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**BALTIMORE CITY COUNCIL  
EDUCATION, WORKFORCE, AND YOUTH  
COMMITTEE**

*Mission Statement*

*The Committee on Education, Workforce and Youth (EWY) is responsible for creating opportunities for our young people, ensuring economic opportunity and prosperity for Baltimore's workforce, and supporting our most vulnerable neighbors. The committee's areas of jurisdiction include public education, labor relations, workforce development, employment, public parks, recreation, and youth affairs. Issue areas include, but are not limited to: education, including adult education, higher education, workforce development, labor, senior affairs, veterans, childcare, accessibility and disability issues, recreation and parks, and historical landmarks.*

**The Honorable Robert Stokes, Sr.  
Chairman**

**PUBLIC HEARING**

**THURSDAY, SEPTEMBER 23, 2021  
5:00 PM**

**VIRTUAL WEBEX MEETING**

**TO BE TELEVISED ON CABLE TV 25**

*Council Resolution 21-0057R*

**Investigative Hearing – School Performance Improvement**

## CITY COUNCIL COMMITTEES

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Sharon Green Middleton  
Odette Ramos  
James Torrence  
*Staff: Richard Krummerich*



**BILL SYNOPSIS**

**Committee:** Education, Workforce and Youth

**Resolution:** 21-0057R

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**Investigative Hearing – School Performance Improvement**

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**Sponsor:** Councilmember Stokes, Sr., et al

**Introduced:** January 25, 2021

**Purpose:**

**For the purpose** of inviting the CEO of the Baltimore City Public School System, representatives from the Baltimore City Board of School Commissioners, representatives from the Parent and Community Advisory Board, representatives from the Baltimore Teachers Union, and other relevant stakeholders to discuss how BCPSS plans to improve student performance during the 2021/2022 academic school year.

**Effective:** Upon enactment.

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**Agency Reports**

Law Department	<i>None as of this writing</i>
Baltimore City Public School System	<i>None as of this writing</i>

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## Analysis

### Current Law

**Baltimore City Code – Article 1, Subtitle 1-City Council, Section 1-6**

**§ 1-6. Agencies to provide legislative information.**

It shall be the duty of the head of every City department or bureau established by the Baltimore City Charter or by ordinance to provide all technical materials, plats, drawings, and information that are requested by any member or the President of the City Council for the purpose of introducing legislation into the Council.  
(City Code, 1976/83, art. 1, §6.) (Ord. 76-080.)

### Background

On Thursday, September 23, 2021 representatives from the Baltimore City Public School System (BCPSS) and other pertinent organizations will come before the Committee/Councilmembers to share information (give an update) about BCPSS' plans to improve student school performance and and to have an open dialogue about some issues and/or concerns pertaining to same.

Noteworthy concerns includes but is not limited to:

- Learning lost due to the COVID pandemic, and
- Matters expressed by some stakeholders relating to school performance of the students

**Also see attachments:**

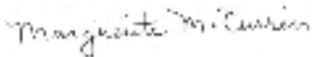
- recent articles pertaining to this topic.
- Information regarding Baltimore City School Performance Plan

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### Additional Information

**Fiscal Note:** None

**Information Source(s):** City Code and Council Resolution 21-0057R

  
Analysis by: Marguerite M. Currin  
Analysis Date: September 20, 2021

Direct Inquiries to: (443) 984-3485

Council Bill 21-0057R

Agency Reports

*None received as of this  
writing*

# RECENT NEWS ARTICLE

*See attached*

# Political commentator explains what's next for Baltimore City Public Schools

by Morning Show Producer

Monday, September 13th 2021



02:06

**Next week**, we are expecting a second investigative city council hearing into Baltimore City Public Schools.

The first hearing was held back in April, following Project Baltimore's initial reports on Augusta Fells Savage.

The second hearing comes after that bombshell report, which revealed grade changing, inflating enrollment numbers, and **poor student performance**.

Political Commentator Armstrong Williams joins us to weigh in on what happens now.

# School Performance Plans

## School Performance Plans for the 2018-19 School Year

**School Performance Plans** help school leaders improve overall school performance, with a focus on instruction and student achievement. For 2018-19, principals completed plans in three phases.

The SPP and guidance document for the 2018-19 school year are available on Document Tracking Services (DTS). Principals have been given access to DTS; for issues with logging in or to grant additional staff access, email the Achievement and Accountability Office.

