



Maryland's Race to the Top
From National Leader to World Class

BALTIMORE CITY
PUBLIC SCHOOLS

Baltimore City Public Schools
Scope of Work Plan
Submitted November 17, 2010



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Part I -- Narrative: Section A – Executive Summary

The theme of Maryland’s winning Race to the Top application is to move from “National Leader to World Class,” and there is no better school district in which to begin that transformation than Baltimore City Public Schools (City Schools). Over the past few years, under the leadership of the Board of School Commissioners and Chief Executive Officer Dr. Andrés Alonso, City Schools’ teachers and students have shown remarkable progress:

- 72.4 percent of City Schools students in grades 3-8 scored proficient or advanced last year in reading on the Maryland School Assessment – 12 points behind the State average. Just six years ago, the gap was 20 points;
- 66.3 percent of City Schools students in grades 3-8 scored proficient or advanced last year in mathematics – 13 points behind the State average. The gap was 25 points six years ago; and
- High school students are showing the lowest annual dropout rate in 17 years (4.1 percent) and the highest four-year graduation rate in 14 years (66 percent).

However, City Schools can – and will – do better. The State’s Race to the Top (RTTT) proposals provides a launching pad for changes to ensure that *all* students graduate with a diploma that gives them access to college and careers. The district’s proposals for those kinds of changes are substantially aligned with Maryland’s Race to the Top vision, including:

- **Section A:** City Schools will cooperate with statewide and national evaluations, data sharing, and publicizing of best practices. City Schools proposes using a small amount of RTTT funds for short-term implementation support and the services of an executive search firm for key positions.
- **Section B:** City Schools will integrate the Common Core into its curriculum, assessments, and professional development and cooperate with Maryland’s professional development efforts. Through the RTTT program, formative assessments will start earlier than the State’s planned rollout, giving quick feedback about student progress to City Schools’ teachers. The City will share its formative assessments (which will be aligned with the Common Core Standards) with the State.
- **Section C:** City Schools will invest in training school leaders and teachers in data and instructional improvement systems: what the data do – and do not – tell; how to

communicate with parents about assessment results; and how to best leverage the City's Data Link system and Maryland's Online Instructional Toolkit expansion.

- **Section D:** City Schools will overhaul its evaluation system to incorporate measures of student growth and locally-developed priorities, in line with the State Board of Education's proposed regulations. As described in the Section D Scope of Work, City Schools will work with its teachers and principals on the design, rollout, and implementation of this evaluation and use the results for major decisions such as tenure, promotion, retention, and compensation. A new performance-based compensation system will draw on teachers' skills and professional development. Moreover, the development and evaluation of professional learning opportunities strategically aligned to the standards evaluated will permit City Schools to determine the impact of professional development on student achievement.
- **Section E:** City Schools will cooperate with Maryland's Breakthrough Center and Breakthrough Zone for the district's lowest-performing schools and their feeder schools, including staff to coordinate support services and a commitment to ensuring that educators consistently rated "ineffective" do not work in low-achieving schools.
- **Section F:** City Schools will commit to accessing start-up funds to convert two low-performing schools into charter schools and pair them with high-performing charter schools for technical assistance during the transition.

These changes, as well as reforms already under way in the school system, will enable City Schools to reach its academic goals. Such reforms include: the *Expanding Great Options* effort, which has been building the portfolio of quality school options for students through transforming or closing chronically low-performing schools, expanding effective school programs, and creating new school options in all areas of the city; Fair Student Funding, which moved resources and decision-making authority from central administration to the schools; and collaborative planning time in every school to examine student performance. Like the State, City Schools' goals include 100 percent proficiency on the MSA, a higher graduation rate, and effective teachers and leaders in every school. City Schools also is committed to improving its National Assessment of Educational Progress results to help Maryland reach its stated goals in the RTTT application.

It will be impossible for the State of Maryland to raise performance and eliminate performance gaps without significant progress in Baltimore. Targeted strategies already under way and explained in this Scope of Work will help to do both. The district proposes to use RTTT funds to improve classroom instruction and teaching/leadership overall in two key ways:

- **Data use** -- Improved access to online resources (the State's Online Instructional Toolkit, the district's Data Link, professional development tracking and evaluation, formative/summative assessment data), will put information in the hands of teachers and leaders faster. Data use is part of the State's nine-step instructional improvement process outlined in the RTTT application, and City Schools believes that more information for educators about their students will help improve performance; and
- **Teacher/leader pipeline** -- Changes to the way City Schools evaluates, retains, develops, and promotes teachers and leaders will ensure that teacher *effectiveness* is paramount. Research demonstrates that effective teachers are the single biggest in-school contributor to student success. City Schools' proposed new performance-based salary structure and State-aligned evaluation will enable top-flight educators to take on greater leadership roles and receive incentives for working in low-achieving schools. This strategy holds promise for making sure that City Schools' best teachers and leaders work with the district's neediest students.

City Schools will embark upon this path with the involvement of teachers, principals, and parents. Educators will help create the evaluation instrument (Section D), and City Schools will give principals and teachers the best possible tools to communicate with parents about the students' progress (Section C). City Schools also intends to be transparent with the State and make these Race to the Top efforts the cornerstone of strategic planning for 2011-12 and beyond, as Maryland law requires that all school systems develop annually a data-driven Master Plan for accelerating or sustaining student performance to achieve national and state goals. Because of the tight timeline for development of the Scope of Work, stakeholder involvement was not solicited in a traditional way. However, the Board of School Commissioners – an appointed body that represents major stakeholder groups in the city – has reviewed a draft of the entire plan. In addition, major portions of this Scope of Work (such as the teacher effectiveness changes outlined in Section D) will be launched with the assistance and input of the Baltimore Teachers

Union. Moreover, many of the goals in this Scope of Work align with existing City Schools priorities, which have been vetted with parents, educators, and community members.

The proposals outlined in this Scope of Work will enable City Schools to help Maryland move from a “national leader to world class” in ways that are aligned with the State’s vision for success. City Schools is proud to be part of the nation’s No. 1-ranked State public education system and looks forward to working with Maryland on the efforts to raise student achievement and promote high-quality teaching through Race to the Top.

Action Plan: Section A

LEA: Baltimore City Public Schools

Date: November 17, 2010

Goal(s) for Project 12: Success Factors

- Implement all aspects of City Schools' Scope of Work aligned with the State's Race to the Top application.
- Manage, disburse, and track City Schools' share of RTTT funding in a transparent and efficient manner.
- Participate in state and national evaluations of RTTT.
- Leverage external start-up support to begin implementation immediately.

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>						
<i>Additional Required Activities:</i>						
1. Cooperate with national and statewide evaluation.	(A)(2)		December 10 – Expiration of Grant	Matt Van Itallie, Chief Achievement & Accountability Officer	Deadlines and benchmarks for state and national evaluations are met.	N
<i>Optional Activities:</i>						
1. Seek external consulting and executive search firm support for implementation and hiring.	(A)(2)(i)	12	November 2010 – December 2010	Shawn Stokes, Chief Human Capital Officer Sarah McLean, Special Assistant to the CEO	Proposals for firms are solicited.	N
2. External firms hired and begin work on identified RTTT needs.	(A)(2)(i)	12	December 2010 – January 2011	Shawn Stokes, Chief Human Capital Officer Sarah McLean, Special Assistant to the CEO	Work plans are drafted.	N

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. Search firm solicits, screens, interviews, and recommends talent for key RTTT positions. Hiring is completed.	(A)(2)(i)		December 2010 – April 2011	Shawn Stokes, Chief Human Capital Officer Sarah McLean, Special Assistant to the CEO	Positions are filled.	N
4. Consulting firm(s) implement work plan.	(A)(2)(i)		December 2010 – June 2011	Shawn Stokes, Chief Human Capital Officer Sarah McLean, Special Assistant to the CEO	Work plan is executed. Key RTTT dates and deadlines are met.	N
5. Determination made on follow-up projects for Year 2, if any	(A)(2)(i)		May 2011	Shawn Stokes, Chief Human Capital Officer Sarah McLean, Special Assistant to the CEO	Year 2 work plans drafted and approved.	N
6. External firms continue work on identified RTTT needs for Year 2.	(A)(2)(i)	12	June 2011 – December 2011	Shawn Stokes, Chief Human Capital Officer Sarah McLean, Special Assistant to the CEO	Work plan is executed. Key RTTT dates and deadlines are met.	N

Narrative: Section B – Standards and Assessments

Section (B)(1): Adoption of Common Standards

Baltimore City Public Schools will adopt and implement the Common Core Standards as required by the State of Maryland.

Section (B)(2): Adoption of Common Assessments

Baltimore City Public Schools will adopt and implement new assessments aligned with the Common Core Standards as required by the State of Maryland.

Section (B)(3): Transition to Common Standards and Assessments

As the State and the nation prepare for the Common Core Standards and aligned assessments, Baltimore City Public Schools will place its students on an accelerated trajectory for mastery of the kinds of skills required by the Common Core. In particular, because 21st-century literacy skills will be needed for students to master the new standards, the district's lowest-achieving readers will need intensive interventions, and the on- and above-grade level readers will need to enhance their ability to read and think critically. City Schools looks forward to using the state-created formative assessments to assess student mastery in content areas in all grades. However, both to prepare for the raised standards and to improve students' basic reading skills quickly, City Schools needs to help teachers develop skills in using data to drive instruction and to equip teachers to undertake intensive literacy interventions.

To that end, City Schools will acquire scientifically-based literacy assessments in grades PreK-3 and in the middle grades that will provide teachers and school leaders with in-depth formative and predictive data to inform instruction. City Schools will begin the literacy assessment work in grades PreK-3 because it is critical for teachers in the early grades to use these tools to help beginning readers form a strong foundation for continued literacy development, to identify achievement gaps, and to plan timely intervention. PreK-3 teachers already have a knowledge base in good literacy instruction, but they need professional development on how to administer the assessments, interpret the results, and provide appropriate interventions based on the results.

As for the middle grades, although middle grade and secondary teachers readily identify that students have deficiencies in reading and will acknowledge that struggling readers also struggle with course content, they have not traditionally had the tools or the responsibility for ensuring integration of literacy strategies across content. However, with the Common Core Standards and the focus on STEM, teachers in all content areas will need to have the tools and skills to incorporate literacy into the content.

Literacy assessments will give teachers valid results that identify which instructional strategies lead to higher student achievement. During the four years of implementation, 36,000 City Schools students (43 percent of the school population) will take these assessments. Additionally, City Schools teachers will receive intensive professional development in the use of these assessments to design appropriate interventions and will receive resources to implement the interventions. By focusing on individual student literacy development needs, City Schools will use this portion of Race to the Top funding to support the transition to the enhanced standards and high-quality assessments being developed by the State as well as City School's Master Plan Progress Goal 1 – ensuring that all students achieve high standards and graduate ready to succeed.

The reason that City Schools is choosing to focus Race to the Top dollars on literacy is because the district currently is engaged in a number of initiatives to further mathematics and STEM instruction through other grants. These efforts will help City Schools find expert math teachers to mentor other teachers, set up professional learning communities, create and implement STEM units, and provide extended learning time in mathematics. Please see Appendix A for a complete list of math and STEM-related City Schools projects.

The Assessments

Because City Schools is committed to giving its school leaders choice, while ensuring that a certain level of rigor is met through the assessments, the district has selected two scientifically-based assessment programs from which schools can choose. Both are administered in one-on-one settings, assess students' emergent literacy skills and reading comprehension within and across grade levels, and set grade-level and skill-based benchmarks for mastery. Both provide extensive three-year professional development on how to translate the information from the assessments into classroom practice and interventions. One program equips teachers with

handheld devices to administer the assessment and submit results, while the other is paper-based. Both produce reports that provide teachers and school leaders with timely and actionable data. This data eventually will link with City Schools' fully integrated and comprehensive student data system. City Schools carefully selected these two programs because both assess similar domains of literacy, and all teachers, regardless of which assessment they administer, will be able to analyze and act on results district-wide even if students move between schools.

In November 2010, schools will hear presentations from both companies, which already have undergone City Schools' procurement process. By January 2011, 30 schools will choose the assessment that best fits their needs, receive initial training, and conduct their first administration. By April 2011, a second cohort of 30 schools will conduct their first administration of one of these two assessments. The third cohort of schools will begin administering one of the two assessments over the summer, and the remaining schools will begin using an assessment by fall 2011.

The assessments for the middle grades will begin a couple of months later, given the increased complexity and push needed to get middle grade teachers ready for intensive literacy instruction. These assessments and extensive professional development will provide key tools for middle grade and secondary teachers to prepare for the Common Core Standards and new state assessments by making literacy activities integral components of their classroom work.

In spring 2011, a subset of schools with students in grades 6-7 will administer the RISE, a diagnostic assessment developed by Catherine Snow of Harvard to identify specific skill deficits in very low-level readers. RISE is being offered to City Schools for free as part of a research project with Strategic Education Research Partnership (SERP). Rising 9th-graders identified as Basic will take this assessment over the summer during their high school induction programs. Over the next two years, all students in grades 6-9 will participate in reading diagnostic assessments. Schools will be able to choose from two other assessments in addition to the RISE: Measures of Academic Progress (MAP) and the Scholastic Reading Inventory (SRI). All three assessments are computer-based, thereby providing multiple opportunities for students to develop skills and comfort with taking computerized assessments prior to the release of the new state assessments.

Finally, Baltimore City Schools will be a part of the research group for the University of Chicago's prekindergarten STEP assessment, which will launch in fall 2011. This partnership will allow City Schools to participate at no charge.

