic Plan for Baltimore City, and strategies outlined in the Areas of Focus, are grounded in and directly aligned to our recovery plan. This document demonstrates how we plan to leverage the powerful lessons we have learned during this challenging time and make impactful use of funding at a level that will better equip us to meet the needs of our students, families and staff.

Framing the Areas of Focus¹

In 2019, City Schools identified Academic Achievement and Growth in ELA and Mathematics as well as School Quality & Student Success, with a focus on Chronic Absenteeism, as our areas of focus aligned with the ESSA Consolidated Strategic Plan. These areas remain today as key performance indicators for our district. Through our needs assessment, we are able to illuminate why these areas are so critical to district success using pre-pandemic content data (SY 17-18 and 18-19 data) as well as pandemic (end of SY 19-20 and SY 20-21) data as appropriate and available.

Academic Achievement and Growth

Pre-Pandemic Context:

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. Among our race/ethnicity groups, 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. Among our race/ethnicity groups, 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.

Pandemic Impact:

In line with national trends, fewer City Schools students in grades K-2 were on track in early reading skills in Fall 2020, when compared to the beginning of year in school-year 2019-2020 (27 percent compared to 37 percent). While the percentage of students at or above grade level grew to 38 percent by the end of the 2020-2021 school year (a growth of 10 percentage points), it is still lower than where the district ended at middle of year in school-year 2019-2020 at 51 percent at/above grade level. Note, due to COVID-19 pandemic and transition to distance learning in March 2020, the End of Year assessment was not able to be delivered.

While achievement gaps between Hispanic and Black students compared to their white classmates existed, the gaps became more pronounced after the pandemic. By the end of the year, among K-5 students that tested on DIBELS 8, Hispanic students have less than half as many students at or above benchmark than their white peers and are more than twice as likely to be well below benchmark. Black students show similar gaps versus their white peers, though, to a slightly lesser degree than Hispanic students.

¹ City Schools seeks to add, as appropriate, SY 21-22 BOY diagnostic assessment and MCAP performance data to bolster the decision to focus in these areas as that data becomes available. We anticipate this data reaffirming our selection of academic Areas of Focus.

For middle school students in reading, the picture is similar when unpacking the school year 2020-2021 i-Ready reading results. Curriculum Associates, a national assessment provider, analyzed City Schools' performance on its adaptive assessment which identifies the strength and skill gaps of students in accessing grade level content alongside like-school districts (referred as the Urban Collaborative). By the end of the year, City Schools saw fewer 6th grade students performing at grade level and an increased number of students performing below grade level, compared with their Urban Collaborative cohort. City Schools performed similarly to the Urban Collaborative for grades 7-8.

Additionally, in Curriculum Associates analysis of their national results, they found that fewer students were on grade level in reading this spring compared to historical averages, signifying that there is a far greater amount of unfinished learning in each grade level than in prior years.

Further, in school year 2020-2021, we experienced an increase in students failing one or more courses across quarters. Following community input, district grading practices were adjusted for final grades so as to not avoid the punitive approach of failing students and avoid a reaction to unfairly retaining students. This translated to having an unsatisfactory grade being replaced with a not completed (NC) in grades 2-5; in grades 6-8 an F (fail) was replaced with a not completed (NC) and in grades 9-12 a F was replaced with a no credit (NC). As a result, we saw that 60 percent of City Schools students in middle and high school received the designation of "NC" (not completed for grades 2-8 or "no credit" for grades 9-12) for at least one or more courses - signifying that the a student has not yet learned the content and skills needed to pass the requirements for that course. For high school students, not completing course requirements holds significant ramifications in gaining the required credits to graduate within four years. Additionally, our most marginalized students across all grade levels held higher rates of "NC" than their white peers; over 68 percent of students identifying as homeless, English Learners, or Students with Disabilities received an "NC" in at least one of their courses. We know from research that a factor for poor academic performance is poor attendance. In the next section we speak to the challenges observed in the area of school quality and student success.

School Quality & Student Success

Pre-Pandemic Context:

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.

Pandemic Impact:

We know from research that attendance is a critical factor in student achievement and long-term success. When students aren't in school, it is challenging for them to keep up with learning. Over school year 2020-2021, the overall attendance rate for City Schools students was 80.4 percent, a decrease of over six points compared to the previous full academic year (school year 2018-2019), chronic absenteeism - defined as a student missing two or more days of school per month) was recorded at 49.1 percent, an increase of seven percentage points from school year 2018-2019. While chronic absenteeism is not a new issue for high school students enrolled in City Schools, in school-year 2020-2021 the district saw an increase in chronic absenteeism across all grade levels, in contrast with typical years where this was a challenge concentrated at the high school level.

Areas of Focus

Reporting Requirements

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

1. Based on the analysis of local academic and non-academic 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, including 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 to improve student performance and to measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.

- a. **Description.** Describe **Area of Focus #1** and how it aligns with your system’s educational equity policy. Describe the rationale for selecting the area of focus (**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, 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. Per policy, staff utilize the Guiding Questions for the Application of an Equity Lens (pg. 65) designed to take staff through this process while also requiring them to engage internal and external stakeholders, identify potential barriers, and consider how they will mitigate identified potential negative impacts.

- b. **Analysis.** To support student achievement, provide an interpretation or justification for data used to identify this need. (**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 or partially met expectations (levels 1 and 2) on PARCC ELA decreased by 2.3% with an average of 61.4% of students not

meeting or partially meeting expectations in SY18. While improvement was made from SY 17 to SY 18 in increasing percent of students meeting expectations, we still had a large majority of students in levels 1 and 2 on PARCC. On PARCC math, the percentage of students who did not meet or partially met expectations decreased by 1.1% with an average of 66% 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, 55.5% of general education students did not meet or partially met expectations compared to 92.5% of students with disabilities. 34.4% of white students did not meet or partially met expectations compared to 65.4% of black students.

Achievement rates for PARCC math performance by student group are comparably low. In SY18, 61% of general education students did not meet or partially met expectations compared to 91.9% of students with disabilities. 38.9% of white students did not meet or partially met expectations on PARCC Math compared to 70% of black students

Analysis of SY 20-21 district diagnostic data signaled to us that a large majority of our students remain below grade level with growth from beginning to end of year occurring but not at the accelerated rate needed to get us back to where we were pre-pandemic. ELA and Math diagnostic assessment data supporting our recovery work can be found [here](#).

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

There are multiple, complex, and connected root causes underlying the academic performance of students in ELA and mathematics. Many of these, such as teacher retention/hiring, school safety, quality materials & curriculum, etc. find their origins in a system that has been historically underserved, disenfranchised and underinvested in both in how the system operates and in the funding and support the school system receives from the federal, state, and local governments. As such, City Schools has a deep focus on equity as it charts a path toward ensuring that all students have access and opportunity to learn and engage with high quality staff leveraging high quality curriculum and pedagogy to support academic achievement and growth.

In addition, and most recently, the COVID-19 pandemic exacerbated historical barriers to academic success, student engagement, attendance, and social emotional growth, particularly for our students of color, students with disabilities, and those who speak English as a second language.

- d. Identify and describe evidence-based interventions** to measure and address learning loss (*up to 1,000 characters*).

The table below articulates the strategies and interventions we are leveraging to support our goals around ELA and Math proficiency. Through effective use of data and effective MTSS practices, City Schools is focused on identifying the personalized and accelerated learning

needs of ALL students. Standards within the curriculum will be prioritized based on the recommendations of Student Achievement Partners and teacher will be supported in the identification of and deliberate instruction of prerequisite skills within the grade level content of the curriculum. Through the development of Student Learning Plans (SLP) for all students, teachers and school staff are identifying individual student academic and social emotional learning needs and are collaboratively designing learning plans with students and families to meet those needs. Included in this for each student is, as needed, the identification of tutoring supports, evidence-based interventions in ELA and Math, and opportunities for targeted and possibly additional small group learning experiences to meet the academic and social emotional needs of students.

Summer will also be used to provide students opportunities for academic recovery. We will increase the number of district-funded seats available for all students in grades PK-12. We will provide robust K-8 summer learning with a laser focus on academic recovery in literacy and mathematics that includes additional tutoring for every student who attends any district operated or funded program and expand opportunities for students in grade 9-12 to earn credits during the summer both in person and virtually.

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

- Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need, the evaluation of the effectiveness of the intervention, and the use of an equity lens in the evaluation. In addition, include timeline and funding source (s). As you consider funding sources, take into consideration federal, state, and other available sources.