### **Additional information:**

- Downloadable instructions for using DTS to enter School Performance Plans
- Downloadable 2018-19 SPP template and guidance document
- CLN SPP presentations

[Baltimore City Public Schools](#)



# SY 2020-2021 School Performance Plan

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145, School Number  
Alexander Hamilton, School Name  
Martia Cooper, Principal  
Mark King, ILED  
BCPSS- 145, Website  
SER Visit in SY 2019-20:  
Title I (Schoolwide) or Targeted Assistance

This document captures the SY 2020-2021 School Performance Plan Goals and Strategies for [school name]. The School Performance Plan (SPP) is a blueprint designed to support principals and school leadership teams in improving overall school performance, with an emphasis on instruction and student achievement. It serves as a year-round anchor in conversations between the district office, schools, and communities.

These goals and strategies were drafted by the school with community and stakeholder feedback and are currently in draft form.

Grades: Pre-K to 5

Literacy Plan

**SMART Goal #1**

By June 2020 2021, the percentage of students in grades 3-5 scoring a 4 or 5 on the Maryland Comprehensive Assessment Program (MCAP) in literacy will increase by 5% from 9% to 14%.

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

Literacy Plan

**SMART Goal #1**

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

Math Plan

**SMART Goal**

By June 2020 2021, the percentage of students in grades 3-5 scoring a 4 or 5 on the Maryland Comprehensive Assessment Program (MCAP) in math will increase by 5% growing from 5% to 10%.

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

**Student Wholeness Plan**

**SMART Goal**

Increase attendance in Virtual Learning from an average of 77% B.O.Y 2020-21 to 80%

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

4th Goal Selection:

**SMART Goal**

Increase percentage of students meeting their projected Diebels goal from 43.3% in 2019-2020 to a minimum 50% EOY 2020-21.

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

**Fifth Goal Selection:**

**SMART Goal**

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

# SY 2020-2021 School Performance Plan

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243, School Number  
243-Armistead Gardens Elementary/Middle School School Name  
Cera Doering, Principal  
Lindsay Vollentine, ILED  
<http://www.baltimorecityschools.org/Domain/2941>  
, Website  
SER Visit in SY 2019-20: Yes  
Title I (Schoolwide) or Targeted Assistance

This document captures the SY 2020-2021 School Performance Plan Goals and Strategies for [school name]. The School Performance Plan (SPP) is a blueprint designed to support principals and school leadership teams in improving overall school performance, with an emphasis on instruction and student achievement. It serves as a year-round anchor in conversations between the district office, schools, and communities.

These goals and strategies were drafted by the school with community and stakeholder feedback and are currently in draft form

Literacy Plan

**SMART Goal #1** At BOY, 17% (39 students) performed On Grade Level on iReady Reading in grades 6-8. We will increase this percent at EOY 13% to 30% (68 students)

**Evidence-Based Strategy 1:**  
Teachers will meet weekly in collaborative content team meetings and use the data cycle to analyze student work and lesson plans

**Evidence-Based Strategy 2:**  
Teachers will strengthen small group instruction in the classroom and in interventions

**Evidence-Based Strategy 3:**  
Teachers will implement the use of visual aids and technology applications during instruction

Literacy Plan

**SMART Goal #1** At BOY, 26% (99 students) performed At or Above benchmark on DIBELS. We will increase this percent at EOY by 14% to 40% (172 students)

**Evidence-Based Strategy 1:**  
Teachers will meet weekly in collaborative content team meetings and use the data cycle to analyze student work and lesson plans

**Evidence-Based Strategy 2:**  
Mentoring Program for new, early career, and struggling teachers

**Evidence-Based Strategy 3:**  
Teachers will strengthen small group instruction in the classroom and in interventions



## Math Plan

**SMART Goal**

At BOY, 22% (144 students) of students performed On Grade Level on IReady Math. We will increase this percent at EOY by 30% to 52% (362 students).

**Evidence-Based Strategy 1:**

Teachers will meet weekly in collaborative content team meetings and use the data cycle to analyze student work and lesson plans

**Evidence-Based Strategy 2:**

Teachers will strengthen small group instruction in the classroom and in interventions groups

**Evidence-Based Strategy 3:**

Teachers will implement the use of visual aids & technology tools during instruction

## Student Wholeness Plan

**SMART Goal**

The EOY average cumulative attendance rate will be 91 % or higher in the virtual learning platform or hybrid model.