Professional Development

City Schools is committed to ensuring that these assessments become real tools to drive instruction on a day-to-day basis. As schools develop the skills to administer the assessments, central office professional development will turn very quickly to the data-driven instruction cycle and the interventions teachers should be providing.

Professional development will focus on monitoring student progress through informal classroom assessments on an at-least monthly basis. Consultants from the assessment companies, working with City Schools, will customize professional development to ensure that all individuals working with instruction in the school understand the data and can use the information to adjust instruction. Professional development sessions will prepare teachers to use assessment data to lead differentiated small reading groups, to use a leveled library meaningfully for both independent and guided reading time, and to improve both fluency and comprehension. Consultants also will work with teachers to adjust instruction for the highest-level readers so that they raise their level of comprehension to think critically, make connections between texts, and synthesize knowledge to develop new ideas and evaluate existing concepts.

Technology & Infrastructure

In addition to the professional development for school-based staff members, City Schools' central office will integrate literacy more deeply and broadly. Literacy assessment data will be housed in the Student Data Link portal that also will hold all student data, so that the Office of Achievement and Accountability can draw links between student literacy, student performance on the Common Core assessments, and school-based practices. Parents will access this information through the Parent Portal on the Data Link as well. And as further described in the narrative and action plan for Section D, City Schools plans to enhance its data systems to better link professional development to teacher practice, so formative assessment data will be one factor in helping target professional development opportunities to teachers.

Two central office staff members will focus on driving this work forward – one on the data side who will analyze the data from around the city and report on students’ literacy development, and one on the administration and intervention side (paid for through other grant sources) who will work with existing networks and instructional staff to better develop systems for reading intervention. Central office staff members will be trained to support teachers and principals use their common planning time to analyze data and adjust instruction. The district also will hire one Director-level individual, funded through Race to the Top, who will be the primary liaison with the state on all Common Core activities, including the Academies.

Areas of Alignment with the State

City Schools has decided to fund its own system of formative assessments – specifically geared to the core components of literacy – that will be operational by 2011, ahead of the State’s standards-based formative assessment timeline as outlined in Section (B)(3) of the Race to the Top application. The district will be able to share any lessons learned with the State. City Schools embraces the planned expansion of the existing Online Instructional Toolkit and will ensure that its teachers know about the curricular and multi-media instructional resources that are available. In addition, City Schools supports the Educator Instructional Improvement Academies and will arrange for funds to pay for substitutes (if needed) when teachers and other staff attend the Academies (see Section D -- Scope of Work).

Conclusion

Few skills are as fundamental as literacy. With Race to the Top funding, City Schools teachers will have a suite of formative assessments in the early and middle grades to diagnose any problems; assistance from in-house professional development and external sources; and data systems that link assessment results with professional development. These enhancements will enable City Schools to meet its goals of 86.9% proficient or advanced on the Maryland School Assessment, thereby contributing to the State’s stated achievement goals in its Race to the Top application.

Action Plan: Section B

LEA: Baltimore City Public Schools

Date: November 17, 2010

Goal(s) for Project 1: Formative Assessments

- Improve student achievement by equipping teachers with literacy assessments that give timely and actionable data, professional development and strategies for multiple tiers of intervention.
- Improve teachers' ability to use data from assessments to adjust instruction and meet students' individual needs so that all students have 21st-century literacy skills.
- Prepare teachers, students, and schools to administer and take computer-based assessments in preparation for the Common Core assessments.
- Create a one-stop shop for teachers, principals, parents, and central office staff that holds student achievement data from Common Core assessments, as well as literacy assessments, so that all stakeholders can monitor and adjust according to data.

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)					Y denotes that other grant sources will be used
1. Formally adopt and get materials for formative literacy assessments for grades PreK-3, 6, 7, 9.	(B)(3)	1	November 2010 – January 2011	Cross-functional teams from Chief Academic Officer's office	Contracts signed with 2 providers for PreK-3 and 3 providers for grades 6-9.	Y
2. Hire contractual staff for data analysis and to be primary liaison with the State on Common Core implementation.	(B)(3)	1	November 2010 – January 2011	Sonja Brookins-Santelises, Chief Academic Officer	Job posting, screening, interviewing, and hiring concluded.	N
3. Train teachers and principals to administer assessments.	(B)(3)	1	January 2011 – January 2012	Linda Eberhart, Executive Director of Teaching and Learning	150 schools are using assessment; 1,500 teachers trained to provide; 150 principals are trained to administer assessments.	N

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Quarterly trainings for teachers and school leaders on how to use assessments to provide appropriate RTI-based interventions with monthly monitoring	(B)(3)	1	September 2011 – September 2014	Linda Eberhart, Executive Director of Teaching and Learning & Kim Lewis, Executive Director of SPED	<p>Assessments provide schools and the district the following data points:</p> <ol style="list-style-type: none"> 1) <i>Kindergarten</i>: alphabet knowledge, phonological awareness, letter writing/name writing, and print awareness; 2) <i>1st grade</i>: letter name fluency, phoneme segmentation, oral reading fluency and comprehension (<u>independent</u> reading level); 3) <i>2nd grade</i>: oral reading fluency and comprehension (<u>independent</u> reading level); 4) <i>3rd grade</i>: comprehension (<u>independent</u> reading level); and 5) <i>6th – 9th grade</i>: Comprehension, reading level (Lexiles). <p>1,500 teachers have attended trainings. All teachers and principals in schools administering assessments are able to provide text levels (PreK-3) and Lexiles (6-9) for 100% of assessed students.</p> <p>100% of assessed students are receiving interventions. 100% of schools administering assessments conduct at least monthly progress monitoring of 100% of assessed students.</p>	Y
5. Training for principals on how to help staff understand how the literacy assessments connect to the Common Core.	(B)(3)	1	September 2012 - June 2013	Sonja Brookins-Santelises, Chief Academic Officer	120 principals who are trained report having similar conversations with their teachers	N

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. Provide ongoing coaching & support to schools and teachers on how to use the data from assessments to drive instruction as well as how to provide appropriate interventions.	(B)(3)		September 2011 – September 2014	Linda Eberhart, Executive Director of Teaching and Learning Kim Lewis, Executive Director of SPED	100 of schools coaches work with 1,000 teachers providing interventions for students. By 2014, 85% of students will have Lexile scores in their grade range as indicated in the Common Core standards.	Y
7. Training for central office staff on how to provide staff support during collaborative planning time around addressing data with appropriate interventions.	(B)(3)		September 2012 – June 2013	Sonja Brookins-Santelises, Chief Academic Officer	Ten central staff members will be able to provide support.	N
<i>Optional Activities</i>						
1. Set up technology infrastructure for implementing these assessments and begin to set it up for Common Core assessments.	(B)(2) and (B)(3)		January 2010 – January 2011	David Goldsborough, IT Support Systems Manager	Each school will have two computer labs.	N
2. Set up the technology infrastructure to capture data from the different assessment providers and send it to City Schools DataLink to create one-stop shop for all student-based data.	(B)(3) and (C)(3)		October 2011-October 2012	David Goldsborough, IT Support Systems Manager	Teachers will be able to view all information at one portal.	N
3. Build central office capacity for analyzing data and responding on a system-wide level to literacy development needs of City Schools students.	(B)(3)	1	September 2011 – September 2014	Aaron Douglas, Program Evaluator II	One researcher and one evaluator will be dedicated to this work. City Schools' will provide data about students' skills in literacy development.	N

Appendix A: City Schools Mathematics & STEM Activities

Source of Funds	Amount	Time Frame	Purpose
ARRA Stimulus (Teacher Leader)	\$5,000,000	2009 - 2010 2010 - 2011	Grades K-12 support in math: <ul style="list-style-type: none"> Identify outstanding math teachers to support teachers throughout the city. Teachers visit grade-level specific teacher leader classrooms. Teacher leaders also support those teachers in the classrooms at schools throughout the city. Teacher leaders are also available after school for content-specific support for other math teachers. Expand Math Professional Learning Communities where teachers meet once a month to learn best teaching practices. 600 math teachers attend each month.
Title II	\$1,000,000	2009 - 2010 2010 - 2011	
ARRA SES Extended Learning	\$9,800,000	Summer 2010 2010 - 2011 Extended Year Summer 2011	Basic math students in grades 6-8: <ul style="list-style-type: none"> 6 weeks of summer learning summer 2010 and summer 2011; and Extended learning for after school and Saturday school from September 2010 to June 2011.
School Improvement Grant	\$2,300,000	2010 - 2011	22 targeted schools in school improvement <ul style="list-style-type: none"> Money targeted for professional development; STEM units will be created for grades K-5. Teachers will receive two weeks PD for these interdisciplinary units in June. Then these units will be used during summer learning. A full-time coach will be hired for each school to support instruction during summer learning clinic; and Content and best teaching practices PD will occur each afternoon during the summer.
CAROI funds	\$1,000,000	2009 - 2010	<ul style="list-style-type: none"> 75 teachers completed Algebra Data Analysis Governor's Academy; 40 teachers completed HSA on-line course; 22 low-performing high schools received mobile computer cart and mobile Interactive White board for the math department; and Bridge PD.

Narrative: Section C – Data Systems to Inform Instruction
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Section (C)(1): Building a Statewide Longitudinal Data System

Baltimore City Public Schools (City Schools) supports the State of Maryland's efforts to create a longitudinal data system.

Section (C)(2): Accessing and Using State Data

City Schools supports the State's efforts to build a series of dashboards to enable stronger access to and use of data.

Section (C)(3): Using Data to Inform Instruction

Maryland's Race to the Top application describes a nine-step instructional improvement process that embraces technology as a tool to help students learn. Like all districts, Baltimore City Public Schools will have to: 1) make substantial investments to its data infrastructure and hardware to ensure that vision becomes a reality; and 2) ensure that teachers, leaders, and parents are equipped to use that data infrastructure and hardware for students' benefit.

Hardware and Systems Infrastructure Upgrades

An examination of the district's infrastructure and hardware indicates that upgrades must be undertaken to facilitate the delivery of the Online Instructional Toolkit (OIT) and the Longitudinal Data System (LDS), which enable teachers to access student achievement data and to develop formative assessments and learning activities that support student achievement.

To ensure that students and teachers have uninterrupted, high-speed connectivity as they access these resources, the bandwidth must be improved at schools. Currently, 116 schools participating in this project have or soon will have a high-speed, fiber connection to the City Schools network. The remaining 77 participating schools have a copper-based frame relay circuit which impedes students' abilities to access high-quality online resources due to the limited throughput available on the technology. The district already has taken steps to improve the networks at these schools. A Request for Proposals (RFP) for the Wide Area Network (WAN) upgrade has been published, and proposals will be reviewed in the coming weeks. Once the award is granted, the funding for the project will be released as a part of the district's FY12 budget. The schools currently on frame relay circuits will be upgraded to high-speed fiber by

June 2012. This district in-kind contribution to the overall project will ensure that all schools are prepared to incorporate online assessments and resources.

In addition to high-speed connectivity, teachers and students need to have state-of-the-art equipment in order to access the OIT and LDS to interact with formative and summative assessments and to engage in instructional activities that support the integration of STEM and literacy into their classrooms. All teachers currently have access to a computer work station that allows them to utilize these resources. This district in-kind contribution to the overall project ensures that teachers are able to access the OIT and LDS.

City Schools' biggest challenge is to provide students in all schools with an equal opportunity to access computer technology on an ongoing and frequent basis. The distribution of high-quality computers depends upon the investment that individual schools have made to supplement the programs that City Schools has implemented over the years. While City Schools has a student-to-computer ratio of 3.36:1, the district knows that not all of the computers in that calculation are the type of high-quality computers that the online assessments may require. City Schools also knows that only 6 percent of its student-accessible computers are laptops associated with mobile/wireless carts. The carts exist in only 74 schools. This disparity of distribution is at the heart of City Schools' desire to ensure that all students have a daily opportunity to engage computing technology in their classrooms. Regular access to computers will allow students to foster the skills needed to become comfortable enough with computers so that the technology does not impede their achievement in an online assessment environment.

Because the need for high-quality computers is so widespread and costly, City Schools proposes to use the Race to The Top funds to assist schools in providing the high-quality computing environment that will foster classroom instruction and the use of online assessments for monitoring student progress. The funds from this portion of the grant will be used to offer schools the opportunity to obtain wireless mobile technology that can be used in a variety of instructional settings. The district proposes that schools that need financial assistance to obtain the mobile technology be offered the opportunity to obtain carts that will include 30 notebook computers and a wireless access point at a 75 percent reduction in their costs. RTTT dollars will fund 75 percent of the total cost of the carts, notebook computers, and wireless access points. The schools will need to contribute only 25 percent in order to obtain this valuable resource. The cost-sharing structure will allow City Schools to expand the number of carts available for

distribution from a maximum of 175 carts if the grant pays the full costs to 233 carts under this shared-purchase model. Schools that invest their own funds into technology have a track record of using the technology to enhance the instructional program. City Schools believes this partnership also will increase the ownership interest each school has in this effort to improve student interaction with instructional technology. This program will give teachers throughout each school the opportunity to use the mobile notebook carts to infuse instructional technology resources and formative assessments into their classrooms. Doing so will ensure that students are comfortable and proficient with the equipment and will lessen the likelihood that technology will impede the online assessment process.

In Year 1 of the project, the district will deploy mobile notebook carts in 82 participating schools that currently have fiber connectivity to the City Schools network. In Year 2 of the project, mobile notebook carts will be deployed in those 34 participating schools that gain fiber connectivity. The remaining 77 participating schools due to have their fiber connection to the City Schools network by June 30, 2012 will receive wireless notebook carts using funds whose sources are still to be determined. Decisions regarding the number of carts deployed at each school will be made based upon current enrollment and the need at each school. Funds in this area could be re-allocated or amended depending on the amount and timing of MSDE's needs-based awards for technology as well as on the state's guidance around the hardware and infrastructure necessary for the successful implementation of state-level assessments such as those being developed under the Partnership for the Assessment of Readiness for College and Careers (PARCC).