English Language Arts/Reading

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | 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. |
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| <p>Twenty two percent (22%) of all students, K to 12, will meet or exceed the expectation for Academic Achievement in ELA, an increase of 5 percentage points from End of Year 2018 to End of Year 2022. .</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>Schools will effectively utilize</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"> Systemic professional learning for teachers and school leaders directly aligned to a process for accelerating students prioritizing standards and pre-requisite skills within the grade level content of the curriculum, intellectual preparation, and response to student needs. Differentiated sessions are | <p>Yearlong, with monthly checkpoints aligned to each professional learning event</p> | <p><input type="checkbox"/> Title I Part A</p> <p><input type="checkbox"/> Title I Part C</p> <p><input type="checkbox"/> Title I SIG</p> <p><input type="checkbox"/> Title II Part A</p> <p><input type="checkbox"/> Title III EL</p> <p><input type="checkbox"/> Title III Immigrant</p> <p><input type="checkbox"/> Title IV Part A</p> <p><input type="checkbox"/> Title V RLIS</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> McKinney Vento</p> <p><input type="checkbox"/> Local Funding</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> |

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| | <p>data and effective MTSS practices to identify the personalized and accelerated learning needs of ALL students.</p> | <p>offered with a focus on specially designed instruction (SDI) for students with disabilities.</p> <ol style="list-style-type: none"> 2. Systemic professional learning for ESOL teachers aligned to the district blueprint ensuring language development instruction for English learners is aligned to content instruction. 3. Online content and best practice learning (Navigating Academic Planning) 4. 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 5. Summer Literacy Institutes 6. Special Education Institute 7. Reading Apprenticeship cohort, targeting secondary content area teachers <p>Provide personalized learning opportunities for students as identified in their student learning plan and in support of accelerated learning:</p> | | <p><input type="checkbox"/> State Funding</p> <p><input type="checkbox"/> ESSER Funds II or III</p> <p><input type="checkbox"/> Other (<i>list funding source</i>)</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 degree of implementation of SDI. 5. Tutoring Dashboard data (attendance, dosage, frequency) <p>Data from the learning walks will be collected, organized, and analyzed.</p> |
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| | | <ol style="list-style-type: none"> 1. High dosage tutoring for targeted student groups to address individualized needs based on a 4:1 ratio. 2. Additional opportunities for small group instruction to support personalized learning needs 3. Tiered supports, including adaptive learning platforms, to provide personalized learning opportunities. 4. We will also increase the number of district-funded seats available for robust K-8 summer learning with a laser focus on academic recovery in literacy and mathematics that includes additional tutoring for every student who attends any district operated or funded program. <p>High School specific:</p> <ol style="list-style-type: none"> 1. In Spring '22 HS ELA will adopt NEW high school ELA curriculum and high-quality instructional materials. 2. To support our efforts with acceleration in HS ELA we have adjusted our | <p>The engagement series will run from October 13th thru November 12th 2021.</p> <p>The soft launch of our adopted vendor will begin Spring '22.</p> <p>The full launch will begin SY '22-'23.</p> | | |
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| | | <p>instructional model to increase Small Group & Personalized Instruction time</p> <ul style="list-style-type: none"> - Small groups will be based on frequent, on-going progress monitoring assessment and will be grouped and regrouped by a shared skill deficit. - Personalized learning will be supported through our online learning platform Achieve3000 and will target skills pre identified via our screener i-Ready. <p>3. A robust catalog of summer credit recovery options will be available for students as well as APEX opportunities.</p> | | | |
| <p>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 percentage points from End of Year</p> | <p>Schools implement coherent, rigorous, standards-based curricula with a focus on Kindergarten through grade two.</p> <p>Schools implement a comprehensive framework for</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> <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 | <p>Yearlong, with monthly checkpoints aligned to each professional learning event</p> | <p><input checked="" type="checkbox"/> Title I Part A</p> <p><input type="checkbox"/> Title I Part C</p> <p><input type="checkbox"/> Title I SIG</p> <p><input type="checkbox"/> Title II Part A</p> <p><input type="checkbox"/> Title III EL</p> <p><input type="checkbox"/> Title III Immigrant</p> <p><input type="checkbox"/> Title IV Part A</p> <p><input type="checkbox"/> Title V RLIS</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> McKinney Vento</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 on curriculum-based assessments 2. Stakeholder feedback collected at intervals throughout the year 3. Observational notes from ILT and district office classroom walks. |

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| <p>2021 to End of Year 2022.</p> | <p>literacy instruction, including the implementation of Foundations, City Schools’ explicit phonics curriculum, with fidelity.</p> | <p>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 and differentiation and scaffolding strategies for English learners.</p> <ol style="list-style-type: none"> 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. 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>Students in this age group will be supported through additional:</p> | | <p><input checked="" type="checkbox"/> Local Funding</p> <p><input type="checkbox"/> State Funding</p> <p><input checked="" type="checkbox"/> ESSER Funds II or III</p> <p><input type="checkbox"/> Other <i>(list funding source)</i></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> |
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| | | <p>1. High dosage tutoring for targeted student groups to address individualized foundational literacy</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> | | | |
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Mathematics

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS’s educational equity policy on the selection of interventions to address needs. | 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. |
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| <p>Nineteen percent (19%) of students will meet or exceed the expectation for academic achievement in mathematics. Fall and Spring MCAP data will be used for SY 21-22. Spring MCAP data will be used moving forward.</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> <ol style="list-style-type: none"> 1. Monthly professional learning sessions that will help teachers employ engaging, research-based pedagogical practices. 2. June Advanced Middle School Mathematics Summer Institute for honors teachers in 6-8. 3. Partner with Stevenson University to help honors middle school teachers develop the content and pedagogical knowledge to earn a middle school mathematics endorsement. This endorsement will enable the | <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"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) </p> | <p>We will be examining student End-of-Module 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> |

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| | | <p>teachers to teach Algebra 1 to our middle school students.</p> <p>The program of study will strengthen teachers' content knowledge and pedagogical practices for teaching middle school math courses.</p> | | | |
| | | <p>Expand Access to Algebra 1 in Middle Grades (A2A: Access to Algebra). This strategy includes:</p> <ol style="list-style-type: none"> 1. Offer a summer STEM program to rising 6th, 7th, and 8th grade students at K-8 schools that do not offer Algebra 1. 2. Implement virtual honors 6th and 7th grade courses to schools that do not offer honors programming to put students on the pathway to Algebra 1 in 8th grade. 3. Implement Virtual Algebra 1 to rising 8th graders students who successfully participate in the summer program during the school year 2019-2020. | <p>June 2021-June 2022</p> | <p><input type="checkbox"/> Title I Part A</p> <p><input type="checkbox"/> Title I Part C</p> <p><input type="checkbox"/> Title I SIG</p> <p><input type="checkbox"/> Title II Part A</p> <p><input type="checkbox"/> Title III EL</p> <p><input type="checkbox"/> Title III Immigrant</p> <p><input type="checkbox"/> Title IV Part A</p> <p><input type="checkbox"/> Title V RLIS</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> McKinney Vento</p> <p><input type="checkbox"/> Local Funding</p> <p><input type="checkbox"/> State Funding</p> <p><input type="checkbox"/> ESSER Funds II or III</p> <p><input type="checkbox"/> Other (Competitively Awarded Grant)</p> | <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 End-of-Module assessment data and MCAP math scores to determine the effectiveness of the Virtual Algebra 1 course.</p> |

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| | | <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> <ol style="list-style-type: none"> 1. Surveys will be sent out to teachers quarterly via the math newsletter. 2. Hold focus groups feedback sessions to gather feedback from teachers and school leaders. 3. 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. 4. Ensure structures and systems of support are aligned to instructional materials, including learning walks and school-based collaborative planning content (Academic Planning). | <p>September 2021- June 2022</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"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) </p> | <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 concerns can be heard and addressed.</p> |
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| | | <p>To support our efforts with acceleration in mathematics we have adjusted our instructional model and scope and sequence documents to represent the following:</p> <ol style="list-style-type: none">1. 60% Whole Group2. 40% Small Group & Personalized Instruction3. Personalized learning will be utilized using the digital learning platforms (K-5 Zearn and i Ready and Imagine Math 6-HS)4. Small groups will be determined by the use of the Eureka Math pre module assessments found within the Great Minds In Sync digital learning platform. This pre module assessment will identify pre requisite skills needed for grade level instruction (in alignment with the Accelerated Learning Model for Mathematics)5. The scope and sequence for every grade level has been prioritized based on Eureka Math Pacing Guides, Student | | | |
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| | | Achievement Partners and feedback from Great Minds | | | |
| | | The math team, in collaboration with ACLs, APFs, Leading Educators, and ILEDs, will conduct learning walks using a common protocol and observation tool to identify trends across schools based on implementation of Eureka Math. | | <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"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | Data from the learning walks will be collected, organized, and analyzed. |
| Provide differentiated professional development to respond to the diverse learning needs of educators and leaders throughout | Math content specialists will provide differentiated professional learning for math teachers. The one pathway of required courses will support acceleration and support for grade level instruction that prioritizes specific standards and pre-requisite skills within grade level content. The second pathway of recommended courses will | August 2021-May 2022 | <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. | |

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| | Baltimore City Public Schools. | support resources for personalized learning. | | <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | |
| | | 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"/> ESSER Funds II or III <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 (UMBC Reach Together Program) to provide site- | Ongoing | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C | Participants will complete feedback surveys to assess the effectiveness of the |