**Evidence-Based Strategy 1:**

Create a strong Attendance Committee to track, monitor, and support attendance.

**Evidence-Based Strategy 2:**

Provide incentives to support attendance.

**Evidence-Based Strategy 3:**

Use the SST process to provide supports to students with chronic absences

4th Goal Selection: Core Course Failures (3-8 School)

**SMART Goal**

All ESOL students will see a growth of .3 if they scored above a 2.5 or .6 if they scored below 2.5 on the WIDA assessment.

**Evidence-Based Strategy 1:**

Teachers will meet weekly in collaborative content team meetings and use the data cycle to analyze student work and lesson plans

**Evidence-Based Strategy 2:**

Teachers will strengthen small group instruction in the classroom and in interventions

**Evidence-Based Strategy 3:**

Teachers will implement the use of visual aids and technology during instruction

Fifth Goal Selection: Additional Wholeness Goal

**SMART Goal**

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

# SY 2020-2021 School Performance Plan

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085, School Number  
85-Fort Worthington Elementary/Middle School, School Name  
Monique N. Debi, Principal  
Marc Etienne, ILED  
<http://www.baltimorecityschools.org/85>, Website  
SER Visit in SY 2019-20:  
Title I (Schoolwide) or Targeted Assistance

This document captures the SY 2020-2021 School Performance Plan Goals and Strategies for [school name]. The School Performance Plan (SPP) is a blueprint designed to support principals and school leadership teams in improving overall school performance, with an emphasis on instruction and student achievement. It serves as a year-round anchor in conversations between the district office, schools, and communities.

These goals and strategies were drafted by the school with community and stakeholder feedback and are currently in draft form.

Middle School

Literacy Plan	
<b>SMART Goal #1</b>	By EOY 2020-2021, we will decrease the percentage of scholars performing on Levels 1 and 2 by 15% in math and literacy as measured by the Spring 2021 MCAP in grades 3 to 8.
<b>Evidence-Based Strategy 1:</b>	Maximize professional learning focused on planning, instruction, and improving learning conditions for all students through the implementation of Professional Learning Communities.
<b>Evidence-Based Strategy 2:</b>	Provide strong instruction and academic intervention throughout the school day and during extended learning.
<b>Evidence-Based Strategy 3:</b>	

Literacy Plan	
<b>SMART Goal #1</b>	
<b>Evidence-Based Strategy 1:</b>	
<b>Evidence-Based Strategy 2:</b>	
<b>Evidence-Based Strategy 3:</b>	

## Math Plan

**SMART Goal**

By EOY 2020-2021, we will make a combined percentage gain of 10% in levels 4 and 5 in math and literacy as measured by the Spring 2021 MCAP in grades 3 to 8.

**Evidence-Based Strategy 1:**

Maximize professional learning focused on planning, instruction, and improving learning conditions for all students through the implementation of Professional Learning Communities.

**Evidence-Based Strategy 2:**

Provide strong instruction and academic intervention throughout the school day and during extended learning.

**Evidence-Based Strategy 3:**

### Student Wholeness Plan

**SMART Goal**

By EOY 2020-2021 Fort Worthington EMS will increase the percentage of Tier 1 attendance by 5%, from \_\_\_\_\_% (19/20) to \_\_\_\_\_% (20/21) as measured by the Infinite Campus School Climate Report.

**Evidence-Based Strategy 1:**

Consistently implement the CASEL Three Signature SEL Practices with students and adults.

**Evidence-Based Strategy 2:**

Establish and implement coordinated wraparound services supported by strong community partnerships.

**Evidence-Based Strategy 3:**

Provide personalized early outreach around attendance to engage students, parents, and community effectively.



4th Goal Selection:

**SMART Goal**

By EOY 2020-2021 students in grades K to 2 will increase proficiency on the DIBELS assessment by 15% from % (19/20) to % (20/21) as measured by the Amplify Assessment.

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

**Fifth Goal Selection:**

**SMART Goal**

By EOY 2020-2021, our overall school average proficiency will increase by 10% from \_\_\_% to \_\_\_%, in grades 1 to 8, as measured by the ANET assessment.