Before the deployment of any hardware or upgrades to infrastructure enhancements, an onsite survey of each of the 82 schools targeted for Year 1 deployment will take place. The survey will determine the status of computer labs and any mobile laptop carts and connectivity that may exist in the schools. The survey also will take place in the 34 schools that are currently in the process of having their fiber connection to the City Schools network completed. By conducting the survey prior to ordering and deploying the mobile notebook carts, and allocating infrastructure resources, City Schools expects to expand the deployment of mobile notebook carts to some of the 77 schools that will be upgraded to fiber connection by the end of Year 2.

Regarding costs associated with this project, such as upgrades, replacements, ongoing maintenance, City Schools will identify general funds to support these expenses. The new

infrastructure and hardware places minimal additional burden on existing staff, and City Schools does not plan to use RTTT funds to hire additional personnel to maintain the new infrastructure and hardware. (City Schools hosts servers and applications in its own data center, which is more cost-effective.)

Professional development will be a key to the program's success. Technology Leaders will be designated by each of the receiving schools and will attend monthly training activities that will provide them resources and strategies to train teachers at the school level. Introducing mobile computer technology into the classroom will be effective only if the teachers feel they are well-prepared to manage and integrate the use of the computers in their classroom. To ensure that the teachers are comfortable with the introduction of the mobile notebooks into their classroom, it is critical that each school identify and send a technology leader to monthly professional development sessions that explore topics such as managing the mobile carts, accessing the OIT, LDS, and implementing online curriculum and instructional resources. Because frequent and regular use of technology in the classroom will develop a greater degree of familiarity with the use of the computers, City Schools also will use the mobile notebook carts in its efforts to provide targeted formative assessments in literacy for K-3 and 6-9 students. School-based professional development will be provided to equip classroom teachers in the use of resources available to bring all levels of technology integration into the daily classroom routine. The school-based professional development will be designed and conducted by members of the Teaching and Learning staff to provide exposure through a variety of content areas. This professional development will take place during the school day and not be subject to stipends or substitute payments. After-school professional development for teachers will be developed around the topics shared with the school based Technology Leaders and will lead to the accumulation of Achievement Units that demonstrate personal growth among staff.

Data Analysis Training for School Leaders, Teachers, and Parents

Within the current high-stakes accountability movement, student achievement data have become a central focus for instructional decisions given that teachers and school leaders are held accountable for student performance. Teachers and school leaders in Baltimore need to take strategic steps in their analysis and use of student data to become effective decision-makers who are empowered to tailor instruction to meet the academic needs of all students. This project will

design and deliver a leading model/approach for school leader and teacher data literacy, data analysis, and the use of both formal and informal assessment data to inform instructional decision-making through a collaborative inquiry process. City Schools' inquiry framework will focus on teams of teachers and administrators taking responsibility for student outcomes, which can look different in different schools. The goal in all cases is to support and build on each team member's professionalism, and to inspire each team's creative and self-motivated exercise of responsibility for accelerating student learning. This will be modeled after frameworks such as the Inquiry Team approach used in the New York City Public School System (http://is239.schoolwires.com/14031072702333890/lib/14031072702333890/files/Inquiry_Team_Handbook.pdf) and Scaffolded Apprenticeship Model of School Improvement through Leadership Development (<http://www.baruch.cuny.edu/spa/academics/certificateprograms/scaffoldedapprenticeship.php>).

The professional development that impacts parents will support school leaders and teachers' ability to share achievement data and other data with parents to equip them with ways to support achievement at home and engage them in the school's future. School leaders will receive training, presentation templates and guidelines on how to present school-wide achievement data and other relevant data, supported by central office data specialists, to communicate to parents the results of City Schools' assessments so that parents understand how their child tested in comparison to school, district, and state measures, and leave with specific areas of focus to support their child at home.

In Year 1, the district will consult with leading experts in the field of data-driven instruction, data analysis, and formative assessment to design an inquiry approach to data literacy, data analysis, and the use of data to inform instructional decision-making. This model/approach will drive the development of *model schools and classrooms* and an ongoing series of professional development modules featuring multi-media case studies using City Schools' student data, teachers, and schools. The professional development will be designed with the end result in mind: building the capacity of schools to change and differentiate daily instruction and use effective interventions based on the data. In order to make changes in daily instruction, an emphasis will be placed not only on annual high-stakes assessments and quarterly benchmarks, but the ongoing, informal, daily assessments that can make greatest impact on instruction if tracked and analyzed effectively (i.e., the kind of formative assessments described in Section B of this Scope of Work). All modules will relate to the framework and a process

rather than explicit instruction around data analysis specific to one assessment. However, much of this work will link directly to Common Core Standards, the State Curriculum, and aligned assessments.

Concurrently, in Year 1, the district will convene a cross-functional team consisting of members from the Office of Achievement and Accountability, Office of the Chief Academic Officer, and Test Experts to create a *Baltimore City Data Guide* and recruit and hire five full-time School Support Network Instructional Data Coaches. The *Baltimore City Data Guide* will provide guidelines and best practices for becoming more data-literate regarding Baltimore-specific achievement data. This guide, for example, will support school leaders and teachers in utilizing the appropriate data points to compare growth across cohorts, years, or grade levels. It will answer such questions as, “*Do the Benchmark tests show student growth?*” and “*Can I assume students will be proficient or above on MSA if they are proficient or above on a particular Benchmark?*”

The Instructional Data Coach team will consist of four full-time Instructional Data Coaches and one full-time Instructional Data Coach Lead for the life of the grant. This team primarily will be responsible for: planning and facilitating the data analysis professional development needed to get the inquiry process developed in every school; building internal capacity; and providing ongoing school support alongside academic liaisons and content experts. The Instructional Data Coach Lead will serve as a liaison between the Office of Achievement and Accountability, and Office of the Chief Academic Officer. The lead also will be accountable for the quality of the professional development, coordination of school support, and the structure for capacity-building within the School Support Networks and other identified departments. Coaches will be deployed to schools based on the existing alignments of School Support Networks. Instructional data coaches will be trained on the adopted inquiry process, all of Baltimore’s assessments, data warehouse systems, and Common Core Standards. Coaches will participate, along with schools and School Support Networks, in the state’s Educator Instructional Improvement Academies and Induction Academies in order to align key messages and strategies in the district’s professional development.

The professional development will begin in the last two months of Year 1 (August and September) and run to the end of Year 4. It will begin with foundational training for all school leaders (principals and one additional leader per school, 408 participants total) before the start of

the 2011-2012 school year. Support throughout that school year will focus primarily on school leaders who will empower their staff to lead the inquiry process at schools. Foundational teacher training will roll out in Year 2 (spring 2012) with a subset of up to 40 schools across the district that are representative of all school levels and all School Support Networks (2-3 schools per network). The Networks will assist in the identification of these schools. Remaining teachers will be trained in phases over the next two years. This allows the Instructional Data Coaches the opportunity to align their support to the Networks and build capacity of Team Leads and Academic Liaisons.

A key hallmark of this professional development will be the creation of *Model Data Classrooms and Schools*. These classrooms and schools will become learning laboratories for teachers and school leaders and the source of City Schools' multi-media case studies. Development of the case studies will begin in Year 2. In Year 3, teachers trained in Year 2 can apply to become facilitators, compensated by stipends and/or achievement units, to train all remaining schools on the foundational modules and case-studies.

Areas of Alignment with the State

The State's planned Educator Instructional Improvement Academies will contain training on the use of data as well as on various dashboards and other tools of the technology infrastructure that all districts will have, as described in Sections C and D of the Race to the Top application. City Schools supports the State's efforts in this regard, and the training described in this Scope of Work will complement this work and the State's vision. City Schools also will cooperate with the State's efforts to survey LEAs to determine which data elements each district has and which ones they require, as described in Section (C)(3)(i) of the application. Finally, City Schools has existing protocols for researchers to access its data, and the district will support the State's efforts in making data available to researchers in accord with state and federal privacy laws, as described in Section (C)(3)(iii) of the application.

Conclusion

City Schools' Scope of Work for Section C approaches data systems both in terms of *access* (ensuring that teachers and schools will have up-to-date hardware and equipment) and of *use* (ensuring that teachers, leaders, and parents know how to analyze, use, and ask questions

about student data). Race to the Top funding will provide dollars to 116 schools so that all of them are able to access online data resources quickly. These dollars also will help fund specialized training for teachers and leaders in order to build their capacity to analyze student data through an inquiry process, and City Schools will work to align this training with the state's efforts at the Educator Instructional Improvement Academies.

Action Plan: Section C

LEA: Baltimore City Public Schools

Date: November 17, 2010

Goal(s) for Project 2: Hardware and Systems Infrastructure

- Ensure that all schools have high-speed access to the City Schools network through hardware and connectivity upgrades.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Provide high-speed fiber connection to the City Schools' network.	(C)(3)(i)	2	January 2011 – July 2012	Bert Ross, Manager of Teacher Student Support Jessica Delahunty, Operational Support Specialist ITD	All City Schools have fiber connection to the City Schools' network. The minimum connection standard for each school will be 10Mbps.	N
2. Conduct an on-site survey of all participating City Schools to determine the schools' need for mobile carts equipped with wireless notebooks and wireless access points.	(C)(3)(i)		January 2011 – April 2011	Bert Ross, Manager of Teacher Student Support Jessica Delahunty, Operational Support Specialist ITD	All participating City Schools have been visited and a survey completed for each school that describes that number of computer labs and/or mobile wireless carts that are capable of accessing online instructional resources, and any formative and summative assessments.	N
3. Provide teachers and students with computers via the 30 notebook mobile computer carts with wireless access to the City Schools network to access the OIT, LDS, and online formative and summative assessments.	(C)(3)(i)	2	January 2011 – July 2012	Bert Ross, Manager of Teacher Student Support Jessica Delahunty, Operational Support Specialist ITD	A minimum of 116 schools have been provided with a minimum of 233 mobile carts equipped with 30 notebook computers and a wireless access point per cart. Distribution of the carts to schools will depend upon the results of the on-site survey of computer labs and/or mobile cart and the schools' fiber connection status to City Schools' network.	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Implement school-based technology leader professional development and ongoing support (Year 1).	(C)(3)(i)		January 2011 – September 2011	Bert Ross, Manager of Teacher Support	Monthly professional development provided to the identified technology leaders at the 82 schools that are currently connected to the City Schools' network via high speed fiber connection.	N
5. Implement school-based technology leader professional development and ongoing support (Year 2).	(C)(3)(i)		October 2011 – September 2012	Bert Ross, Manager of Teacher Support	Monthly professional development provided to the identified technology leaders at the 34 schools that are currently in the process of being connected to the City Schools' network via high speed fiber connection.	
6. Implement school-based technology leader professional development and ongoing support (Year 3).	(C)(3)(i)		October 2012 – September 2013	Bert Ross, Manager of Teacher Support	Monthly professional development provided to the identified technology leaders at the 77 schools that are currently scheduled to be connected to the City Schools' network via high speed fiber connection by June 30, 2012.	
<i>Optional Activities:</i>						
None						

Action Plan: Section C

LEA: Baltimore City Public Schools

Date: November 17, 2010

Goal(s) for Project 3: Data Analysis Training for School Leaders, Teachers, and Parents