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| | | <p>based professional development every two weeks for teachers and school leaders focused on math learning in elementary and middle grades. UMBC will also provide high dosage tutoring to 350 students at four schools.</p> | | <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"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (<i>tutoring grant</i>) | <p>professional learning sessions. This data will be used to determine future professional development offerings.</p> |
| | | <p>In collaboration with ACLs and ILEDs, provide professional learning for school leaders designed to help leaders develop strategies to support and coach teachers, as well as analyze data through an equity lens.</p> | <p>Ongoing</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 checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list</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> |

| | | | | <i>funding source</i> | |
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| | | Provide quarterly professional development for math lead teachers around coaching, planning, the accelerated learning model, 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, differentiation, content knowledge and scaffolding strategies for English learners. | October 2021-June 2022 | <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"/> ESSER Funds II or III <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. |
| | | Administer End-of-Module 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. | 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 | Math End-of-Module data will be collected, organized and analyzed. The data will be disaggregated to determine the level of proficiency across student groups. |

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| | | | | <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | |
| | | Engage in regular data cycles to analyze data and make informed decisions to meet the needs of all learners. | 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"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | Schools will develop action plans based on the analysis of End-of-Module assessments. |
| | | Schools will effectively utilize data and effective MTSS practices to identify the personalized and accelerated learning needs of ALL students, through high dosage tutoring in a 4:1 ratio, tiered interventions, and adaptive platforms. | On-going | <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 | Tutoring Dashboard Data (attendance, dosage, frequency) Progress Monitoring, iReady, Imagine Math |

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| | | | <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other | |
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Area of Focus #2: Academic Growth in English Language Arts & Mathematics

1. Based on the analysis of local academic and non-academic 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, including 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 to improve student performance and measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.

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

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 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. Per policy, staff utilize the Guiding Questions for the Application of an Equity Lens (pg. 65) designed to take staff through this process while also requiring them to engage internal and external stakeholders, identify potential barriers, and consider how they will mitigate identified potential negative impacts.

- 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.

Analysis of SY 20-21 district diagnostic data signaled to us that a large majority of our students remain below grade level with growth from beginning to end of year occurring but not at the accelerated rate needed to get us back to where we were pre-pandemic. Data but student groups show large gaps. For example, among grades 6-8 students on i-Ready reading, Black and Latinx students have less than half as many students at on/above grade level as their white peers and are about twice as likely to be 2+levels below. ELA and Math diagnostic assessment data supporting our recovery work can be found [here](#).

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

There are multiple, complex, and connected root causes underlying the academic performance of students in ELA and mathematics. Many of these, such as teacher retention/hiring, school safety, quality materials & curriculum, etc. find their origins in a system that has been historically underserved, disenfranchised and underinvested in both in how the system operates and, in the funding, and support the school system receives from the federal, state, and local governments. As such, City Schools has a deep focus on equity as it charts a path toward ensuring that all students have access and opportunity to learn and engage with high quality staff leveraging high quality curriculum and pedagogy to support academic achievement and growth.

In addition, and most recently, the COVID-19 pandemic exacerbated historical barriers to academic success, student engagement, attendance, and social emotional growth, particularly for our students of color, students with disabilities, and those that speak English as a second language.

d. Identify evidence-based interventions to measure and address learning loss (up to 1,000 characters).

The table below articulates in more depth the strategies and interventions we are leveraging to support our goals around ELA and Math proficiency. However, at a high-level, through effective use of data and effective MTSS practices, City Schools is focused on identifying the personalized and accelerated learning needs of ALL students. Standards within the curriculum will be prioritized based on the recommendations of Student Achievement Partners and teachers will be supported in the identification of and deliberate instruction of prerequisite skills within the grade level content of the curriculum. Through the development of Student Learning Plans (SLP) for all students, teachers and school staff are identifying individual student academic and social emotional learning needs and are collaboratively designing learning plans with students and families to meet those needs. Included in this for each student is, as needed, the identification of tutoring supports, evidence-based interventions in ELA and Math, and opportunities for targeted and possibly additional small group learning experiences to meet the academic and social emotional needs of students.

Summer will also be used to provide students opportunities for academic recovery. We will increase the number of district-funded seats available for all students in grades PK-12. We will provide robust K-8 summer learning with a laser focus on academic recovery in literacy and mathematics that includes additional tutoring for every student who attends any district operated or funded program and expand opportunities for students in grade 9-12 to earn credits during the summer both in person and virtually.

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

Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need, the evaluation of the effectiveness of the intervention, and the use of an equity lens in the evaluation. In addition, include timeline and funding source (s). As you consider funding sources, take into consideration federal, state, and other available sources.

English Language Arts/Reading

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | 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. |
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| The district will achieve a median student growth percentile of above 50 on PARCC ELA. | Literacy Intensive Learning Sites 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 | <p>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</p> <p>Development of Blueprint Literacy Coaches content and coaching knowledge through weekly professional development with Blueprint Literacy Coordinator, coaching</p> | 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 | <p>Schools and district office adjust implementation efforts based on multiple data sources, including:</p> <ul style="list-style-type: none"> • 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. |

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| | | partner, New Teacher Center, and curriculum partner, Great Minds | | <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | |
| | Thoughtfully and purposefully engage Literacy Intensive Learning Sites in professional learning experiences throughout the course of the year. | <p>Continue to provide targeted support and personalized professional development to school-based Literacy Coaches at all ILS sites.</p> <p>Building Blueprint Literacy Coach capacity specifically around SDI. Implement a Secondary Literacy Improvement Community (BSLIC) to leverage Improvement Science with ILS schools</p> <p>Engage select Literacy ILS schools in Wit & Wisdom Spotlight school visits, providing targeted support in curriculum implementation.</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 type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | <p>Schools and district office adjust implementation efforts based on multiple data sources, including:</p> <ul style="list-style-type: none"> • 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. |
| | Teachers use the UDL Framework for all students and through data differentiate instruction to meet the needs of all learners. | 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. | 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 | <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> |

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| | | | | <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"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | <p>For SWD, the Academic Tool is utilized to determine the degree of implementation of SDI.</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 and differentiation and scaffolding strategies for English learners. 2. Systemic professional learning for ESOL teachers aligned to the district blueprint ensuring language development instruction for | <p>Yearlong, with monthly checkpoints aligned to each professional learning event</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 checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | <p>Every school's Instructional Leadership Team (ILT) sets clear expectations for implementation literacy instruction that are reflected in school improvement plans and individual student learning objectives for all staff.</p> <p>Schools and district office adjust implementation efforts based on multiple data sources, including:</p> <ul style="list-style-type: none"> 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. <p>For SWD the Academic Tool is utilized to determine the degree of implementation of SDI.</p> <p>Data from the learning walks will be collected, organized, and analyzed.</p> |

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| | | <p>English learners is aligned to content instruction.</p> <ol style="list-style-type: none"> 3. Online content and best practice learning of additional modules support the Continuum of Learners. 4. School based content and coaching touchpoints (Academic Planning Facilitators) Year Long professional learning with a focus on conditions for success. 5. Summer Literacy Institute 6. Special Education Institute 7. Reading Apprenticeship cohort, targeting secondary content area teachers <p>The literacy team, in collaboration with ACLs and ILEDs, will conduct learning walks using a common protocol to identify trends across schools based on implementation of curriculum.</p> | | | |
| The percentage of students in Kindergarten through Grade 2 on grade level, as measured by end of year DIBELS composite scores | Schools implement coherent, rigorous, standards-based curricula with a focus on Kindergarten through grade two. | 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: | 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 | 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 |

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| <p>will increase by 20% from EOY 2021 - EOY 2022.</p> | <p>Schools implement a comprehensive framework for literacy instruction, including the implementation of Foundations, City Schools' explicit phonics curriculum, with fidelity.</p> | <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 and differentiation and scaffolding strategies for English learners. 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. 4. The development of Academic Planning Facilitators' knowledge around appropriate Foundations and small group implementation, specifically the | <p> <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"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) </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> |
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| | | <p>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>9-12 ELA teachers, students, parents, leaders, and community stakeholders will engage in a curriculum adoption series. This engagement series will allow adequate time for all stakeholders to identify a top product for soft adoption in Spring '22 semester and a full adoption in SY 2022-2023.</p> | <p>October 13th- November 12th</p> | | <p>Teaching and Learning will identify the Top Vendor through the final results of our 9 indicator look for survey. This survey has been developed to be teacher, leader, parent, student, and community stakeholder friendly.</p> <ul style="list-style-type: none"> ● Student feedback on each Vendor ● Parent feedback on each Vendor ● Leader feedback on each Vendor ● Community feedback on each Vendor |
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Mathematics

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | 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. |
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| <p>The district will achieve a median student growth percentile of above 50 on MCAP math.</p> | <p>Teachers will differentiate instruction to accelerate the growth of students in a way that narrows the gap between groups and between City students and other local districts.</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> <p>1. Surveys will be sent out to teachers quarterly via the math newsletter.</p> | <p>August 2021- June 2022</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 checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) </p> | <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 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.</p> |

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| | | <p>2. Hold focus groups feedback sessions to gather feedback from teachers and school leaders.</p> <p>3. 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.</p> <p>4. Ensure structures and systems of support are aligned to instructional materials, including learning walks and school-based collaborative planning content (Academic Planning).</p> | | | |
| | | <p>Math content specialists will provide differentiated professional learning for math teachers. The one pathway of required courses will support acceleration and grade level instruction. The second pathway of recommended courses will support digital platform</p> | <p>August 2021, November 2021, February 2022, May 2022</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</p> | <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> |

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| | | resources for personalized learning. | | <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | |
| | | 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, differentiation, content knowledge and scaffolding strategies for English learners. | August 2021, November 2021, February 2022, May 2022 | <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"/> ESSER Funds II or III <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. |

Area of Focus #3: School Quality and Student Success

1. Based on the analysis of local academic and non-academic 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, including 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 to improve student performance and measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.