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

# SY 2020-2021 School Performance Plan

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177, School Number  
177-George W. F. McMechen High School, School Name  
Tamika Daniels, Principal  
Starletta Jackson, ILED  
[www.baltimorecityschools.org/177](http://www.baltimorecityschools.org/177), Website  
SER Visit in SY 2019-20: No  
Title I (Schoolwide) or Targeted Assistance

This document captures the SY 2020-2021 School Performance Plan Goals and Strategies for [school name]. The School Performance Plan (SPP) is a blueprint designed to support principals and school leadership teams in improving overall school performance, with an emphasis on instruction and student achievement. It serves as a year-round anchor in conversations between the district office, schools, and communities.

These goals and strategies were drafted by the school with community and stakeholder feedback and are currently in draft form.

High School

Literacy Plan

**SMART Goal #1**

45% of students will meet their stretch growth goals by EOY.

**Evidence-Based Strategy 1:**

Teachers will plan and implement systematic small group instruction to address individual student needs.

**Evidence-Based Strategy 2:**

Train all staff in the Data Cycle process so teachers will be able to analyze, review and discuss school data results.

**Evidence-Based Strategy 3:**

Ensure instruction is rigorous and differentiated for students.

Literacy Plan

**SMART Goal #1**

**Evidence-Based Strategy 1:**

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

## Math Plan

**SMART Goal**

45% of students will meet their stretch growth goals EOY.

**Evidence-Based Strategy 1:**

Teachers will plan and implement explicit and systematic group instruction to address individual student needs.

**Evidence-Based Strategy 2:**

Train all staff in the Data Cycle process so teachers will be able to analyze, review, and discuss school data results.

**Evidence-Based Strategy 3:**

Conduct math learning walks (in person and online) to support pacing and daily instruction

## Student Wholeness Plan

**SMART Goal**

By the end of the 2020-2021 SY academic year, the school chronic absenteeism rate will show a 25% decrease from 29.175% to 21.88% as measured by data in the Special Education comparison report (25% decrease is - 7.29%).

**Evidence-Based Strategy 1:**

Advise the Attendance Committee to identify students headed towards chronic absenteeism immediately.

**Evidence-Based Strategy 2:**

If the Attendance Committee regularly monitors Tier 2 and Tier 3 attendance students and attendance rates, they can immediately provides supports and interventions.

**Evidence-Based Strategy 3:**

If the school personally reaches out to parents with student who are chronically absent and share resources and support, there will be a decrease of absenteeism.

4th Goal Selection: CCR Goal (6-12 School)

**SMART Goal**

By the end of the 2020-2021 SY academic year, 80% (4 out of 5) of graduating seniors will participate in job shadowing opportunities in the community that will prepare them for post-graduate, career ready success.

**Evidence-Based Strategy 1:**

Ensure a Job Coach is in place to support students working in the community and take weekly functional skill data.

**Evidence-Based Strategy 2:**

Connect with local businesses that will allow students to work/job shadow in their establishments.

**Evidence-Based Strategy 3:**

Create or stimulate work/career ready environment in the school to support the scholars will perform in the community.

**Fifth Goal Selection: Additional Wholeness Goal**

**SMART Goal**

Through the use of the sensory room and effective meditation, there will be a 25% decrease of student time out of instruction, from 25 minutes to 15 minutes or less.

**Evidence-Based Strategy 1:**

The Culture and Climate Committee will create a Google Docs form for Staff to complete when the behaviors take place.

**Evidence-Based Strategy 2:**

**Evidence-Based Strategy 3:**

Identified students with high behavior concerns will be placed on a point system to support a decrease in referrals or behavior write-ups.



**SY 2012-2013**

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# **School Performance Plan**

**High Schools**

400

**Edmondson-Westside High School**

**Karl E. Perry, Principal**

**Darryl Kennedy, Executive Director**

**Byra Cole, Network Facilitator**

**PLEASE REFER TO THE SCHOOL PERFORMANCE PLAN IMPLEMENTATION GUIDE FOR  
STEP-BY-STEP INSTRUCTIONS, ADDITIONAL GUIDANCE, AND ITEM DEFINITIONS.**

## Your School's Instructional Leadership Team

Name	Position
Karl E. Perry	Principal
Chevelle T. Lampkin	Assistant Principal
Janine Patterson	Assistant Principal
Saeed Hill	Assistant Principal
Barry Young	Educational Associate
Freddie Bullock	Test Coordinator, SS Department Head
Paula Fleet	Bridge Coordinator, Math Department Head
Tonya Luster	English Department Head
Linnea Randolph-Lopez	Acting Science Department Head
Carla McCoy	Mentor
Michael Johnson	Student Support
Senorita Wyatt	Teacher