- City Schools' teachers and school leaders will become highly effective at analyzing and using student data to become effective decision-makers who tailor instruction to meet the academic needs of all students.
- City Schools' teachers and school leaders will become proficient communicators of data to parents so that parents are equipped with ways to support achievement at home and are engaged in their school's future.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Consult with leading experts in the field of data-driven instruction, data analysis, and formative assessment, to produce a <i>series of professional development modules</i> for school leaders and teachers.	(C)(3)(ii)	3	January 2011 – May 2011	Program Evaluators from the Office of Achievement and Accountability; School Support Network Academic Liaisons and Content Specialists from the Office of the Chief Academic Officer; and external consultants	<ul style="list-style-type: none"> • Experts identified and contracts and scope of work negotiated • Baltimore's cross-functional team meets with consultants to inform the direction of the model/approach and PD modules. • Conduct school leader and teacher focus groups to guide the development of the PD modules. • Scope of work for the series of PD modules drafted • Series of PD modules are produced. 	N
2. Convene a cross-functional team to develop a <i>Baltimore City Data Guide</i> capture guidelines and best practices around data literacy and analysis.	(C)(3)(ii)	3	January 2011 – May 2011	Program Evaluators and Psychometrician from the Office of Achievement and Accountability;	<ul style="list-style-type: none"> • Test experts identified and contacted. • Scope of work developed, including TOC and data guide page length estimates. 	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. (Continued)	(C)(3)(ii)	3	January 2011 – May 2011	School Support Network Academic Liaisons and Content Specialists from the Office of the Chief Academic Officer; and other external test experts	<ul style="list-style-type: none"> Survey/focus group to identify common ways data is misinterpreted and teachers' and school leaders' common data questions and concerns. 	
3. Define, recruit, and hire Instructional Data Coaches and Instructional Data Coach Lead.	(C)(3)(ii)	3	March 2011 – April 2011	Program Evaluators from the Office of Achievement and Accountability; School Support Network Academic Liaisons and Content Specialists from the Office of the Chief Academic Officer; and Office of Human Capital	<ul style="list-style-type: none"> All coaches hired by end of April. All coaches begin employment by May 1st. 	N
4. Instructional data coaches are trained.	(C)(3)(ii)	3	May 2011 – June 2011	Program Evaluators from the Office of Achievement and Accountability; School Support Network Academic Liaisons and Content Specialists from the Office of the Chief Academic Officer	<ul style="list-style-type: none"> Coaches trained on all of Baltimore's assessments, data warehouse systems, Common Core, and the data analysis professional development modules. 	N
5. Professional development implementation plan is designed.	(C)(3)(ii)	3	June 2011 – August 2011	Instructional data coaches with input from Evaluators, School Support Academic Liaisons, and Teaching & Learning Content Specialists	<ul style="list-style-type: none"> PD timeline and logistics are defined well in advance. Dates and information about this PD is communicated to school leaders and teachers over a month in advance. 	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. Implement school leader foundational professional development and ongoing support (Year 1).	(C)(3)(ii)	3	August 2011 – September 2011	Instructional data coaches and School Support Network Academic Liaisons from the Office of the Chief Academic Officer	<ul style="list-style-type: none"> • PD and ongoing support increase data literacy and data analysis skills of school leaders, as well as Network Staff and other key district employees. • Participants are highly satisfied with the quality of the PD. • Participants agree that they will be able to apply what they learned into the new school year. • Logistics run smoothly. • Team captures lessons learned and feedback from Year 1 to improve Year 2 materials and implementation. 	N
7. Implement school leader ongoing support, deliver teacher professional development (up to 40 schools) and set up <i>Model Data Classrooms and Schools</i> (Year 2).	(C)(3)(ii)	3	October 2011 – September 2012	Instructional data coaches, School Support Network representatives, and Content Experts from the Office of the Chief Academic Officer; district videographer	<ul style="list-style-type: none"> • PD and ongoing support increase data literacy and data analysis skills of school leaders and teachers, as well as network staff and other key district employees • Participants are highly satisfied with the quality of the PD. • Participants agree that they will be able to apply what they learned. • Logistics run smoothly. 	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
8. Implement school leader and teacher professional development with the addition of multi-media case students; deliver ongoing support and refine and expand <i>Model Data Classrooms and Schools</i> (Year 3)	(C)(3)(ii)	3	October 2012 – September 2013	Instructional data coaches, School Support Network representatives, and Content Experts from the Office of the Chief Academic Officer; external videographers and editors	<ul style="list-style-type: none"> • PD and ongoing support increase data literacy and data analysis skills of school leaders and teachers, as well as network staff and other key district employees. • Participants are highly satisfied with the quality of the PD. • Participants agree that they will be able to apply what they learned into the new school year. • Logistics run smoothly. • Team captures lessons learned and feedback from Year 3 to improve Year 4 materials and implementation. 	N
9. Implement school leader and teacher professional development and ongoing support using additional multi-media case studies (Year 4)	(C)(3)(ii)	3	October 2013 – September 2014	Instructional data coaches, School Support Network representatives, and Content Experts from the Office of the Chief Academic Officer	<ul style="list-style-type: none"> • PD and ongoing support increase data literacy and data analysis skills of school leaders and teachers, as well as network staff and other key district employees • School leaders and teachers make changes to their practice as a result of PD and visits to the model schools and classrooms. • Participants agree that they will be able to apply what they learned into the new school year. • Logistics run smoothly. 	N

<i>Optional Activities:</i>						
1. Translate professional development modules into achievement units	(C)(3)(ii)	3	March 2011 – June 2011	Instructional data coaches and Content Specialists from the Office of the Chief Academic Officer	<ul style="list-style-type: none"> All modules meet criteria for credit earning achievement units. 	N
2. Design and implement a study to measure the impact of this PD on teacher development and student achievement	(C)(3)(ii) and (D)(5)		October 2013 – September 2014	Office of Achievement and Accountability	<ul style="list-style-type: none"> Study shows high levels of change in teacher and school leader practice in regards to data. 	N

Section (D)(1): Providing High-Quality Pathways for Aspiring Teachers and Principals

Baltimore City Public Schools (City Schools) will support the Maryland State Department of Education's (MSDE) efforts to strengthen high-quality alternative preparation programs for teachers and principals to help ensure more equitable distribution of effective educators. City School's long-standing commitment to alternative pathways is evidenced by the Maryland Approved Alternative Preparation Programs (MAAPPs) it has initiated to directly employ highly qualified teachers in critical shortage areas within the district's high-needs schools. During the 2008-2009 school year, the Baltimore City Teacher Residency partnership with The New Teacher Project as well as with Teach for America (TFA), produced 119 and 182 teachers respectively. Moreover, the KIPP School of Baltimore partnered with the College of Notre Dame in 2009-2010 to form a MAAPP. Additionally, City Schools will actively participate in the state's expansion of New Leaders for New Schools, in training cohorts of new principal candidates for the district.

Section (D)(2): Improving Teacher and Principal Effectiveness Based on Performance**Goals and Objectives**

City Schools is responsible for providing a high-quality education to more than 82,000 students in 198 schools and programs. City Schools can only rise to the top, preparing every child for college and/or a career, by significantly improving academic achievement for all students. And because research is clear that effective teachers and principals are at the heart of boosting student achievement, City Schools is devising an entirely new way of recruiting and hiring, developing and supporting, evaluating and differentiating, and retaining and rewarding effective educators and school leaders. Central to this change is the design and implementation of a new "effectiveness framework" that will better signal the importance of and measure how well teachers, principals, and schools are contributing to growth in student achievement.

Guiding Principles

City Schools will develop and implement a comprehensive, rigorous, transparent, and fair annual evaluation system for all educators and school leaders through its effectiveness framework that:

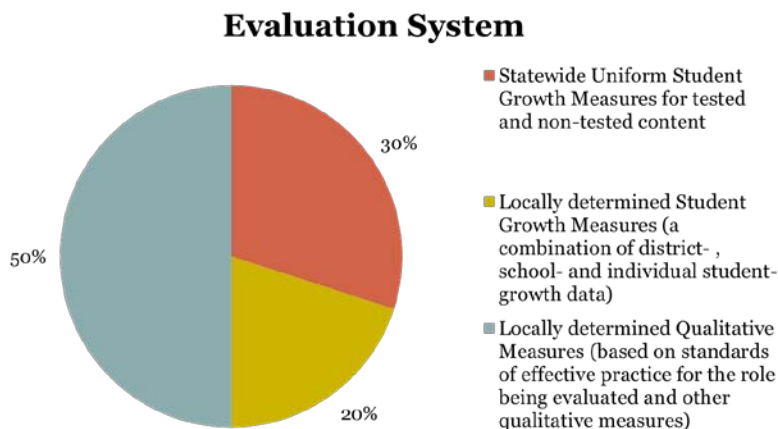
- Complies with the State Framework for new teacher and principal evaluation systems;
- Incorporates measures of student learning and growth at various levels (i.e., individual, school, and district);
- Is based on professional standards developed for all subgroups of educators and school leaders;
- Uses multiple quantitative (e.g., student growth) and qualitative (e.g., observational data) measures that are locally agreed upon, fair, valid, reliable, and useful;
- Reflects research and evidence-based best practices; and
- Is informed and developed by the best combined thinking and expertise of City Schools' educators and school leaders around what defines excellent teaching and learning.

The effectiveness framework will provide a common language and create a feedback mechanism for City Schools' process of fairly and accurately evaluating educator and school leader performance. The results of the evaluation will drive professional development and supports, as well as inform incentives and consequences for both educators and schools leaders alike.

Components of the Evaluation

Proposed regulations from the Maryland State Board of Education require 50 percent of evaluations to be based on student learning and growth measures – including 30 percent based on the MSDE's statewide uniform growth measures and 20 percent based on locally agreed upon growth measures.

City Schools will use the state's measures of student growth for tested and non-tested content for 30 percent of



its evaluations once they are adopted by the State Board of Education in 2011. Local district leaders as well as representatives from Baltimore Teachers Union (BTU) are participating in the State's Educator Effectiveness Workgroup, and City Schools will participate as one of seven districts in MSDE's pilot of the evaluation system.

For the 20 percent of the evaluation based on student learning and growth, City Schools will develop and test locally agreed-upon, objective measures, which could be a combination of district, school, and individual student growth data linked to local goals. Stakeholder workgroups, including representatives from BTU, Baltimore City Public School Administrators and Supervisors Association (PSASA), TFA and other organizations vested in educator effectiveness, will be convened across the district to identify, develop, and refine appropriate student learning and growth measures. Differentiated growth measures will be determined for all subgroups of educators and school leaders. Additionally, consultants will work with district staff to test and validate the measures against City Schools' data. Locally developed measures also will be piloted as a part of the district's local field test, as described later in this section.

For the remaining 50 percent of the evaluation, City Schools will develop locally determined qualitative measures, rubrics, and tools to assess educators' skills, knowledge, and practice based on standards of effective practice for educators and school leaders, as well as other qualitative measures:

- For teachers, City Schools will work with the Baltimore Teachers Union to develop standards and new evaluation tools to assess those standards in at least four specific domains, including, but not limited to, planning and preparation, classroom environment, instruction, and professional responsibilities; and will propose additional domains based on local priorities, if needed; and
- For principals, the remaining 50 percent will be based on the eight areas outlined in the Maryland Instructional Leadership Framework, as well as any additional domains identified in conjunction with the BTU and based on local goals and priorities.

Developing growth measures, standards, and tools for classroom teachers (i.e., Pre-K, elementary, secondary, special education, alternative program, English for Speakers of Other Languages and co-teachers) and school leaders is a priority for the district. Ultimately, however, the effectiveness framework will be developed to evaluate all subgroups of educators (e.g.,

audiologists, guidance counselors, librarians, etc.). This approach clearly aligns with Maryland's Race to the Top application.

City Schools will also pilot its locally developed measures and tools in approximately 10 schools (different from those participating in the state's evaluation pilot) starting in 2011, as they become available. Training and communications will be developed and designed for the district's pilot. The district hopes that the local field test will generate substantive feedback from Baltimore City educators that will inform the refinement of locally developed measures, tools, training, communications, incentives, and processes for the new evaluation system.

Implementation, Communications, and Engagement

Implementation: To prepare for implementation of the new evaluation system by 2012-13, City Schools will hire one full-time executive director to oversee the teacher and principal effectiveness work, which will include the project management of both the evaluation design and operations work needed for implementation. The design work will include: leading the stakeholder feedback process and standards development; developing local student growth measures/tools; writing rubrics/tools for qualitative measures; making recommendations on algorithms to determine overall evaluation score; making revisions to tools and algorithm based on pilot and additional focus group feedback; writing evaluation guidebooks/training materials; and helping design all communications materials. Operations work will include: coordinating and implementing training of central office staff, principals, assistants, teachers, and other school staff; tracking and reporting principal completion data; managing the evaluation technological platform; responding to the evaluation helpline and email address; producing preliminary and final evaluation reports for employees; and fulfilling internal evaluation data requests.

City Schools has determined additional human capital resources needed to carry out this work. In addition to in-house staff that has been identified, this work will require the support of two directors, one for teacher effectiveness and one for school leader effectiveness, to create and monitor work plans, conduct quantitative and qualitative analysis, lead communication efforts and stakeholder engagement, and provide overall project management support to the full-time executive director for the effectiveness work. The district also will hire one program evaluator for the effectiveness work. Moreover, one analyst is needed to support analytics and reporting needs. Additional employees – four positions for Year 1 and four positions that will continue

beyond 2014 – are needed to identify and develop business requirements and propose solutions, and to configure the technology needed to support and maintain the evaluation system. City Schools also will engage external support in the form of consultants for both the design and operations work.

Communications and Engagement: Educator involvement and feedback is critical to the success and reliability of the City Schools’ new evaluation process. City Schools will partner with the Baltimore Teachers Union to establish a Joint Oversight Committee and a Joint Governing Panel as its primary means of engagement and decision-making for input on the district’s new evaluation system. The Joint Oversight Committee will provide oversight of all the planning, development, and implementation of the district’s new career ladder system, the Baltimore Professional Practices and Student Learning Program (BPPSLP), including guidance concerning the educational and professional activities that will be evaluated for effectiveness, as well as addressing any administrative and infrastructure capacity issues in the district. Moreover, the Joint Governing Panel will consist of eight full-time positions (four appointed by BTU and four appointed by the Baltimore City Board of School Commissioners; only two will continue after the grant), and will work to adopt a process for developing Achievement Units (AUs) consistent with the standards for system support and professional development, as described later in this section. More detailed information about the responsibilities of the Joint Oversight Committee and Joint Governing Panel are outlined in the tentative agreement: <http://md.aft.org/btu/index.cfm?action=article&articleID=99e9f26a-824e-420c-94e3-59278d9bab52>. In the event that the BTU members do not ratify a new contract, funds allocated in this section would be amended and re-allocated to a different initiative so that evaluations are used to inform promotion, retention, and compensation for the equitable distribution of teachers and principals in the lowest-achieving schools and to inform tenure and/or full certification.

Moreover, the district also will partner with educators, school leaders, union representatives, other relevant stakeholders, and leading experts to help develop, pilot, and refine all locally developed qualitative and quantitative measures and tools for the evaluation system. Specifically, focus groups will be conducted across the district to gather stakeholder feedback to inform these phases of work, and stakeholder work groups will be formed to develop standards for effective educators and school leaders as well as the measures and tools to assess those

standards. City Schools will develop and implement a communications strategy to inform and engage key stakeholders about the new evaluation system and its components by:

- Leveraging partnerships, especially with the local bargaining units and key leadership to provide information to and gather ongoing feedback from teachers and principals throughout the development, final approval, and implementation phases of the new evaluation system;
- Using a mix of communications vehicles, including web-based/electronic direct communication, focus groups, affinity group meetings, and traditional collateral materials; and
- Using examples (both anecdotal and data-driven) from participating field test/pilot schools and districts to provide evidence of success and highlight the evaluation system's potential for lasting change.