- a. **Description.** Describe **Area of Focus #3** and how it aligns with your system’s educational equity policy. Describe the rationale for selecting the area of focus (**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 , 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. Per policy, staff utilize the Guiding Questions for the Application of an Equity Lens (pg. 65) designed to take staff through this process while also requiring them to engage internal and external stakeholders, identify potential barriers, and consider how they will mitigate identified potential negative impacts.

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

Analysis of SY 20-21 attendance data suggests that these trends remain consistent if not worsened as a result of the pandemic closure and the transition to mainly virtual learning in SY 2021. Attendance and Chronic absence data support our recovery work can be found [here](#).

- 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
- Need for engaging content, curriculum, and teaching practices
- 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, transportation etc.

In addition, and most recently, the COVID-19 pandemic exacerbated historical barriers to academic success, student engagement, attendance, and social emotional growth, particularly for our students of color, students with disabilities, and those that speak English as a second language.

d. Identify and describe evidence-based interventions to measure and address learning loss (up to 1,000 characters).

The table below articulates in more depth the strategies and interventions we are leveraging to support our goals around chronic absenteeism. However, at a high-level, to support our efforts to reduce student rates of chronic absenteeism, City Schools will focus on:

- 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;
- Offering support during transition grades to ensure students remain on track and engaged
- Analyzing attendance data alongside academic data through MTSS 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

Chronic Absenteeism

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | 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. |
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| <p>City Schools' percent of students NOT chronically absent will increase from 50.9% in SY 20-21 to 60% in SY 21-22.</p> | <p>To improve school culture and climate, address concerns about school safety, as well as build positive relationships and address behavioral challenges, City Schools will deepen staff and student awareness and focus on social-emotional (SEL) competencies in 52 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 21-22</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</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. 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 39 intensive learning sites to provide students with a safe, calming space.</p> | <p>SY 21-22</p> | <p><input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (list funding source)</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> |

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| | | Provide training, support, and supervision to 41 Student Wholeness Specialists, who provide social and emotional support to students on a daily basis. | SY 21-22 | | 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 family perceptions of the work of the wholeness specialists. When possible, feedback responses from students will be disaggregated by student sub-groups. |
| | | Provide schools with materials to support implementation of advisory in 6th-12th grades weekly, and morning meetings daily in K-5th grades. | SY 21-22, ongoing | | Collect feedback using student and staff surveys |
| | | Provide coaching support and training to advisory champions to support with implementation of advisory with fidelity across the secondary schools. | SY 21-22, ongoing | | Assess the quality of each session using exit tickets. |
| | | Support each school in developing and implementing a continuous improvement plan for a school-based change idea project to support SEL/RP integration. | SY 21-22 | | Utilize a rubric and each school's plan to assess progress against their goals and benchmarks. |
| | | Support the learning of school teams in Student Wholeness intensive learning sites by | SY 21-22 | | Conduct surveys immediately after PLC sessions and include questions on the value of visits and PLCs and their impact on |

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| | | sponsoring cross-school and Professional Learning Communities. | | | adult learning/practice in Hanover Research evaluation surveys, focus groups, and interviews. |
| To improve school culture and climate, address concerns about school safety, build positive relationships, address behavioral challenges, and deepen staff ability to incorporate instructional strategies which promote SEL competency development, City Schools will 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. | Spring 2021 and ongoing | | Collect feedback on PD through post-PD surveys. |
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| | | Support schools with developing a School Culture and Climate Action plan and provide funding to support schools with implementing a goal within their action plan. | SY 21-22 | | Review Culture and Climate Action plans to identify trends. Trends will be used to develop professional learning sessions and resources for school leaders. |
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| | <p>City Schools will address behavioral and disciplinary issues that lead to disengagement in target schools which will improve attendance rates</p> | <p>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 and climate supports in those targeted sites.</p> <p>Support in these sites focus on social and emotional supports, trauma informed care, disability awareness, 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> | <p>SY 21-22, 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 type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA – Pass through CCEIS <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (list funding source)</p> | <p>CCEIS program evaluation will focus on suspension data across the 24 identified CCEIS schools. Data will be disaggregated by student sub-group, with a particular focus on suspension data for SWD by disability type.</p> <p>Evaluation on pre-k – 2 suspensions will assess impact of services on suspension and attendance rates disaggregated by student subgroup.</p> |
| | <p>To remove barriers to attendance such as personal and family challenges related to physical and mental health, financial hardship, homelessness, child/elder care, transportation, etc.</p> | <p>Expanding access to social workers. Provide at least one full-time social worker in each traditional 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>SY 21-22</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</p> | <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> |

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| | City Schools will improve school-based social supports | Provide development opportunities to school-based social worker during systemic professional learning days to deepen practice generally and as it pertains to strategies focused on student absence | | <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other <i>(list funding source)</i> | |
| | | Initiate mentoring and adult relationships team to increase the number of caring adult relationships available to students. | SY 21-22, ongoing | | <p>Initially, City Schools will conduct student and mentor surveys for programs that it initiates and request programmatic reports from partners.</p> <p>By SY23, mentoring programs identified as core programs will have a flag in Infinite Campus to make data aggregation easier.</p> |

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| | <p>To remove barriers to attendance such as personal and family challenges related to physical and mental health, financial hardship, homelessness, child/elder care, transportation, etc. City Schools will improve school-based supports which promote student attendance</p> | <p>Provide homeless students with transportation to school of origin, tutoring service in shelters, vouchers for clothing to remove barriers to attendance.</p> | <p>SY 21-22, , 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 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"/> ESSER Funds II or III <input type="checkbox"/> Other <i>(list funding source)</i></p> | <p>Ensure collection of student data on participant attendance disaggregated by student sub-group to ensure program effectiveness and implementation impact</p> |
| | | <p>Provide increased access to mental, physical, emotional health and substance abuse professionals through:</p> <ul style="list-style-type: none"> - Expanded School Mental Health Program. | <p>SY 21-22, 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</p> | <p>Examine data MoY and EoY on referrals to ESMH clinicians. Evaluation will look at impact on attendance and referrals.</p> <p>Collecting data on student participants across various health services programming to assess</p> |

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| | | <ul style="list-style-type: none"> - 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 attendance, and prevent drop out. - Increase the number of school counselors by 62 prior to SY23 | | <p>Immigrant</p> <ul style="list-style-type: none"> <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"/> ESSER Funds II or III <input type="checkbox"/> Other (Medicaid, Grant-Making Partners for Vision for Baltimore) | <p>impact on attendance, suspension, academic performance, and school completion. Participant data will be disaggregated by student subgroup.</p> |
| | <p>To remove barriers to attendance such as Health and Safety Concerns in the COVID-19 pandemic environment</p> | <ul style="list-style-type: none"> - Maintain and update City Schools Health and Safety guide with the support local, state and federal health departments and CDC guidance | <p>Ongoing</p> | <ul style="list-style-type: none"> <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 | <p>Monitoring and implementation of health and safety protocols.</p> <p>Monitoring of COVID-positive incidence and spread through dashboards.</p> |