## Key Points of Contact at Your School

Position	Name	Email Contact
Professional Development Point of Contact/Monitor	Chevelle T. Lampkin	clampkin@bcps.k12.md.us
New Teacher Mentor Coordinator	Carla L. McCoy	cmcoy01@bcps.k12.md.us
School Family Council Representative	Saeed Hill	shill@bcps.k12.md.us
Family and Community Engagement Representative	Michael R. Johnson	mrjohnson01@bcps.k12.md.us

## Reflect on SY 2011-2012 School Performance Plan

**Guidance:** Complete these questions by reflecting with your Instructional Leadership Team, Executive Director and Network Facilitator prior to Step 1. Record your answers below.

1. What progress did you make toward meeting your SPP SY 2011-12 goals?  
as of second benchmark 15 points were gained for English II students toward the goal of increasing proficiency by 50%
2. Were your strategies fully implemented, partially implemented, not implemented at all? Why?  
Learn with the Experts" was fully implemented in English, the district strategies of LDC modules was modified, The "Benchmark Blitz" for English was partially implemented, the HSA Quiz bowl was fully implemented, for the science area study sessions were fully implemented, the district LDC module was not implemented because the module was not designed for semester courses, The Algebra Data Analysis teachers implemented during/afternoon school study sessions, Algebra teachers generated scripted lesson plans to improve skill delivery twice weekly, algebra teachers generated common assessments, use of parental portal by parents to track student progress was not fully implemented. a consist Family council was
3. What evidence of actual impact did you see on instructional practice and/or student learning?  
English II rotations have increased teacher collaboration, focused team planning around essential questions, the third quarter led English teachers to a more project-based approach and tied content closely together from each teacher, the English I implementation of the LDC module focused instruction on writing and text analysis, which improved student product and led to the English I teachers creating a second module for the 4th quarter to continue gains,
4. What practices are in place that we are unable to link to increased student achievement?  
The vertical teaming surrounding grammar-more time is needed to see an effect in student achievement surrounding grammar (this is the first year of implementation, and that implementation has been uneven). The purchase of the Sadlier-Oxford vocabulary books-students have evidenced no increase retention of grade-level vocabulary words-book level may have been too high.
5. If your school participated in the 2011-12 School Effectiveness Review (SER) process, how will that feedback influence your strategic planning for 2012-13?  
modify current formative and summative assessments to measure the essential knowledge and skills targeted to include CCSS, implement strategies for providing effective feedback to students, administer released items from TIMMS, NAEP and PISA to assess students; progress toward national standards, identify, adapt and create mathematical tasks that allow students engage in mathematical practices cross curriculum

## Step 1: Collect and Chart Data

### Effect Data: Outcomes or Results

- State Test Data (MSA, HSA)
- Stanford 10
- District Benchmarks and End of Course Assessments
- Formative Assessments (teacher developed assessments)
- Diagnostic Assessments (RISE, STEP, DIBBELS, NWEA)
- Attendance
- Discipline/Suspension Data
- Student Work (i.e. writing samples)
- Grades & GPA
- School Effectiveness Review (if applicable)
- Climate Survey
- Advanced Placement (AP) test rate and scores
- PSAT/SAT test rate and scores

**ACCESS DATA LINK & THE RAPID RESPONSE TOOL DIRECTLY BY VISITING:** <https://ebs.bcps.k12.md.us/bcpss.html>

School Demographics					
	08-09	09-10	10-11	11-12	12-13
Total Enrollment	1099	1012	980	945	864
% of Students by Subgroup					
• African-American	99	99	99	98.9	98.6
• American Indian/Alaskan Native	.1	0	0	0.0	0.1
• Asian/Pacific Islander	.3	.2	0	0.2	0.1
• Hispanic	.1	.3	0	0.3	
• White	.6	.6	.6	0.6	1.0
• Free and Reduced Meals (FARM)	67.6	79.8	78.4	88.8	
• English Language Learners (ELL)				0.0	
• Students with Disabilities (SWD)	11.5%	13.5%	12.8%	15.1	
% Mobility	11.8%	17.6%		18.2	
% of Highly Qualified Teachers	78.5	82.0	79.51	86	
% of Teachers with Less than Five Years of Experience	25.3	20.5	34.18		
Principal's Years of Experience	34	35	36	37	19
Principal's Tenure at the School	2	3	4	5	1
School Improvement Status	Cor Action	Exit	Local Attention		