Use of the New Evaluation System

City Schools anticipates a fully operational evaluation system, including measures for student growth, for all educators by the 2012-2013 school year. The district will use data and research to inform human capital decisions including but not limited to professional development, hiring, assignment, promotion, tenure, dismissal, grievance, and compensation. The new evaluation system will lay the groundwork for the district to provide real and meaningful professional growth options for educators and school leaders. The Education Reform Act of 2010 also requires that personnel decisions – including promotion, retention, tenure, and compensation – be based in part on the new evaluations, and City Schools has long been working to better align evaluations with personnel decisions. Race to the Top funding will accelerate and deepen these efforts, as described in this section.

Supporting Struggling and New Teachers: Baltimore City Schools will provide professional development and extra support, including a mentor, for educators rated “ineffective” or for educators identified as needing additional help. The district will use the peer review systems modeled after Montgomery County’s program for approximately 700 teachers who need extra supports (based on current district estimates). Mentors for educators who are struggling will be appropriated at a 1:7 ratio, and at a 1:5 ratio in persistently low-achieving schools. Additional funds will go to schools at a rate of \$10,000 per teacher to provide the extra support.

City Schools also will develop, implement and refine a new teacher induction and mentoring program for new teachers by July 2011, as described later in (D)(5).

Targeting Support for All Teachers: For educators who are not new and are not identified as struggling, professional supports will be provided through the district's school-based Teacher Leaders program. City Schools' teacher leaders are outstanding educators who provide non-evaluative support to teachers throughout district while continuing to teach in their own classrooms. Teachers of all levels can collaborate with a Teacher Leader and receive content-specific support through planning with teacher leaders and model classroom visits.

Helping Principals Succeed as Evaluators: The school system's success depends on the effective training of evaluators. City Schools will provide extensive professional development and support to supervisors to assist educators in establishing individual professional development plans and identifying learning needs through six permanent full-time principal supervisors to provide additional supports to City Schools' 198 principals (in addition to the two who already supervise leaders), lowering the principal-to-supervisor ratio from 99:1 to roughly 24:1. Moreover, new principals and identified struggling principals also will have the benefit of a principal mentor assigned for additional supports. Local funds will be used to fund a series of professional learning experiences (e.g., online opportunities, off-site professional development course work and on-site, job-embedded sessions) for school leaders and their supervisors that are tied directly to the standards for effective school leaders developed under the City Schools' effectiveness framework. Part of these experiences will include rigorous training and ongoing support for all principal and educator evaluators so that they can make fair and consistent assessments of performance against established standards and provide constructive feedback and differentiated support to teachers.

Linking Compensation to Effectiveness: City Schools will implement a new educator compensation system jointly developed with the BTU, which ties compensation with differentiated job responsibilities, professional growth, and student outcomes. City Schools and BTU have been negotiating a new compensation schedule and are in agreement that old barriers of tying salary to time in the classroom and educational attainments should be removed (as Race to the Top has urged states and districts to do). Instead, the new system, which the district and union are committed to putting in place, will be performance-based: It will tie teacher compensation to job responsibilities (Career Pathways) and Achievement Units (AUs) linked to

student outcomes and professional development specifically identified to improving student achievement (Intervals). Teacher compensation will be based on how well teachers teach and students learn. In addition, through the new career ladder that City Schools and BTU are designing that encourages and rewards leadership, teachers will be able to advance in their profession and grow into a range of teacher leader roles, along the Career Pathways that the district will establish.

By the 2011-2012 school year, City Schools will establish four new Career Pathways for teachers and educators in the district: Standard, Professional, Model and Lead:

- *Standard Teacher*: Early career teachers advance as they gain content knowledge, pedagogical content knowledge, earn AUs, and are successfully evaluated;
- *Professional Teacher*: Teachers who have earned 48 AUs and/or have been evaluated successfully by the Professional Peer Review Committee;
- *Model Teacher*: Teachers who consistently earn AUs and receive successful evaluations, who demonstrate evidence of student learning, and who serve as models to improve the practice of other teachers in the district; and
- *Lead Teacher*: Teachers who consistently demonstrate outstanding evidence of student learning, who receive consistently outstanding evaluations, who have a record of leadership, and who have extensive experience with professional development and school and classroom data.

In order for teachers to move between Career Pathways, they must demonstrate effective and highly effective performance in multiple ways – through ratings on their annual evaluations, professional learning activities they have engaged in, student work evidence, as well as student test scores. To move to the highest levels, the Model and Lead Pathways, a teacher must obtain approval by the Professional Peer Review Committee. The Professional Peer Review Committee will review AUs and approve teachers and educators movements between the Career Pathways. The specific protocols, rubrics and processes will be developed by the Peer Review Committees and the Joint Governing Panel and ultimately approved by the Joint Oversight Committee by June 2011.

For the creation of these new performance-based Career Pathways, Race to the Top funds would not be accessed until the second year of the grant. According to current City Schools' estimates, based on statistical modeling and analysis of evaluation trends in other urban districts

with tiered evaluation systems based on performance, in the 2011-2012 school year, approximately:

- 70 percent of teachers who remain in the district would be qualified for the Professional Pathway;
- 20 percent would be eligible for the Model Pathway;
- Three percent would be considered for the Lead Teacher Pathway; and
- Seven percent would be in the Standard Pathway, be new teachers, or potentially be separated from the organization.

Race to the Top funds will be used to support these differentiated, performance-based pathways for teachers in years 2-4. Only teachers who meet performance benchmarks will be able to access the new pathways funded by RTTT dollars. General funds will be used to further support and continue the new compensation system during and beyond this grant. Differentiated compensation for principals will be discussed and negotiated with the Baltimore City Public School Administrators and Supervisors Association (PSASA) as well.

Removing Ineffective Educators and School Leaders: Under the new evaluation system, City Schools will follow the State’s guidance regarding removing ineffective teachers and principals after they have had ample support and opportunities for improvement, including additional supports and professional development.

Accessing Evaluation Data and Informing Professional Development: To support the new evaluation system, the district will design online portfolio portals for educators and school leaders. This platform will provide for a variety of functions, including the collection of evaluation and performance data (e.g., observations, growth measures, etc.) as well as access to the evaluation data for evaluators and those who are evaluated. This information will be linked to professional development opportunities, including the AUs that will be provided by City Schools to support teachers in their area(s) of need, as described later in this section.

Further, once the new educator evaluation system is in place, the district will publish data each year on educator evaluation data, methods, procedures, and results.

Section (D)(3): Ensuring Equitable Distribution of Effective Teachers and Principals

Baltimore City Schools will support locally negotiated financial incentives to reward educators rated “highly effective” who take assignments in the district’s low-achieving schools,

including educators in STEM, special education, and ELL and in Tier I and Tier II schools. This program is embedded in the framework of the contract between City Schools and BTU, and it will be designed in conjunction with the incentive program authorized under the Education Reform Act of 2010, once MSDE issues appropriate regulations and guidance regarding matching funds. In addition, once the new evaluation system is in place, the district will prohibit educators rated “unsatisfactory” or “ineffective” for two years in a row from working and/or filling vacancies in the district’s persistently low-achieving schools. The Joint Governing Panel will determine how to create an incentive system to attract highly effective teachers to the district’s lowest-performing schools using the tiered approach to the awarding of Achievement Units to those teachers. Additionally, City Schools will seek to participate in the MSDE’s Teach for Maryland Consortium as well as Officers to Principals preparation program to help to support educators and schools leaders for work in the district’s neediest schools.

Section (D)(4): Improving the Effectiveness of Teacher and Principal Preparation Programs

Baltimore City Public Schools will support MSDE’s efforts to improve teacher and principal preparation programs.

Section (D)(5): Providing Effective Support to Teachers and Principals

Baltimore City Public Schools’ staff will actively participate in the various MSDE-sponsored activities and funnel lessons learned and new approaches into site-based professional development opportunities throughout the district. State-led activities that will build capacity in City Schools include:

- Educator Instructional Improvement Academies, including school-based coaches, teacher leaders, principals, district administrators, and BTU representatives;
- Induction Program Academies, including City Schools’ local Induction Program Coordinator and mentors starting in the summer of 2011;
- Priority Schools Academy, including principals from the district’s persistently lowest-achieving schools;
- Maryland’s Principals’ Academies, for appropriate principals in their first five years;
- Aspiring Leaders’ Academy; and

- Executive Officers Network, for City Schools' Executive Officers.

In addition, City Schools will develop, implement and refine a new teacher induction and mentoring program for new teachers by July 2011 in compliance with all the requirements of COMAR 13A.07.01, as noted in (D)(2). This includes school-based mentoring for all non-tenured teachers, New Teacher Institutes for teachers in years 1, 2, and 3, and courses to develop and improve skills. The district will provide training and development for school-based mentors at each site, although the mentor position will be funded by each school in accordance with Fair Student Funding (FSF) guidance.

Existing staff will oversee the induction program and struggling teachers, monitor compliance and teacher progress, work with Baltimore City Teaching Residency (BCTR) and Teach for America (TFA), and assist in the development of courses and institutes. City Schools also will use Race to the Top funds to hire one full-time mentor coordinator, along with one full-time struggling teacher coordinator for the district. In addition, the district will hire a coordinator of school-based mentoring, along with three part-time lead mentors who will work half-time at an assigned school site and half-time with high priority schools; through these efforts, City Schools expects to intensely support more than 30 percent of all teachers over the next three years. These mentor coordinators also will directly support school-based mentors at those sites (paid for by the district) to build capacity, and provide feedback and job-embedded support to mentors. An analyst will be hired using Race to the Top funds to support the work of the full-time mentor coordinator and the three coordinators.

As described earlier, principals will receive support by creating a department of principal supervisors whose responsibilities will be to advise, assist, and support principals across the district. Where appropriate, new or struggling principals will be assigned a principal mentor. Local funds will be used to support a series of professional learning experiences for school leaders and their supervisors that are directly tied to the standards for effective school leaders developed under the City Schools' effectiveness framework, as mentioned earlier in (D)(2).

Evaluation of Professional Development

City Schools will also work to evaluate the effectiveness of its professional development offerings by building out its data systems to track professional development components by teacher and to align them with student achievement goals and outcomes. City Schools has a

locally devised platform that allows teachers to enroll in district-offered professional development. However, there is no organization of the professional development components into the teachers' professional portfolio, and no link has been established between professional development participation and the quality of offerings, and the school system's goal of increased student achievement. To address these gaps and ensure more consistent quality, City Schools will implement a series of data enhancements to these systems that will make information more actionable, including: helping teachers to track their own professional development units; supporting principals in suggesting specific instructional competencies and keeping track of the progress of teachers; and allowing the central office to track career units that would be applied to the performance-based compensation structure described in Section (D)(2).

To meet the need of alignment of professional development offerings to student achievement, City Schools also will develop a new Professional Development Planning and Management (PDPM) solution. This solution is built on a framework of identifying instructional needs, addressing the needs through professional development, monitoring teachers' completion of professional development, and evaluating the effects of professional development. City Schools will formalize the professional development components and align these to student learning outcomes. The teacher portfolio of professional development may then be used to inform evaluation and compensation levels, consistent with locally bargained agreements.

First, City Schools will organize all professional development components into pathways that specifically address student achievement. The professional development pathways are the sequential achievement unit offerings that, if followed, will provide teachers with the desired skill set to improve a specific component of student learning. For example, a pathway may be developed for teachers to understand and use assessment data effectively. It would be designed to include courses that would allow teachers to understand the differences in types and purposes of assessments, examine the data that are available from these assessments, and help teachers understand how that translates to their work with students.

There is a great need to ensure that teachers will have access to City Schools' ongoing professional development opportunities and to the expanded Online Instructional Toolkit (OIT) described in the Race to the Top application. The PDPM system will provide a structure for teachers to plan and track their professional development offerings. City Schools will train teachers, principals, and supporting district offices to become proficient with the tracking

system. Principals will monitor teacher completion of professional development courses and suggest pathways based on teacher evaluation and student achievement outcomes. As this new professional development data comes in, City Schools will use available data including teacher feedback, surveys, and student results and other measurements to make decisions about professional development offerings as a formalized review and revision process. Once available, City Schools will align the professional development offerings to work within the MSDE courses offered on the OIT so that City Schools' system may be able to "talk" to the this tracking format.

The school system will gather and assess the professional development data captured through a City Schools Data Link data warehouse system. The data warehouse system will provide the capabilities to track professional development data and align them with student achievement outcomes. As an example, the data may reveal whether teachers who completed a pathway of professional development for reading diagnosis and remediation skills in general had improved student results in student achievement. Although many factors may affect student achievement, the purpose of professional development should always be to improve the quality of teaching and improve student outcomes. (A study of professional development pathways and student achievement results could be designed that implements propensity for groups of students and teachers who benefit from professional development with others who function as comparison groups. Such a study could be used to evaluate the effectiveness of professional development on student achievement.) City Schools will be able to make recommendations for revisions of professional development components and pathways based on the analytical results of this research.

Although the State's application discussed plans to track professional development through the OIT, City Schools has decided to use Race to the Top dollars to develop a local tracking system – partly because existing data systems make it possible to do this quickly, and partly because Race to the Top places a premium on teacher development and growth.