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| | | <ul style="list-style-type: none"> - Support access to vaccinations through vaccination clinics at schools. - Ensure effective use of face coverings at all times - Support social distancing measures - Provide screening tests for COVID-positive cases for symptomatic and asymptomatic students and staff - Providing clear guidance for quarantining and isolation | | <p>Immigrant</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (<i>list funding source</i>) | <p>Public communication of COVID rates and practices.</p> <p>Ongoing stakeholder engagement to ensure students, staff, families, and communities feel safe and healthy in school spaces.</p> |
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| | <p>To remove barriers to attendance such as lack of access to technology and connectivity in the event virtual learning and engagement is needed</p> | <p>City Schools will expand their focus from connectivity and technology off-campus to technology, connectivity and support that students and educators need on-campus to ensure that access to learning can happen across a wide variety of learning scenarios.</p> <p>Specifically, City Schools will continue to:</p> <ul style="list-style-type: none"> • Offer support to families with home Internet access via TMobile and Comcast. • Install additional WiFi access points in schools to ensure better access to WiFi throughout school buildings. • Provide additional IT support to students and school staff. • Provide devices to students and staff who need them, so that students can continue to benefit from virtual learning resources at home and at school. • Provide opportunities to virtual learning programs to students who thrived in the virtual space so that they can continue to access their education in meaningful ways. | <p>ongoing, SY 21-22</p> | <ul style="list-style-type: none"> <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"/> ESSER Funds II or III <input type="checkbox"/> Other <i>(list funding source)</i> | <p>Monitor technology needs of students and staff through regular communications with schools and families.</p> <p>Monitor inventory of devices to ensure adequate supply to meet the community demand.</p> <p>Monitor access and connectivity points for use and effectiveness.</p> |
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| | <p>To address underlying issues of equity, City Schools will increase and improve mechanisms for district-wide coordination around attendance and chronic absenteeism.</p> | <p>Conduct monthly meetings of inter-office attendance working group to identify areas for improvement, and coordinate activities and tiered supports to schools and students,</p> | <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 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"/> ESSER Funds II or III <input type="checkbox"/> Other (list funding source)</p> | <p>Conduct end-of-meeting feedback check-ins and semi-annual surveys to assess success of the working group</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> |
| | <p>To support the need for engaging content/course work and lack of extracurricular programming, City Schools will increase access to enrichment, interesting coursework, and extracurricular opportunities.</p> | <p>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.</p> | <p>Spring 2022</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 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"/> ESSER Funds II or III <input type="checkbox"/> Other (list funding source, CPIP (through MHEC),</p> | <p>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.</p> |
| | <p>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</p> | <p>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</p> | <p>SY 21-22, ongoing</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 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"/> ESSER Funds II or III <input type="checkbox"/> Other (list funding source, CPIP (through MHEC),</p> | <p>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</p> |

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| | | 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. | | | communities and student subgroups. |
| | | City Schools will implement A New Pathway Forward, its four-year Career Readiness plan intended to increase the number of students participating in CTE programs and earning MSDE-approved CTE credentials. A New Pathway forward also consists of programming for non-CTE students and will provide students an opportunity to obtain short-term certifications. | SY 21-22, ongoing | | City Schools will track progress using the annual Perkins core indicators submitted to MSDE on an annual basis City Schools will develop a means to track the obtaining of short term certifications by SY23. |
| | | City Schools will initiate its Work Based Learning Team, designed to increase the number of real-life practical learning experiences, such as internships and apprenticeships, available for students | SY 20-21, ongoing | | City Schools will track the provision of Work Based Learning experiences through a database. That database is currently Seamless. |
| | | City Schools will partner with the Yleana Foundation to launch an SAT preparatory program. | SY 21-22, ongoing | | City Schools will track the pre-post SAT scores for program participants. |

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| | | City Schools will increase participation in and attainment of college credits through dual enrollment. | SY 19-20, ongoing | | City Schools will track participation rates and credit obtainment through its CCR dashboard and end of year MSDE submissions such as SCGT. |
| Increase 9th Grade Average Attendance by 10 Percentage Points | To address the need for students to be engaged in meaningful and enriching course work and experiences, City Schools will leverage its broader 9 th grade on-track to graduate initiative work in City Schools where students in grades 6, 8, 9 & 12 will have a plan aligned with their interests and current performance in relation to either school choice or career aspirations. | <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> <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> <p>Develop school based ninth grade teacher teams and leadership teams to execute best practices identified for supporting ninth graders.</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 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"/> ESSER Funds II or III <input type="checkbox"/> Other <i>(list funding source)</i> | <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> <p>In SY23, City Schools will start tracking the completion of these activities through the Pairin database.</p> |

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).*

For the CSI schools identified for low achievement, as a school system we are supporting:

- On-going professional development focused on standards-based instruction, social emotional learning (SEL), re-engagement of students, acceleration, intervention
- Professional learning communities (PLC) to support effective systems, structures, and supports to students
- Real-time data dashboards for schools to assess progress of students and identify any gaps in learning
- Several CSI schools have educational associates that provide coaching, lead PLCs, and progress monitoring
- Quarterly district progress monitoring, facilitated by the School Turnaround Office, to look at data, progress towards meeting goals, and make any adjustments needed in the plan
- Partnerships to support re-engagement of students and to conduct wellness checks of students and families
- Tutoring and extended learning programs to support students in gaining the necessary skills to be college and career ready
- Student learning plans (SLP) for every student with on-going check-ins on progress and to identify any needs for success
- On-going support from the community learning network inclusive of the Instructional Leadership Executive Director (ILED), academic content liaisons (ACL), special education liaison (SEL), and school manager
- Implementation of evidence-based interventions and daily small group instruction

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

For the CSI schools identified for low-graduation rate, as a school system we are supporting with the following:

- On-going professional development focused on standards-based instruction, social emotional learning (SEL), re-engagement of students, acceleration, intervention, on-track to graduate (OTG)
- All secondary schools participate in OTG professional learning and professional learning communities (PLC) monthly to support effective systems, structures, and supports to students
- Real-time data dashboards for schools to assess progress of students and identify any gaps in learning
- Several CSI schools have educational associates that provide coaching, lead PLCs, and progress monitoring
- Quarterly district progress monitoring, facilitated by the School Turnaround Office, to look at data, progress towards meeting goals, and make any adjustments needed in the plan
- Partnerships to support re-engagement and to conduct wellness checks of students and families
- Tutoring and extended learning programs, inclusive of credit recovery, to support students in gaining the necessary skills to be college and career ready as well as meet the requirements for graduation
- Student learning plans for every student with on-going check-ins on progress and to identify any needs for success
- On-going support from the community learning network comprised of the Instructional Leadership Executive Director (ILED), academic content liaisons (ACL), special education liaison (SEL), and school manager.

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, the student groups identified in each school, and the number of students being served in each school (*up to 1,000 characters*).

(See attached list of schools)

- b. If the LEA’s TSI schools conduct a root cause analysis, describe trends in the findings of the root cause analysis in the LEA’s TSI schools, if there are any.

Baltimore City Schools will be leveraging the School Performance Plan (SPP) as the place where a schools TSI intervention plan will be submitted. The SPP serves as the opportunity for the school team and stakeholder group to engage in a Root Cause Analysis and Needs Assessment for the school. For ALL TSI designated schools there is a section included at the end of the SPP form which asks schools to complete a chart denoting a goal and strategy by grade band for each student subgroup for which they were identified.

- c. Describe the process the local school system is using to plan and implement its support for TSI schools.
(up to 1,000 characters).

(See attached guidance document)

As schools complete the TSI section of the SPP, they work in partnership with their Instructional Leadership Executive Director (ILED), Academic Content Liaisons (ACL), Special Education Liaison (SEL), and school manager to review data, unpack root-causes associated with student sub-group designations, identify meaningful goals, and work to align strategies, structures, partners, programs, and resources to support. To support this, Baltimore City will begin to leverage the Multi-Tiered System of Support (MTSS) Rubric that is designed to proactively and systematically empower educators to collaborate around professional decisions that result in accelerated achievement for all students.

Throughout the school-year schools will receive information regarding TSI specific professional development opportunities in order to support the implementation of the selected evidenced-based strategies and the monitoring of the progress of students. Additionally, the district works closely with our partners at MSDE to develop Professional Learning Communities (PLC) to directly support the work.

As with all goals and strategies, regular progress monitoring is key to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. For each of the student sub-groups for which the school is identified, school leadership teams and teachers should be regularly monitoring the progress of students using the tools and resources outlined in the district's Assessment Strategy. In addition, the on-going monitoring of progress will be provided by the Office of School Turnaround and Transformation in collaboration with the schools CLN and the Offices of Special Education, Specialized Learning, Student Wholeness, Teaching and Learning, College and Career Readiness, and Differentiated Learning.

- d. How are you supporting TSI schools by their student group identifications? Please provide funding sources. (up to 1,000 characters).

(See attached guidance document)

Knowing that no additional funds are being provided specifically for TSI schools, we encourage schools to look at resources, interventions, and initiatives already available in the school and/or which are provided by the district which can be aligned to support goal attainment.

Schools are required to engage stakeholders throughout the year in resource prioritization which includes a specific focus on the student groups they are identified for.

A TSI resource guide, developed in collaboration with several district offices, supports schools engaged in the TSI goal strategy development process, budget prioritization, and progress monitoring. The guide supports the steps schools need to take in developing goals and strategies for improving in identified TSI student group areas, outline options for support, and professional development.

e. Please provide the name(s), position, address and email address of the staff with primary responsibility for administering/coordinating the LEA's TSI program.

Coordinator-School Turnaround

Laurie-Lynn Sutton
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443-500-0114

Instructional Leadership Executive Directors (ILED)

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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

Baltimore City Public Schools Equity Policy

BOARD OF SCHOOL COMMISSIONERS

New Policy, adopted June 11, 2019

I. Purpose

The Baltimore City Board of School Commissioners (“Board”) 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. Baltimore City Public Schools (“City Schools”) must take action for removing, and actively repairing these inequities to ensure positive educational outcomes for children.

Through this policy, City Schools acknowledges the role educational institutions have in creating and implementing policies and practices that that data consistently shows result in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. City Schools recognizes that these disparities contradict the beliefs and values it articulates about what students can achieve and the role of adults in ensuring conditions for success.