Areas of Alignment with the State

City Schools' proposals for Section D are well-aligned with the State's Race to the Top application. As Section (D)(2) requires, new evaluations will be developed that blend the State's growth requirements with local flexibility; City Schools will use the evaluations for major decisions such as tenure, compensation, professional development suggestions, movement up the

career ladder, and dismissal. City Schools also will use the evaluations to ensure that only teachers/leaders who are rated “effective” and higher under the new evaluation system will be allowed to fill vacancies in low-achieving schools, as suggested in Sections (D)(2), (D)(3), and (E)(2). Enhancements to City Schools’ data systems will allow it to offer, tailor, track, and evaluate professional development for teachers, parallel with and hopefully linking to the State’s similar efforts in Section (D)(5).

Conclusion

There is no greater responsibility the district has than to ensure that effective, dedicated, and motivated teachers and leaders work in City Schools. The district’s plans are aligned with the State’s Race to the Top application on issues of evaluation, compensation, and career development. City Schools is seeking Race to the Top funds to enact many of these proposals as described above, in conjunction with local revenue sources. The district believes that the proposals in this section, combined with others in the entire Scope of Work, will enable it to meet its ultimate student achievement goals.

Action Plan: Section D

LEA: Baltimore City Public Schools

Date: November 17, 2010

Goal(s) for Projects 4-9: Effective Framework for Educators and School Leaders

- Develop and implement a rigorous, transparent and fair annual evaluation system for all educators that:
 - Complies with the State Framework;
 - Incorporates measures of student learning and growth;
 - Uses multiple measures that are locally agreed upon, fair, valid, reliable, and useful; and
 - Reflects research and evidence-based best practices, as well as the best combined thinking of City Schools' educators around what defines excellent teaching and learning.
- Use evaluation results to inform human capital decisions, including but not limited to professional development, hiring, assignment, promotion, tenure, dismissal, grievance, and compensation.
- Implement an induction and mentoring system that complies with the state regulations of COMAR.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i – ii) (D)(5)(i – ii)					Note: “Y” denotes support through general funds, federal grants, or private sources
1. Develop and test locally agreed, objective measures for student growth and learning component linked to local goals for the educator evaluation system.	(D)(2)(i)	4	January 2011 – June 2012	Matt Van Itallie, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, Chief Academic Officer	Appropriate measures that are objective and comparable across classrooms proposed	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Develop locally-agreed upon rubrics and tools to assess educators' skills, knowledge, and practice in at least four specific domains, including, but not limited to: planning and preparation; classroom environment; instruction, and professional responsibilities. Propose additional domains based on local priorities, if needed for the educator evaluation system.	(D)(2)(ii)	4	January 2011- June 2012	Matt Van Itallie, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, Chief Academic Officer	Weight, format and means for evaluation determined.	N
3. Hire permanent FTEs and staff who will serve during the life of the grant to oversee and direct evaluation management and tool design	(D)(2)(ii)	4	November 2010 – January 2011	Matt Van Itallie, Chief Achievement & Accountability Officer Shawn Stokes, Chief Human Capital Officer	Job posting, screening, interviewing, and hiring concluded.	Y (5 permanent positions)
4. Participate in the State's Educator Effectiveness Workgroup, including local district leaders and representatives from Baltimore Teachers Union (BTU)	(D)(2)(ii)		June 2010- December 2010	Dr. Andres Alonso, Chief Executive Officer MSDE Educator Effectiveness Workgroup designees	Preliminary design of new evaluation system completed.	N
5. Participate in State pilot and training for the new educator evaluation system (one of seven districts chosen) to help field test student-learning measures, data systems, and evaluation instruments.	(D)(2)(i), (D)(2)(ii)		January 2011- June 2012	Shawn Stokes, Chief Human Capital Officer Matt Van Itallie, Chief Achievement & Accountability Officer	Information from pilot process will help ensure the fairness, reliability and rigor of the new system. Student growth measures, data system, and evaluation instruments refined	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. Design or purchase technology solution for collecting evaluation and performance data (i.e. observations, portfolios) for evaluation and compensation system users (i.e. principals, teachers) including qualitative measures and the calculation of growth measures.	(D)(2)(ii)	6	2011-2012	Sonja Brookins-Santelises, Chief Academic Officer Shashikanth Buddula, Manager, IT Support Systems	Technology solution for data collection established.	Y
7. Hire permanent FTEs and staff who will serve during the life of the grant to oversee and direct technology supports for the evaluation system.	(D)(2)(ii)	6	November 2010 – January 2011	Matt Van Itallie, Chief Achievement & Accountability Officer Shawn Stokes, Chief Human Capital Officer	Job posting, screening, interviewing, and hiring concluded.	Y (4 permanent positions)
8. Purchase or custom develop software algorithms and processes to compute overall evaluation scores.	(D)(2)(ii)	4	2011-2012	Matt Van Itallie, Chief Achievement & Accountability Officer Shashikanth Buddula, Manager, IT Support Systems	Accurate evaluation score across all components generated.	N
9. Establish and refine internal procedures and protocols for conducting and implementing local educator evaluations (i.e. frequency of evaluation, who will serve as evaluators, etc.) in conjunction with the City Schools/BTU Joint Governing Committee.	(D)(2)(iii)	7	2011-2012	Shawn Stokes, Chief Human Capital Officer Mike Frist, Chief Financial Officer	Agreed-upon set of procedures and protocols established.	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
10. Hire permanent FTEs and staff who will serve during the life of the grant to oversee and direct evaluation system implementation.	(D)(2)(iii)	7	November 2010 – January 2011	Matt Van Itallie, Chief Achievement & Accountability Officer Shawn Stokes, Chief Human Capital Officer	Job posting, screening, interviewing, and hiring concluded.	Y (2 permanent positions)
11. Create online educator and school leader portfolio portals to link evaluation, student achievement, professional development, and human resources data so that educators and managers can easily access information.	(D)(2)	6	January 2011-2014	Shashikanth Buddula, Manager, IT Support Systems	Online portal connecting various data points created.	Y
12. Develop materials and provide training for evaluators, and those who are evaluated, and relevant central office staff on new educator evaluation system.	(D)(2)(iii)	5	2011, ongoing	Molly Rath, Director of Communications Shawn Stokes, Chief Human Capital Officer Sonja Brookins-Santelises, CAO Matt Van Itallie, Chief Achievement & Accountability Officer	Evaluators demonstrate effective evaluations of educators	Y
13. Pilot and refine locally developed measures and tools for the educator evaluation system, including organizing local focus groups.	(D)(2)(iii)		January 2011- June 2012	Matt Van Itallie, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, CAO	Local measures and tools refined Key stakeholders' input included in process	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
14. Implement the district-wide new educator evaluation system that includes state- and locally-developed student learning and growth, as well as other factors, and use it annually to evaluate all educators.	(D)(2)(iii)	7	2012-2013 (implementation)	Matt Van Itallie, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, Chief Academic Officer Shawn Stokes, Chief Human Capital Officer	Educator evaluations align with the State Framework. Review evaluators' evaluations of educators for proper implementation.	Y
15. Use data and research to inform, develop & implement procedures to inform human capital decisions including, but not limited to, professional development, hiring, assignment, promotion, tenure, dismissal, grievance and compensation.	(D)(2)(iv)	7	July 2011 - June 2012 (develop)	Matt Van Itallie, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, Chief Academic Officer Shawn Stokes, Chief Human Capital Officer	Locally agreed upon set of procedures developed. Use of procedures by district staff.	Y
16. Provide professional development and support to supervisors to assist educators in establishing individual professional development plan and identifying learning needs.	(D)(2)	5	2011, ongoing	Tisha Edwards, Chief of Staff Sonja Brookins-Santelises, Chief Academic Officer Shawn Stokes, Chief Human Capital Officer	Observational measures of supervisors completed. Educators' professional development plans completed.	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
17. Implement new performance-based compensation system jointly developed with BTU, which ties compensation with job responsibilities, development, and student outcomes.	(D)(2)(iv)	7	July 2011 - June 2013	Shawn Stokes, Chief Human Capital Officer Mike Frist, Chief Financial Officer	Compensation structure will be aligned with evaluation system (developed between locally defined and state-defined measures).	Y
18. Hire permanent FTEs and staff who will serve during the life of the grant to oversee and direct educator supports and mentoring.	(D)(2)(iv)	8	November 2010 – January 2011	Matt Van Itallie, Chief Achievement & Accountability Officer Shawn Stokes, Chief Human Capital Officer	Job posting, screening, interviewing, and hiring concluded.	Y (10 permanent positions)
19. Provide professional development and extra support, including mentor, for educators rated “ineffective” or who are identified as needing additional support.	(D)(2)(iv)	8	2012, ongoing	Jarrod Bolte, Coordinator, New Teacher Support	Observe mentors working with and providing feedback to educators to determine effectiveness in enhancing educators’ performance. Data on educators’ meeting educator effectiveness metrics in evaluation.	Y
20. Adopt and implement incentive program to support locally negotiated financial incentives to reward educators rated “highly effective” who take assignments in low-achieving schools, including support educators in STEM, special education and ELL and Tier I and Tier II schools.	(D)(3)		Spring 2011 (available during the state pilot) 2012-2013 (district-wide)	Matt Van Itallie, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, Chief Academic Officer Shawn Stokes, Chief Human Capital Officer	Data on educator evaluation ratings compared across all schools in district	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
21. Prohibit educators rated “unsatisfactory” for two years in a row or deemed “ineffective” from working and/or filling vacancies in the district’s persistently low-achieving schools.	(D)(3)		2010-2012 (for “unsatisfactory” educators) 2012-2014, ongoing	Matt Van Itallie, Chief Achievement & Accountability Officer Sonja Brookins-Santelises, CAO Shawn Stokes, Chief Human Capital Officer Tisha Edwards, Chief of Staff	Data on educator evaluation ratings collected.	N
22. Publish district data each year on educator evaluation data, methods, procedures and results.	(D)(2)(iv)		2012-2013, ongoing	Matt Van Itallie, Chief Achievement & Accountability Officer Shawn Stokes, Chief Human Capital Officer	Public report of aggregated educator evaluation released.	N
<i>Additional Required Activities:</i>						
1. Develop, implement and refine a new teacher induction and mentoring program.	(D)(2)(iv)	8	2011-2012, ongoing	Sonja Brookins-Santelises, Chief Academic Officer Shawn Stokes, Chief Human Capital Officer	Syllabus for the induction program completed Feedback from new teachers regarding the effectiveness of the training is written and new teacher evaluations and new teacher retention data completed	Y
2. Participate in Educator Instructional Improvement Academies, including school-based coaches, teacher leaders, principals, district administrators, and BTU representatives	(D)(5)	9	2011-2013 (face-to-face) 2014, ongoing (online)	Sonja Brookins-Santelises, Chief Academic Officer Shawn Stokes, Chief Human Capital Officer	Appropriate designated staff will attend all MSDE sessions.	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. Attend State Induction Academies for local Program Coordinators and mentors.	(D)(5)		July 2011, ongoing	Sonja Brookins-Santelises, Chief Academic Officer Shawn Stokes, Chief Human Capital Officer	Appropriate staff will attend all MSDE sessions.	Y
4. Participate in MSDE's Priority Schools and Maryland's Principals' Academies for appropriate principals.	(D)(5)		July 2011, ongoing	Sonja Brookins-Santelises, Chief Academic Officer Shawn Stokes, Chief Human Capital Officer Principals	Appropriate staff will attend all MSDE sessions.	Y
5. Attend MSDE's Aspiring Leaders' Academy and Executive Officer professional development opportunities.	(D)(5)		July 2011, ongoing	Shawn Stokes, Chief Human Capital Officer Executive Officers	Appropriate staff will attend all MSDE sessions.	Y
<i>Optional Activities:</i>						
1. Develop and implement a communications strategy to inform key stakeholders about the new educator evaluation system.	(D)(2)	5		Molly Rath, Director of Communications		Y

Action Plan: Section D

LEA: Baltimore City Public Schools

Date: November 17, 2010

Goal(s) for Project 10: Data Systems Enhancement

- Professional development will be aligned to student achievement goals and outcomes.
- The effectiveness of professional development offerings will be evaluated in correlation to student achievement, when possible.
- Professional development offerings will be captured, organized, evaluated as Achievement Units and applied to the new teacher effectiveness and compensation model.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: YES/NO
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(5)(i - ii)					
1. Procure a data solution (e.g. OLM or Schoolnet PD Planner) to track PD throughout the system including outside course and internally created professional development offerings.	(D)(5)(i - ii)	10	January 2011 – March 2011	Matt Van Itallie, Chief Achievement & Accountability Officer Mike Pitroff, Chief Information Technology Officer	By March 2011, the professional development software program will be purchased.	Y
2. Identify and hire central office staff to support implementation of the solution. Two Program evaluators and one IT Systems Analyst /Programmer to set up system software and provide software support throughout the project, monitor progress, establish and apply evaluation measures, create reporting structure for accountability purposes.	(D)(5)(i - ii)	10	February 2011 – April 2011	Mike Pitroff, Chief Information Technology Officer Matt Van Itallie, Chief Achievement & Accountability Officer	By April 2011, all needed positions filled.	Y (3 permanent positions)