City Schools must move to disrupt and dismantle inequities in every area of our work. City Schools will work to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. City Schools 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.

II. Definitions

A. Educational equity- an educational system that ensures 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 views each student’s individual characteristics as valuable. These characteristics 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- for 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.

III. Policy Standards

To build a generation of young people with the skills, knowledge, and understanding to succeed in higher education, careers, and community, every City Schools employee and partner operate from and are accountable to the racial equity standards set forth in this policy consistent with all applicable U.S. Constitutional rights, civil rights, federal and state privacy laws, rules, and regulations

A. Disrupting and Eliminating Systemic Inequities

1. To provide professional development experiences for City Schools to build personal, professional, and organizational capacity on understanding the impact of race on educational equity and inequity, City Schools will:
 - a. Ensure that its staff 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 its role in perpetuating or interrupting systemic inequities.
2. City Schools will use a shared volume of research and vocabulary that strengthens and grounds diverse perspectives.
3. City Schools staff will 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. City Schools will develop a communication plan that outlines required strategies to engage students, parents, and families, and communities as partners in the full educational process, including but not limited to policy development and curriculum selection.

5. City Schools will prioritize the allocation of resources, including but not limited to curriculum, facilities, staffing, support services, technology, transportation, 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. City Schools will take all reasonable actions to ensure that:
 - a) Students receive holistic instruction and opportunities to apply learning that is tailored to the assets of their racial, geographic, and socioeconomic existence/realities.
 - b) Curriculum and materials must honor the experience, culture and humanity of students absent the traditionally taught dominant framing and narrative.
2. City Schools and partner organizations shall take actions to understand the historical context of the intersection of race and other factors on schooling in Baltimore city and the communities surrounding individual schools.
3. City Schools and partner organizations will 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..
4. City Schools' communication and instructional strategies facilitate interactions where students and families are welcomed, empowered, and treated as authentic thought partners in the educational process.
5. The social and emotional learning needs of students and families guide the selection, implementation, and monitoring of solutions to create safe, inclusive school climates, including but not limited to Restorative Practices, Trauma Informed Care, De-escalation strategies.

C. Ensuring Access & Representation in Academic Programming

1. City Schools will take all reasonable actions to ensure that:
 - a) Students have equitable access to curricular materials, practices, instruction, and assessment that is and culturally relevant for students of color;
 - b) Specialized programming and support models are formulated and adopted to create opportunities for historically oppressed learners to thrive in academic programs;
 - c) Admissions processes include unbiased criteria which will allow for an increase in underrepresented students in advanced academics and schools/programs with selective entrance criteria;

- d) Partner organizations are required to develop or employ application processes, scoring, and admissions criteria that do not adversely or disproportionately disadvantage students of color;
- e) Budgeting, scheduling, and staffing structures reflect a robust academic experience for all students, including but not limited to: science, technology, math, social studies, health, the arts, physical education, and extra-curricular activities; and
- f) Cross curricular conditions for learning allow for collaborative planning, professional learning for teachers, evaluation designed to provide growth opportunities, and access to all curricula. opportunities, and access to all curricula.

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

1. City Schools staff will:

- a) Utilize a set of questions for decision-making that ensures ways of thinking and problem solving through an equity lens.
- b) Utilize disaggregated data to analyze trends, identify gaps, and develop racial equity priorities for schools and offices;
- c) Raise issues of inequity and offer solutions to remedy;
- d) Ensure that purchasing/procurement practices provide access and economic opportunities within communities represented by students of color;
- e) Recruit, hire, develop, and retain racially conscious and linguistically diverse teachers, administrators, and staff whose culture and experiences are reflective of the student population;
- f) Form and nurture partnerships with external stakeholders that have a demonstrated commitment to supporting racial educational equity; and
- g) Communicate de-identified, disaggregated systemwide data in a transparent and accessible manner, to all stakeholders and offers a plan to mitigate and address inequities.

IV. Implementation Strategies

- A. The Chief Executive Officer (“CEO) of City Schools 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 and/or designee, will operationalize the policy by developing an annual plan for training and programming with a timeline to ensure full implementation.
- C. The CEO and/or designee, will develop an Evaluation Plan and Accountability Standards for measuring success, progress monitoring, and ongoing plan for continuous improvement.

V. 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.

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

VI. Legal and Policy References

A. Legal Authority

COMAR 13A.01.06

B. Policy References

C. Administrative Regulation References

Sponsoring Officer: Chief Executive Officer

Policy History: New Policy, adopted June 11, 2019

Appendix: The Guiding Questions for the Application of an Equity Lens

Guiding Questions for the Application of an Equity Lens

For any policy, program, practice, decision, or action, consider the following questions:

1. What is the question/issue?
2. Who are the groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?
3. What data is available on existing disparities? Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?
4. How have you identified stakeholders (internal and/or external)? In what ways have you engaged stakeholders? Did you include other impacted offices? How did stakeholders (internal and external) feedback inform the policy, program, practice, decision, or action?
5. What are the barriers within your scope of authority? Is any of your plan not implementable, why? How will you mitigate the negative impacts and address the barriers identified above?

COMAR 13A.04.07 Gifted and Talented Education

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

1) The process for identifying gifted and talented students:

City Schools has a tiered identification process, established by Board Policy IHBB and IHBB-RA regulations, 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 starting in the fall of each year. City Schools uses a version of group specific norms, as espoused by most researchers in the field of gifted education, which typically aligns with the 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 inclusive of Individualized Learning Plans (ILPs).

Normed reading results for Kindergarten students who are formally identified as Talent Development are then reviewed and those students who achieve at an above proficient level are then assessed in mathematics via i-Ready. Those Talent Development Kindergarten students who scored at the 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), MCAP scores, PSAT scores, SAT scores, and other normed achievement results. In addition to annual universal screening for ability, City Schools also pre-qualifies students with ELA and Mathematics achievement results, in the aforementioned ranges, as part of the data mining process and has schools administer the NNAT3 to those students who have not had an ability assessment provided to them within the prior year. This review process occurs quarterly or as often as new, norm-referenced assessment, data become available from the administration of district-wide achievement assessments.

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

identification for students ranging from early access to Pre-K through students entering their senior year in City Schools as well as whole grade acceleration which involves the use of the Cognitive Abilities Test (CogAT) in conjunction with normed achievement results in the 90th percentile or greater. On average, the GAL office receives 150 referrals annually and three dozen requests for whole grade acceleration.

A. Changes made to the identification process during the pandemic

As a result of the pandemic, City Schools was only able to test about 1,200 Kindergarten students last year because of the need to administer the NNAT3 in person. Ergo, universal screening this year will include all current Kindergarten students and all current 1st grade students who were not assessed last year while they were in Kindergarten. Formal identification criteria remained unaltered otherwise.

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

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

3) The percentage of gifted and talented students identified in the local school system in 2020-2021*

Because of the Covid-19 pandemic, City Schools efforts to formally identify GAL students after March 2020 were severely hampered as ability scores are required and administering the NNAT3 must be done in person. Regardless, City Schools recorded 7.4% of its students (5,231 of 71,079) registered in K-12 as being formally identified. City Schools elects not to exclude students attending schools noted in section 4 (below) in its count of students who could potentially be identified which thereby lowers the overall identification rate but more authentically captures the full universe of students as the possibility of identification is open to ALL students. It should be noted that upon the return to in-person learning in the spring of 2021, City Schools was able to assess approximately 1,200 kindergarten students with 171 of those students (14%+) qualifying for identification at the designated universal screening year.

4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale in 2020 - 2021

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

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

- Achievement Academy at Harbor City High School: Alternative Placement Site
- Angela Y. Davis Leadership Academy: Alternative Placement Site
- Career Academy: Alternative Placement Site
- Eager Street Academy: Alternative Placement Site
- Elementary/Middle Alternative Program: Alternative Placement Site
- Excel Academy at Francis M. Wood High School: Alternative Placement Site
- Home and Hospital Program: Alternative Placement Site
- Success Academy: Alternative Placement Site
- Youth Opportunity: Alternative Placement Site

Claremont School: Separate Public Day Site – Special needs placement
George W.F. McMechen High School: Separate Public Day Site – Special needs placement
Joseph C. Briscoe Academy: Separate Public Day Site – Special needs placement
Lois T. Murray Elementary/Middle School: Separate Public Day Site – Special needs placement
Sharp-Leadenhall Elementary School: Separate Public Day Site – Special needs placement
William S. Baer School: Separate Public Day Site – Special needs placement

5) The continuum of programs and services:

City Schools adopted formal [Gifted and Advanced Learning policy](#) on October 13, 2020 and supporting [regulations](#) that outline that City Schools largely supports its formally identified students via a cadre of services and differentiated learning opportunities tethered to the best practices in acceleration for Gifted learners rather than selective programs, which typically limit access to students of color and those with limited economic resources. The continuum begins with early entrance to Pre-K or Kindergarten for qualifying Gifted learners, which is one of 20 best practices for acceleration acknowledged by national leaders in gifted education.