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: YES/NO
3. Work with software consultant to provide support and build capacity for all system components.	(D)(5)(i - ii)	10	March 2011 – September 2012	Mike Pitroff, Chief Information Technology Officer Matt Van Itallie, Chief Achievement & Accountability Officer	By September 2012, knowledge systems will be established to support district implementation on a long-term basis.	N
4. Load all system components to prepare for users.	(D)(5)(i - ii)		March 2011 – August 2011	Mike Pitroff, Chief Information Technology Officer	By August 2011, the system will be operational for input of professional development components.	N
5. Configure the data solution to capture PD offerings.	(D)(5)(i – ii)		June 2011 – August 2011	Mike Pitroff, Chief Information Technology Officer Matt Van Itallie, Chief Achievement & Accountability Officer and software consultant	By August 2011, the current catalog of professional development offerings will be configured and loaded into the system.	N
6. Work with the District Oversight Panel to organize and align professional development components into pathways and assign units within the PDPM system.	(D)(5)(i – ii)		June 2011 – June 2012	Sonja Brookins-Santelises, Chief Academic Officer Matt Van Itallie, Chief Achievement & Accountability Officer	By June 2012, the catalog components will be organized into a logical system with assigned units. As sections become available they will be posted into the catalog system.	N
7. Provide training to teachers, principals, and central office staff to use the site, enroll in the professional development activities, and access accountability reports.	(D)(5)(i – ii)		September 2011 – January 2012	Matt Van Itallie, Chief Achievement & Accountability Officer	By January 2012, all users will have completed online training module and activated their user rights to the system. All system professional development will be accessed via the new PDPM system to enroll and record completion and proficiencies.	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: YES/NO
8. Establish electronic workflow system. Teachers will track their own professional development units; principals suggest specific instructional competencies based on evaluations and keep track of the progress of teachers.	(D)(5)(i – ii)	10	January 2012 – ongoing	Matt Van Itallie, Chief Achievement & Accountability Officer Shawn Stokes, Chief Human Capital Officer	By January 2012, all professional development activities will be captured in the new system.	N
9. Provide Human Capital with capacity to track the Achievement Units to be applied to the evaluation and compensation structure.	(D)(5)(i-ii)		January 2012	Matt Van Itallie, Chief Achievement & Accountability Officer Shawn Stokes, Chief Human Capital Officer	By January 2012, professional development activities as Achievement Units will be incorporated into a teacher portfolio.	N
10. Create and test a metric to link professional development activities to student achievement outcomes and to inform teacher effectiveness measures.	(D)(5)(ii)		January 2011 – June 2012	Matt Van Itallie, Chief Achievement & Accountability Officer Shawn Stokes, Chief Human Capital Officer Sonja Brookins-Santelises, Chief Academic Officer	By June 2012, a performance metric will be designed and tested.	N
11. Establish the reporting capabilities between professional development units and student outcomes within the data warehouse.	(D)(5)(ii)		By January 2013	Matt Van Itallie, Chief Achievement & Accountability Officer Mike Pitroff, Chief Information Technology Officer	By January 2013, capacity for building reports to analyze the effectiveness of professional development activities and pathways will be developed and tested.	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: YES/NO
12. Provide a formalized review process for professional development components and pathways based on multiple data sources	(D)(5)(ii)	10	By June 2013	Sonja Brookins-Santelises, CAO Matt Van Itallie, Chief Achievement & Accountability Officer	By June 2013, established review process is in place.	N
13. Make recommendations for revisions of professional development components and pathways	(D)(5)(i - ii)		By June 2014	Sonja Brookins-Santelises, Chief Academic Officer Matt Van Itallie, Chief Achievement & Accountability Officer	By June 2014, professional development reviews and revisions will be completed.	Y
<i>Optional Activities:</i>						
1. Develop and train oversight panel to review new PD components.	(D)(5)(i - ii)		June 2011 – August 2011	Sonja Brookins-Santelises, Chief Academic Officer Matt Van Itallie, Chief Achievement & Accountability Officer	By August 2011, the oversight members will be trained to access and use the system to enter PD component codes and units.	N
2. All PD activities will be linked with Human Capital databases to inform teacher performance portfolios.	(D)(5)(i - ii)		January 2011 – January 2012	Shawn Stokes, Chief Human Capital Officer Matt Van Itallie, Chief Achievement & Accountability Officer Mike Pitroff, Chief Information Technology Officer	By January 2012, systems will be organized to create a link between Human Capital and Professional Development.	N

Narrative: Section E – Turning Around the Lowest-Achieving Schools

Section (E)(1): Authority to Intervene in Low-Achieving Districts and Schools

Baltimore City Public Schools supports the state’s laws and regulations regarding intervention in low-achieving districts and schools.

Section (E)(2): Turning Around the Lowest-Achieving Schools

Baltimore City Public Schools is deeply committed to ensuring that all of its students attend high-quality schools, and the City is making decisive progress toward that goal. Among the signature efforts is *Expanding Great Options*, a cross-functional, data-driven effort that engages representatives from nearly every central office department as well as school communities and partners. Since 2008, the initiative has opened 13 schools, closed 12 schools, relocated nine schools, expanded four schools, launched turnaround efforts at seven schools, reorganized citywide special education programs, added 800 new pre-kindergarten seats, and expanded district-wide choice to middle grades.

The district’s seven turnaround schools are in the first of three years implementing whole-school reform models, funded through Title I 1003(g) School Improvement Grant funds. Booker T. Washington Middle and Augusta Fells Savage High are implementing the federal “turnaround” model, and Calverton Elementary/Middle, Commodore John Rodgers Elementary/Middle, Garrison Middle, William C. March Middle, and Baltimore IT (formerly Chinquapin Middle) are implementing the “restart” model.

Though City Schools has made substantial progress through *Expanding Great Options* over the past two years, the district will not be satisfied until every school meets and even exceeds expectations. To that end, the third year of *Expanding Great Options* is underway, and City Schools intends to target additional persistently low-achieving schools for either closure or school turnaround reforms, including Frederick Douglass High School, Cherry Hill Elementary/Middle, the Institute for Business and Entrepreneurship, and Masonville Cove, among others. Recommendations for school turnaround reforms are being developed jointly by a central office work group with input from school communities and external partners. These recommendations will be reviewed by CEO Dr. Andrés A. Alonso and presented to the Board of School Commissioners in November. The district anticipates that the Board will decide on these recommendations in January 2011, and planning for implementation will begin immediately

afterward. The selected turnaround reforms will be funded either through the district's general funds or through additional School Improvement Grant funds if they become available for this purpose and if the schools' reform models align with the grant requirements.

Throughout the four-year implementation of Maryland's Race to the Top grant, the district's seven turnaround schools and four schools identified above for this year's *Expanding Great Options* work, along with one of the district's alternative high schools, Francis M. Wood, will engage in the supports accessible to them through the Breakthrough Zone initiative led by the Maryland State Department of Education (MSDE). In addition, City Schools will work with MSDE to identify elementary or elementary/middle schools that predominantly feed students into the identified middle or high schools. If these feeder schools need additional support to improve, they too will have access to supports in the collaborative network of the Breakthrough Zone.

City Schools intends to enter into a Partnership Agreement with MSDE to codify this alignment and participation with the Breakthrough Zone. The agreement will focus on creating the conditions for reform necessary for each school to access and successfully implement supports needed for school improvement. Services will be tailored to meet the specific needs of each Breakthrough Zone school and will be coordinated by two district liaisons – one Breakthrough Center Liaison and one Student Services Liaison, both funded through Race to the Top dollars.

The Breakthrough Center Liaison will serve as the primary contact for the state's full-time or contracted staff of their Breakthrough Center initiative and for school-based staff interested in accessing Breakthrough Center services. This person will coordinate scheduling of Breakthrough Center services, including needs assessments, technical assistance, professional development, and access to technology, for schools with access to the Breakthrough Zone. In addition, this person will make recommendations to the CEO for policy flexibility requests to MSDE leadership.

The Student Services Liaison will serve as the primary point of contact for Breakthrough Zone school-based staff who organize or support the provision of student services. This position will be responsible for working with the Breakthrough Zone Liaison to connect schools to opportunities for technical assistance or professional development related to student support services, including PBIS training and implementation as outlined in the State's Race to the Top

application. This person also will work closely with central office leadership to ensure appropriate coordination and leveraging of various resources to enhance student services at Breakthrough Zone Schools.

City Schools' Office of Human Capital will make deliberate efforts to staff the district's lowest-performing schools with high-quality teachers and leaders, including consideration of promising new candidates from Teach for Maryland, New Leaders for New Schools, and Officers to Principals; offering financial incentives (as available through state application process) to attract highly effective teachers and leaders; and removal of persistently unsatisfactory or ineffective teachers or leaders. To ensure that the current teachers in need of assistance receive sufficient support, the Office of Teaching and Learning will coordinate assignment of additional teacher mentors to City Schools' lowest performing schools (funded through Section D's scope of work). Where possible, these efforts will be aligned with key provisions in the State's Race to the Top application (e.g., prohibiting teachers and leaders rated as "ineffective" under the new statewide evaluation from filling vacancies in the identified persistently lowest-achieving schools).

In addition to the two central liaisons and supplemental teacher mentors, City Schools will encourage schools identified as having access to the Breakthrough Center to allocate portions of their school-based budgets to several positions or services that align with key areas identified in Maryland's Race to the Top application. These areas include school operational management (allowing the principal to focus on instructional leadership), family and community engagement, student health services, and coordination of student support services. Central leadership also will prioritize these schools, according to their needs, to receive supplemental services funded centrally or coordinated through external partners that align with any of the same key areas. If needed, City Schools also will consider re-purposing central office positions to best meet school needs. City Schools looks forward to working with MSDE staff designated in the areas outlined above to identify resources and expertise for its lowest-performing schools.

In addition to a wide range of supports provided by the Breakthrough Center, some Breakthrough Zone schools will have access to specialized academic programming through Project Lead the Way or Primary Talent Development. The Chief Academic Officer will develop recommendations for schools with access to the Breakthrough Zone schools that would most

benefit from the middle grades STEM programming offered through Project Lead the Way and by the literacy training available through Primary Talent Development.

Also, depending on the results of detailed needs assessments, these schools may have access to funds for extended learning opportunities through the Breakthrough Zone. For targeted schools, City Schools will apply for 21st Century Community Learning Center grants to fund after-school or weekend programming that will allow students who need additional support to receive it beyond the regular school day.

The school and student supports available via the Breakthrough Zone will ensure that students have better opportunities for academic success. City Schools will monitor service delivery and school outcomes, including student-level outcomes (attendance, suspension, academic performance, etc.) and teacher effectiveness ratings. These outcomes will largely inform whether the services and programs continue after 2014. In addition, schools receiving Title I 1003(g) School Improvement Grant funds have specific targets for improvements in student achievement linked to the turnaround strategies specified within the grant. Similar targets will be developed for Frederick Douglass High School, Cherry Hill Elementary/Middle, the Institute for Business and Entrepreneurship, and Masonville Cove once their turnaround strategies are fully developed and approved by the Board of School Commissioners.

Areas of Alignment with the State

City Schools supports the State's efforts to identify persistently lowest-achieving schools and will devote two staff members to assisting schools with access to the Breakthrough Zone supports with services provided by MSDE. The goal is to provide coordination among the many Breakthrough Zone services to ensure that turnaround efforts are streamlined, organized, and effective.

Conclusion

City Schools' aggressive moves in recent years to accelerate the achievement of the district's most struggling students have resulted in seven schools receiving federal School Improvement Grants and four schools being impacted this year in the Expanding Great Options initiative. Those 11 schools, as well as feeder schools yet to be identified and an alternative high school, will participate in the State's Breakthrough Zone as outlined in the Race to the Top

application. Two staff members will be hired with Race to the Top funds to help coordinate services with the Breakthrough Zone, which could include expertise and resources for extended learning options, school health services, human resources assistance, and family engagement, among other things. Coordination of student services in the Breakthrough Zone will be paramount (and will be the sole job of one of the two new staff members). In addition, City Schools will work to prevent teachers and leaders rated “ineffective” under the forthcoming statewide teacher evaluation from filling vacancies in persistently-lowest achieving schools, as called for in the State’s Race to the Top application.

Action Plan: Section E

LEA: Baltimore City Public Schools

Date: November 17, 2010

Goal(s) for Project 11: School Turnaround Activities

- Improve teacher quality and student achievement at Breakthrough Zone schools by participating in high-quality professional development and providing school support that is aligned with outcomes of robust needs assessments.
- Improve teacher and leadership quality at persistently low performing schools by ensuring highly effective teachers and leaders are available and assigned to these schools.
- Accelerate school improvement by sharing best practices among schools and districts and by maximizing external expertise as appropriate.
- Accelerate student achievement at Breakthrough Zone schools through extended learning opportunities and improvement in school climate and student support services.

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)					
1. City Schools will enter into a Partnership Agreement with the Breakthrough Center that will outline roles and responsibilities for all parties and will set parameters and expectations for interactions between the LEA and the Breakthrough Center on an ongoing basis.	(E)(2)(ii)	11	October 2010 – June 2014	Tisha Edwards, Chief of Staff Sonja Brookins-Santelises, Chief Academic Officer	A signed MOU will be established and reviewed annually to ensure fidelity to the terms of the agreement and consider revisions as appropriate.	N
2. Booker T. Washington, Calverton, Commodore John Rodgers, Garrison, William C. March, Baltimore IT (former Chinguapin), and Augusta Fells Savage will continue implementation of turnaround strategies as outlined and funded through the 1003(g) School Improvement Grant.	(E)(2)(ii)		July 2010 – June 2013	Beth Nolan, Director of Turnaround	<ul style="list-style-type: none"> • Academic outcome targets are defined in the 1003(g) School Improvement Grant application and in contracts with restart operators. • Regular oversight by district and state leadership is described in the 1003(g) Grant application and will ensure implementation of strategies with fidelity. 	TBD*

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. City Schools will continue in the development and planning of school turnaround strategies for Frederick Douglass, Cherry Hill, Institute for Business & Entrepreneurship, and Masonville Cove through the Expanding Great Options process, which includes extensive data analysis, consideration of turnaround options by a cross-functional team of central leadership, school community input, approval by the CEO, and vote by the Board of School Commissioners.	(E)(2)(ii)	11	October 2010 – August 2011	Lea Ferguson, Special Assistant to COS	<ul style="list-style-type: none"> • City Schools CEO and City Schools Board of School Commissioners will approve turnaround models for each school by January 2011. • Contracts with school operators (if applicable) will be in place by June 2011. • Schools will be fully staffed and prepared to open by August 2011. 	N
4. Frederick Douglass, Cherry Hill, Institute for Business & Entrepreneurship, and Masonville Cove will implement turnaround strategies, which will be funded through local general funds and Title I funds or 1003g School Improvement Grant funds if available and in alignment with turnaround models.	(E)(2)(ii)		August 2011 – June 2014	Deputy Chief of Staff (currently vacant) Lea Ferguson, Special Assistant to COS (until position is filled)	<ul style="list-style-type: none"> • Specific academic outcome targets (similar to those identified in the 1003(g) School Improvement Grant) will be defined and included in contracts with school operators (if applicable). • Regular oversight by district and state leadership (if applicable through use of 1003(g) funds) will ensure implementation of strategies with fidelity. 	Y, through general funds, if SIG or additional Title I funds are not allocated.
5. City Schools will assist in the identification of appropriate feeder schools for inclusion in the Breakthrough Zone.	(E)(2)(ii)		October 2010 – December 2010	Lea Ferguson, Special Assistant to COS	All feeder schools will be identified.	N

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. Breakthrough Zone schools will participate in needs assessments as appropriate.	(E)(2)(ii)	11	October 2010 – June 2014	Breakthrough Zone Liaison (vacant - see optional activity #1)	<ul style="list-style-type: none"> • RITA visits, TCNA processes, and school climate surveys will be implemented or administered as needed. • Results of needs assessments will be used to inform recommended interventions. 	N
7. City Schools will ensure efforts are made to staff Breakthrough Zone schools with high quality teachers and leaders, including: <ul style="list-style-type: none"> • Consideration of promising new candidates from Teach for Maryland, New Leaders for New Schools, and Officers to Principals; • Offering financial incentives (as available through state application process) to attract highly effective teachers and leaders; and • Removal of persistently unsatisfactory or ineffective teachers or leaders. 	(E)(2)(ii)		January 2011 – June 2014	Tony Robinson, Staffing Manager	<ul style="list-style-type: none"> • Only highly effective and promising new candidates will be hired at Breakthrough Zone schools (when new evaluation is in place). • Teachers with two unsatisfactory or ineffective ratings will be prohibited from assignments at Breakthrough Zone schools. 	N
8. Teachers in need of assistance in Breakthrough Zone schools will be matched with teacher mentors at a ratio of no more than five teachers to each mentor. Mentors will be funded through the City Schools scope of work for Section D.	(E)(2)(ii)		January 2011 – June 2014	Jarrod Bolte, Coordinator of Teacher Support	Teacher support provided by mentors will be tracked to determine if support can be linked to improvements in the individual teachers' areas of need.	TBD*
9. City Schools will recommend schools for participation in Project Lead the Way STEM and Primary Talent Development programming.	(E)(2)(ii)		January 2011 – June 2011	Maria Navarro, Special Assistant to the CAO	Initial set of schools will be identified by January 2011.	TBD*

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
10. If extended learning time is dictated by the needs assessment for a school in the Breakthrough Zone, City Schools will apply for a 21 st Century Community Learning Center grant to fund after-school programming.	(E)(2)(ii)		June 2011 – June 2014	Breakthrough Zone Liaison (vacant - see optional activity #1)	Student participation in after-school programming will be tracked to determine if participation can be linked to higher academic achievement.	TBD*
11. Based on the outcomes of the needs assessments, Breakthrough Zone schools will be prioritized to receive supplemental student health services funded centrally or coordinated through the City Health Department or other external partners (depending on availability).	(E)(2)(ii)		June 2011 – June 2014	Breakthrough Zone Liaison (vacant - see optional activity #1)	Provision of supplemental health services will be tracked to determine if services can be linked to decreased student absences.	TBD*
12. Based on the outcomes of the needs assessments, Breakthrough Zone schools will be prioritized to receive supplemental family and community engagement services funded centrally or coordinated through external partners (depending on availability).	(E)(2)(ii)		June 2011 – June 2014	Breakthrough Zone Liaison (vacant - see optional activity #1)	Provision of supplemental family and community engagement services will be tracked to determine if services can be linked to increased family and community involvement.	TBD*
13. Based on the outcomes of the needs assessments and audits of student service coordination, Breakthrough Zone schools will receive additional support in coordinating student support services. If needed, positions within the Office of Student Support & Safety or School Support Networks may be re-purposed to provide direct support in the coordination of student services at targeted schools.	(E)(2)(ii)		June 2011 – June 2014	Student Services Liaison (vacant - see optional activity #2)	Provision of student support coordination services will be tracked to determine if services can be linked to improved delivery of student supports and improved student outcomes, such as improved attendance, fewer referrals or suspensions, or improved academic outcomes.	TBD*

<i>Optional Activities:</i>						
1. City Schools will create and fill a position to serve as the Breakthrough Zone Liaison. This person will serve as the primary point of contact for staff and contracted employees of the Breakthrough Center and for school-based staff interested in accessing Breakthrough Center services. This person will also coordinate and assist in scheduling Breakthrough Center services (needs assessments, technical assistance, professional development, access to technology, etc.) among schools in the Breakthrough Zone. In addition, this person will make recommendations to the CEO for policy flexibility requests within the Breakthrough Zone.	(E)(2)(ii)	11	November 2010 – June 2014	Breakthrough Zone Liaison Lea Ferguson, Special Assistant to COS (until position is filled)	The position will be created and filled by January 2011. The liaison will ensure adherence to terms of Partnership Agreement, including school participation in agreed upon services and delivery of support as needed. Requests for policy flexibility will be submitted for the CEO's review as needed.	TBD*
2. City Schools will create and fill a position to serve as the Student Services Liaison. This person will serve as the primary point of contact for Breakthrough Zone school-based staff who organize or support in the provision of student services. This position will be responsible for working with the Breakthrough Zone Liaison to connect schools to opportunities for technical assistance or professional development related to student support services, including PBIS training and implementation. This person will also work closely with central office leadership to ensure appropriate coordination and leveraging of various resources to enhance student services at the Breakthrough Zone schools.	(E)(2)(ii)	11	November 2010 – June 2014	Student Services Liaison	The position will be created and filled by January 2011. Liaison will be held accountable for improved outcomes on annual student services audits at Breakthrough Zone schools.	TBD*

<i>Optional Activities: (continued)</i>						
3. Schools in the Breakthrough Zone will be encouraged to use school-based funds as needed to purchase:	(E)(2)(ii)	11	January 2011 – June 2014	Breakthrough Zone Liaison	Schools may purchase additional supports as appropriate.	N
<ul style="list-style-type: none"> • Sufficient administrative and operational support so principals can focus on instructional leadership; • Family engagement liaisons; • Student health services; and • A position dedicated to coordinating student services within the school and through after-school programming. 						

Narrative: Section F – General Reform Conditions

Section (F)(1): Making Education Funding a Priority

Baltimore City Public Schools supports Maryland’s efforts to ensure equitable distribution of public K-12 and higher education funds.

Section (F)(2): Ensuring Conditions for High-Performing Charter Schools

Baltimore City Public Schools welcomes the opportunity to assist two low-performing schools in Restructuring to become charter schools, and the district is committed to developing a partnership initiative between its “fresh-start” charters and two existing high-performing charter schools.

In the most recent round of charter school applications, two low-performing schools submitted applications that demonstrate their interest and school community support for conversion to charters. One school, Furman Templeton Elementary, is currently in the Restructuring Planning stage of school improvement, so it already has applied for charter conversion in anticipation of its need to select an Alternative Governance model for implementation next year. Though the Office of New Initiatives (ONI) has stipulated with the operator that the school should receive additional technical assistance to prepare for a successful conversion, Furman Templeton was approved by the Board of School Commissioners to convert to charter for fall 2011. The second school, Harlem Park Elementary/Middle, is currently in Corrective Action, and the school decided to withdraw its application before the Board of School Commissioners’ vote, though the school has indicated its intention to resubmit a stronger application in the near future.

City Schools believes that these two schools are ideal candidates to become fresh-start charters and will benefit from the partnership with existing high-performing charters. Because Furman Templeton is currently in Restructuring Planning, and the school has already submitted a successful charter application, this school is recommended for an accelerated timeline that will allow it to implement charter conversion as its Alternative Governance model and prepare the school for a successful reopening in fall 2011. Harlem Park is recommended to follow the timeline included in MSDE’s Race to the Top application, which will align with the timing of its

current school improvement status and prepare the school for a successful reopening in fall 2012. The chart below illustrates the proposed timeline for each school.

Fresh-start Charter Conversion Timelines

Dates	Furman Templeton Elementary (currently in Restructuring Planning)	Harlem Park Elementary/Middle (currently in Corrective Action)
November – December 2010	Establish partnership with existing, high-performing charter school	No action
January – August 2011	Partner schools’ operators work together to strengthen the existing charter conversion plan, build capacity of Furman Templeton’s operator, and share best practices to prepare for a successful reopening.	Establish partnership with existing, high-performing charter school. Partner schools’ operators work together to strengthen the school’s charter conversion plan and re-submit a successful charter application
2011-2012 school year	Furman Templeton reopens as a charter school. High-performing partner school provides coaching and mentoring to support the new charter.	Partner schools’ operators work together build capacity of Harlem Park’s operator and share best practices to prepare for a successful reopening.
2012-2013 school year	High-performing partner school may continue to provide coaching and mentoring as needed.	Harlem Park reopens as a charter school. High-performing partner school provides coaching and mentoring to support the new charter.

To accommodate an accelerated timeline for Furman Templeton, City Schools’ Office of New Initiatives recommends that it be partnered as soon as possible with Midtown Academy, which is a very successful existing charter school in Baltimore. Furman has already begun to make improvements in its academic program and was successful in the charter application process because it was able to clearly articulate a compelling rationale for converting to charter to further its academic gains by having more autonomy in its instructional programming and fiduciary management. Furman proposed a new instructional model that was embedded throughout its proposal, which focused on using standards to drive instruction rather than on a scripted program. The school plans to use technology as a vehicle for instruction and have a sound plan for how to integrate technology across all grade levels. Furman also plans to have an extended day and a year-round school to improve outcomes. Midtown Academy has consistently

met AYP, maintained full enrollment, and receives positive responses on its school climate survey. The chart below compares the academic performance of Furman Templeton and Midtown Academy. Midtown Academy employs expeditionary learning as an instructional model, which will be useful as Furman develops its instructional model of standards-based instruction. Midtown also uses an extended day model, so it can be a resource in helping Furman develop measures to ensure the added time is accelerating student achievement.

Academic Performance – Furman Templeton & Midtown Academy

School Name	% Proficient -- Reading				% Proficient – Math			
	2007	2008	2009	2010	2007	2008	2009	2010
Furman L. Templeton Elementary	48.0	52.8	65.0	69.9	53.6	50.0	57.9	78.6
Midtown Academy	74.2	83.6	86.3	90.8	60.8	78.7	82.1	86.0

In addition, a key reason that the Office of New Initiatives believes that Midtown would be a good fit as a partner school for Furman Templeton is its high-quality governance structure, which has strengthened over time and has similar components to the governance structure proposed by Furman Templeton. One of the relative weaknesses noted by the Charter Advisory Board in Furman Templeton’s charter application was its development of the roles and structures of the operator’s governance and oversight. The Office of New Initiatives is confident that Furman Templeton can benefit from the lessons that Midtown Academy’s operator can provide in this area.

Section (F)(3): Demonstrating Other Significant Reform Conditions

Baltimore City Public Schools supports Maryland’s efforts to create laws, policies, and regulations that drive significant reforms in the State.

Areas of Alignment with the State

Baltimore City Public Schools’ proposals to convert two low-performing schools into charter schools and pair those schools with existing high-performing charter schools are fully aligned with Section (F)(2)(ii) of the RTTT application.

Conclusion

Charter schools are one piece of the turnaround puzzle in City Schools. Aspiring charter schools can benefit from start-up funds, technical assistance, and guidance from existing high-quality charters, and City Schools believes that RTTT funds can pave the way for charter growth.

Action Plan: Section F

LEA: Baltimore City Public Schools

Date: November 17, 2010

Goal(s) for Charter Conversions (*no project number because there is not an associated budget*):

- City Schools will successfully convert two low-performing schools in Restructuring to charter schools through partnership with existing, high-performing charter schools, using state-allocated Race to the Top start-up funds.

Section F: General	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(F)(2)					
1. Identify low-performing schools to become “fresh-start” charter schools	(F)(2)(ii)		November 2010	Tammie Knights, Office of New Initiatives Coordinator	Schools will be identified and approved by MSDE.	N
2. Establish partnerships with existing, high-performing charter schools. Work with MSDE to establish parameters of partnership and use of start-up funds.	(F)(2)(ii)		November 2010 – January 2011	Tammie Knights, Office of New Initiatives Coordinator	Schools will be identified and approved by MSDE.	N
3. Work with the Office of School Innovation to facilitate the sharing of best practices, coaching, mentoring, and capacity building between partner schools	(F)(2)(ii)		January 2011 – September 2013	Tammie Knights, Office of New Initiatives Coordinator	“Fresh-start” charter schools will open successfully and demonstrate academic and operational growth within the first year.	TBD*

Part II -- Budgets

Signature Page

The signature of the LEA superintendent commits the LEA to the terms and conditions in this Final Scope of Work Plan for Race to the Top funds.

Signature of LEA Superintendent

Andrés A. Alonso, Ed.D.

Date: _____