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

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

As these students matriculate into 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. Since 2019, these middle grade students are also eligible to explore a wider range of electives via online learning opportunities called Gifted Exploratory Learning and cover topics ranging from Art Appreciation to Sociology. Select students can also accelerate their learning, taking courses through APEX Virtual Learning School to earn credit in Algebra I, Geometry, or level I Spanish/French if they attend a school that is unable to offer these courses to these formally identified learners.

Once these learners move on to high school, in addition to their updated ILPs, they can continue to enroll in compacted/grade level above honors courses, take AP courses, attend Baltimore City College which offers IB Diploma pathways, attend Bard High School Early College which allows students to earn an

Associate’s degree while in high school, or participate in Dual Enrollment courses across the district – all forms of recognized acceleration practice. While mentorships, another accepted type of acceleration, can be experienced in elementary and middle grades, it is typically experienced while in high school and is especially successful for students in the Ingenuity Project who are frequently partnered with professors at Johns Hopkins or Morgan State where students regularly work alongside these academics to conduct original and authentic research. Finally, the majority of high schools currently offer the AP Capstone set of courses with the remaining schools slated to do so by 2022-2023. 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.

A. Changes made to the continuum of programs and services during the pandemic

The only changes to the continuum of programs and services during the pandemic was a shift from in person programs like Talent Mentoring and Baltimore Emerging Scholars to virtual learning opportunities via those same partners and resources. In fact, the pandemic accelerated the creation of video resource lessons for teachers of students in grades K – 5 which meant that more students, not just those formally identified, were able to experience Jacob’s Ladder, William & Mary, and M2/M3 curricula than in prior years. Access to online learning opportunities which had been in place prior to the pandemic, such as APEX Learning and Renzulli Learning, were actually expanded to include more schools and more students.

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

Goal: Increase the identification rate of students across all three tiers of identification district-wide by no less than .5 percentage point during the 2021-2022 academic year and 1 full percentage point 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 2022.</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> |
| <p>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.</p> | | |

| | | |
|---|--|--|
| <p>Target City Schools plans to have 40% of all ILPs uploaded to Infinite Campus with special attention paid to students currently enrolled in grades 5 and 8 to ensure documentation prior to their enrollment at different middle schools and high schools next year.</p> | <p>Strategies The GAL office will continue to provide synchronous and asynchronous online professional learning around the writing and implementing of ILPs while finishing work with the IT department to rollout an interactive ILP template housed in Infinite Campus. The GAL office has added a full-time, Title I funded, position solely responsible for directly supporting Title I schools in creating and implementing ILPs. This ILP lead will also run targeted lists of students in grades 5 and 8 to draw special attention to those students having a need for trackable ILPs. 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.</p> | <p>Timeline Professional learning began in August and will be ongoing throughout the academic year. A final version of the interactive ILP, housed in Infinite Campus, is due before the end of the first quarter. Review of Gifted and Advanced students in targeted grades 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 2022 as part of this goal.</p> |
| <p>Goal: All schools in the district will become active GAL schools working to support formally identified students enrolled at their school (much like all schools are required to support special education or EL students). Emphasis will be placed on all Title I schools being trained to use approved gifted ancillary curricula and resources by the end of the 2021-2022 school year. Additionally, all 29 high schools will be supported to expand AP options for next</p> | | |

year while supporting their teachers to improve results on the 2022 May exams. This includes 8th grade students at Baltimore International Academy taking AP courses in Chinese, French, and Spanish.

| Target | Strategies | Timeline |
|---|--|---|
| <p>All Title I schools in the district will receive training on the appropriate use of the sets of ancillary curricula and approved gifted resources they received last year (as appropriate for their grade levels). K-5 schools will receive support for all 23 units of M2/M3 math curricula along with all associated manipulative kits and 3-year digital license access as well as their Jacob’s Ladder and William & Mary math and science units. In addition, licenses for Renzulli Learning is being provided to more than 3,000 students in elementary schools. 6-8 schools will receive supports around National History Day, differentiated learning opportunities with special attention paid to the use of APEX learning as part of a Gifted Exploratory Learning approach. High Schools will receive training on ILP writing and implementation as well as on the use of APEX Learning courses to support honors and AP courses.</p> | <p>The GAL office will work to support use of the previously produced weekly video lessons using the aforementioned K-5 resources in support of remote, hybrid, and in-person learning. The GAL office will continue to provide a wide range of synchronous and asynchronous professional learning opportunities including those led by the GAL team, participation by 225 teachers in the Maryland Educators of Gifted Students (MEGS) conference in October, and continuous training around the use of the APEX Learning licenses provided to all students in grades 6 – 12. The GAL office will prioritize the onboarding of high school teachers in support of efforts to expand honors and AP course options as well as to make them aware of the needs and characteristics of gifted learners and how to write and implement ILPs. Finally, the GAL office is making licenses for virtual learning courses via Apex Learning, complete with a certified teacher, available to allow for advanced math courses and AP course access for schools who are otherwise not staffed to meet the exact needs of select GAL students.</p> | <p>Video lesson access began in August and will continue to be modeled in all professional learning sessions for GAL leads. On-demand GAL learning modules, 16 currently, are active on the district’s TSS (Blackboard) platform. Participation in the 2021 MEGS conference will launch on October 15th and because of the virtual offering this year, dozens of on- demand sessions, along with quarterly keynote speakers will be accessible to the 225 attendees for the entire year. Training for APEX Learning began in August and is available on demand by both schools and teachers because of contracting with APEX Learning for a City Schools dedicated trainer for the entire year to support teachers in grades 6-12. The GAL office is providing weekly 2-hour blocks of time for direct support to AP teachers (Tuesdays 3-5) and GAL leads (Wednesdays 3 -5) starting the first week of October and running through the school year. In addition, on demand professional learning is available to all schools by the GAL team.</p> |

Comprehensive Teacher Induction Program

.01 Scope.

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

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

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

.04 General Requirements.

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

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

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

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

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

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

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

.05 Participation in the Comprehensive Induction Program.

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

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

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

Comprehensive Teacher Induction Program

Section A- Comprehensive Teacher Induction Program (CTIP) Team Members

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

| | | | |
|----------------------------------|--|--|---|
| Human Capital Position(s) | Director of Educator Pipelines and Induction | Coordinator of Early Career Teacher Induction | Coordinator of Professional Development Schools |
| Name | Zaharah Valentine | Shané Williams | Tiffany Adams |
| Responsibilities | <ul style="list-style-type: none"> ● Provide vision in alignment with City Schools’ priorities ● Establish short and long term goals ● Oversight of implementation of COMAR mandates and induction programming at the school level. | <ul style="list-style-type: none"> ● Engage stakeholders with regards to professional development, including NTSI and Mentor Academy ● Collect and analyze data of implementation of induction programming at the school level ● Cultivate relationships with community partners. | <ul style="list-style-type: none"> ● Assist and collaborate with regards to planning, preparing, and implementation of Early Career Teacher Induction programming, supporting, and guidance. |

2. Please provide information on your mentors.

| | |
|-------------------------|-----|
| 1st Year Mentors | 97 |
| 2nd Year Mentors | 40 |
| 3rd Year Mentors | 46 |
| 4+ Year Mentors | 100 |

3. Please provide the total number of probationary teachers being served by your CTIP.

| | |
|--------------------------|-----|
| 1st Year teachers | 577 |
|--------------------------|-----|


| | |
|--------------------------|-----|
| 2nd Year teachers | 516 |
| 3rd Year teachers | 437 |

4. Please provide the average mentee to mentor ratio (example: 15:1).
 - a. School-Based Mentor to Early Career Teacher Ratio Ranges begins at 1:1, but cannot exceed 1:4, if the mentor is not full release. If the mentor is full release (does not have teaching responsibilities) the ratio, according to COMAR, can have up to 14 Early Career Teachers assigned to the School-Based Mentor for support.

Section B- Comprehensive Teacher Induction Program Training and Supervision

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?
 - a. Please see the Mentor PD Plan with topics embedded below:

**Professional Development Plan for School-Based Mentors
SY 2021-2022**

| | Year One | Year Two | Year Three | Year Four + |
|---------------|--|---|--|---|
| October 2021 |  <p>Focus: Kiano Training Essential Question: How do we use online tools to capture what mentors are doing with teachers? October 1-7, 2021 (Asynchronous and Self-Paced)</p> | | | |
| PD Summary | NTC: Foundations | Supporting Teachers flyer 21-22.pdf | Shrinking the Change 21-22 flyer.pdf | One or both MSDE PD Pathways and/or EPI Independent Study (TBD) |
| October 2021 | Facilitator: NTC Topic: Foundations (Part I & II) Oct 14, 2021 Oct 28, 2021 | Facilitator: MSDE Topic: Supporting New Teachers: A Primer for New Mentors and Coaches Oct 12, 2021 | Facilitator: MSDE Topic: Shrinking the Change: Leveraging Feedback to Improve School Culture Oct 5, 2021 | See Year 2 and Year 3 for more information |
| November 2021 | Facilitator: NTC Topic: Foundations (Part III & IV) Nov 11, 2021 | Facilitator: MSDE Topic: Supporting New Teachers: A Primer for New | Facilitator: MSDE Topic: Shrinking the Change: Leveraging | See Year 2 and Year 3 for more information |

| | | | | |
|---------------|--|---|---|--|
| | Nov 18, 2021 | Mentors and Coaches Nov 16, 2021 | Feedback to Improve School Culture Nov 9, 2021 | |
| December 2021 | Facilitator: NTC Topic: Planning Conversations (Part I & II) Dec 16, 2021 Dec 23, 2021 | Facilitator: MSDE Topic: Supporting New Teachers: A Primer for New Mentors and Coaches Dec 14, 2021 | Facilitator: MSDE Topic: Shrinking the Change: Leveraging Feedback to Improve School Culture Dec 7, 2021 | See Year 2 and Year 3 for more information |
| January 2022 | Facilitator: NTC Topic: Planning Conversations (Part III & IV) Jan 6, 2022 Jan 20, 2022 | Facilitator: MSDE Topic: Supporting New Teachers: A Primer for New Mentors and Coaches Jan 18, 2022 | Facilitator: MSDE Topic: Shrinking the Change: Leveraging Feedback to Improve School Culture Jan 11, 2022 | See Year 2 and Year 3 for more information |
| February 2022 | Facilitator: NTC Topic: Observation Cycles (Part I & II) Feb 10, 2022 Feb 24, 2022 | Facilitator: EPI Unit Topic: TBA Feb 15, 2022 | Facilitator: MSDE Topic: Shrinking the Change: Leveraging Feedback to Improve School Culture Feb 22, 2022 | See Year 2 and Year 3 for more information |
| March 2022 | Facilitator: NTC Topic: Observation Cycles (Part III & IV) Mar 10, 2022 Mar 24, 2022 | Facilitator: MSDE Topic: Supporting New Teachers: A Primer for New Mentors and Coaches Mar 1, 2022 | Facilitator: EPI Unit Topic: TBA Mar 8, 2022 | |
| April 2022 | Facilitator: NTC Topic: Analyzing Student Learning (Part I & II) Apr 7, 2022 Apr 21, 2022 | Facilitator: MSDE Topic: Supporting New Teachers: A Primer for New Mentors and Coaches Apr 5, 2022 | Facilitator: EPI Unit Topic: TBA Apr 19, 2022 | |

| | | |
|-----------|---|-------------------------------------|
| May 2022 | Facilitator: NTC Topic: Analyzing Student Learning (Part III & IV) May 12, 2022 May 26, 2022 | Facilitator: EPI Unit Topic: TBA |
| June 2022 | Facilitator: EPI Unit Topic: TBA | |

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?
 - a. School System Administrators are trained at the *BCPSS School Operations Institute* typically during August. Below are the learning objectives captured from the training:
 - i. **Session Outcomes:**
 - By the end of this session, participants will define induction and components according to COMAR.
 - By the end of the session, participants will identify the implementation of induction characteristics at the school level.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?
 - a. District-level - Human Capital: Individual Mentor Evaluation:
 - i. Kiano is an online database that tracks school-based mentors' bi-weekly informal observation and coaching notes.
 - ii. SANE (Sign-in sheets, agenda, notes, and evaluation) documents are collected to track monthly Professional Development attendance
 - iii. Based on the artifacts submitted by the school-based mentor, they are awarded Achievement Units that the HC AU Liaison issues.

Below is a sample of the AU Menu Criteria for School-Based Mentors:

| Task | Time Commitment | | Documentation |
|--|----------------------|----------------------|--|
| Mentor Forums/PD Sessions | 18 hours | 18 hours | SANE Docs. Kiano Entry MSDE Follow Up |
| Site-Based Orientation for New Teachers (Fall 2021) | 1 hour | 1 hour | SANE Docs. |
| Monthly School-Based Mentoring Meetings (October 2021 - May 2022) | 8 hours (1/month) | 8 hours (1/month) | SANE Docs. Kiano Entry |
| Bi-weekly E-Communications/Newsletters (beginning in October 2021) | 3 hours (Minimum) | 3 hours (Minimum) | Submission to Program Coordinator Kiano Entry |

| | | | | |
|--|--|------------------------------|------------------------------|-------------|
| Instructional Support (A) 1-2 New Teachers | Instructional Support (B) 3-4 New Teachers | (A) 15 hours (Minimum) | (B) 30 hours (Minimum) | Kiano Entry |
| | | 45 hours | 60 hours | |
| | | 3 AUs | 4 AUs | |

- b. School-level Individual Mentor Evaluation:
 - i. Mentors submit Individual Development Plans to their Principals.
 - ii. Mentors are evaluated using the BTU-approved Mentor Evaluation Form that is completed three times per year.
- c. Principal Supervisor (ILED) Programmatic Evaluation to the School Principal:
 - i. ILEDs evaluate principals on the level of implementation of their school-based early-career induction program that targets the impact that Mentors have on novice teachers. Below is the indicator for New Teacher Induction the specifically targets Mentors and School-level Induction:

| | | |
|--|--|--|
| CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING) | 2.1 School leadership implements systems to select and retain effective teachers and staff whose skills and beliefs meet those needs. | <i>2.1.4 Ensures the implementation of mentoring and/or other induction programs to support the development of all new teachers and staff and monitors the program's effectiveness.</i> |
|--|--|--|

Section C- Comprehensive Teacher Induction Program Overview

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.
 - a. Initial Orientation Professional Learning Outcomes include:
 - i. Reflect on the role I play in understanding and supporting the district priorities, goals, and how we support our community.
 - ii. Gain a better understanding of the policies, practices, and systems that cause differential life outcomes by neighborhood and race in Baltimore City.
 - iii. Deepen my understanding of the historical racial dynamics that shape our students' lives and how that informs and influences my instructional planning efforts.
 - iv. Embrace Baltimore City's diverse cultures and build cohort communities of practice with my peers, new professional networks, and connect with the leaders within the school where I will work.
 - v. Understand the district's expectations for effective and exceptional teaching, such as using the IF tool for effective instruction.
 - vi. Identify the array of supports available to me as a new teacher in the district.
 - vii. Identify the connections between standards and the curriculum to discuss implications for implementing content-specific modules and lessons by examining content progression and various instructional strategies.
 - viii. Plan for effective strategies to build positive, productive relationships with my students that cultivate trust while consistently maintaining high expectations for behavior and academics.

- ix. Discuss and brainstorm ways to best support student learning in face-to-face and virtual contexts while paying acute attention to support all students with diverse learning needs.
- x. Engage in genuine and generous feedback to support my instructional planning for the first instruction.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with mentors and/or peers.

Early Career Teachers receive support by way of informal observations with feedback, collaborative planning, and professional development with their School-Based Mentors. Peer-to-Peer observations are encouraged, however implemented at the school level.

3. How are the needs and concerns of new teachers assessed and addressed through ongoing support, informal feedback, and follow-up?

School-Based Mentors are required to document their interactions with Early Career Teachers within Kiano (documentation system), maintained by the New Teacher Center. Using an online database, Kiano, the Educator Pipelines and Induction Unit will send three surveys out to early-career teachers and mentors to evaluate their mentoring experience BOY, MOY, and EOY. We also conduct a comparative analysis of the perceptions of the early-career teachers against what the school-based mentors perceive to be true.

4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

The Educator Pipelines and Induction Unit has created and will revise strategic plans as needed, as well as collect and analyze data to ensure Early Career Teachers are receiving aligned and relevant growth and development opportunities as it relates to induction, specifically mentoring.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

- a. **Teacher Evaluation Data:** The Educator Pipelines and Induction Unit (District-level) uses early career teacher evaluation results to provide targeted professional development for school-based mentors. We have made a programmatic shift focusing only on crucial evaluation indicators from analyzing early career teacher overall performance data (pre-COVID and SY21 data). Below are the indicators grounded in SEL (Social Emotional Learning) that we will monitor:
 - i. PREPARE 1: Know your students and self
 - ii. TEACH 6: Organize and implement routines to support a learning-focused classroom
 - iii. TEACH 7: Cultivate a supportive learning community
 - iv. REFLECT & ADJUST 2: Reflect on teaching practice

- b. **Teacher Perception Data:** Using an online database, Kiano, the Educator Pipelines, and Induction Unit will send three surveys out to early-career teachers and mentors to evaluate
 - i. How do you feel about your mentor's support?
 - ii. How do you feel about your mentor's feedback?
 - iii. How do you feel about your mentor's observation?

their mentoring experience BOY, MOY, and EOY. We also conduct a comparative analysis of the perceptions of the early-career teachers against what the school-based mentors perceive to be true.

- c. **New Teacher Retention Data:** In the Office of Human Capital, an appointed Human Capital Knowledge Management & Strategy team monitors the new teacher retention data. Furthermore, this team provides the Educator Pipelines & Induction Unit with monthly reports that help us to monitor which school-based mentors may need immediate intervention.