Attendance Data					
	08-09	09-10	10-11	11-12	12-13
All	87.6	84.12	83.5	82.1	
% habitually truant > 20 days	35.2	42.7	45.5%	45.5	
% chronically absent < 5 days	13.5	18.9		13.4	

Graduation Rate					
	08-09	09-10	10-11	11-12	12-13
Cohort Graduation Rate					
Leaver Graduation Rate				87.97	
Graduation Rate	89.02	89.54	87.6	86.2	
# of Graduates	235	214	235		

HSA Data (% Passing)															
Subject Area	Algebra					Biology					English 2				
Year	08-09	09-10	10-11	11-12	12-13	08-09	09-10	10-11	11-12	12-13	08-09	09-10	10-11	11-12	12-13
All	27.4	17.7	14.6	59.6		39.3	45.5	31.7	62.7		40.3	35.2	32.6	62.7	
Subgroups															
Asian/Pacific Islander															
African-American	27.0	17.8	15.6			39.0	45.22	33.1			31	40	35.1		
American Indian/Alaskan Native															
White			25.0					0.0					33.3		
Hispanic			n/a					n/a					n/a		
LEP			13.6					n/a					n/a		
SWD	10		1.4					23.3			2.6	18.	3.6		

HSA Data (% Passing)					
Subject Area	Government				
Year	08-09	09-10	10-11	11-12	12-13
All	67.4	70.6	60.5		
Subgroups					
Asian/Pacific Islander					
African-American	73	67	60.4		
American Indian/Alaskan Native					
White			100.0		
Hispanic			n/a		
SWD	46	60	58.3		

**Advanced Placement Course Enrollment and Performance**

<b>Year</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
# of AP Courses Offered	2	2	4		
# of Students Enrolled in AP Courses	22	25	54		
# of AP Examinations Taken	28	32	61		
# of AP Examinations Scored "3" or Higher	2	0	1		



## Charting Additional Effect Data Points

**Guidance:** Additional Effect Data should be charted in the Charting Additional Effect Data table below.

Gather and organize data in order to gain insights about teaching, learning, and leadership practices. Consider charting data that is disaggregated and triangulated.

Data Point	What do the data tell you about trends in student achievement and other aspects of your school performance?

## Annual Measurable Objectives

### Objective #1:

Between June 2012 and June 2013, the proficient/passing rate on the English High School Assessment will increase a minimum of 15 percentage points for all students from the previous year from 32.6% to 50%; African-American students from 35.1% 50.1%; White students from 33.3% to 48.3%; Hispanic students from n/a% to n/a%; LEP students from n/a% to n/a%; Special Education students from 3.6% to 18.6%.

### Objective #2:

Between June 2012 and June 2013, the proficient/passing rate on the Government High School Assessment will increase a minimum of 15 percentage points for all students from the previous year from 60.5% to 75.5%; African-American students from 60.4% 75.4%; White students from 100.0% to 100%; Hispanic students from n/a% to n/a%; LEP students from n/a% to n/a%; Special Education students from 58.3% to 73.3%.

### Objective #3:

Between June 2012 and June 2013, the proficient/passing rate on the Biology High School Assessment will increase a minimum of 15 percentage points for all students from the previous year from 31.7% to 50.0%; African-American students from 33.1% 48.1%; White students from 0.0% to 15%; Hispanic students from n/a% to n/a%; LEP students from n/a% to n/a%; Special Education students from 23.3% to 38.3%.

### Objective #4:

Between June 2012 and June 2013, the proficient/passing rate on the Algebra High School Assessment will increase a minimum of 15 percentage points for all students from the previous year from 14.6% to 32.7%; African-American students from 15.6% 30.6%; White students from 25.0% to 40%; Hispanic students from n/a% to n/a%; LEP students from 13.6% to 28.6%; Special Education students from 1.4% to 16.4%.

### Objective #5:

Between June 2012 and June 2013, 80% of the students scoring at proficient or advanced in the Reading portion of the Alt-HSA will increase a minimum of 15 percentage points from the previous year from 50.0% to 65.0%. (Only applies to schools administering the Alt-HSA.)

### Objective #6:

Between June 2012 and June 2013, 80% of the students scoring at proficient or advanced in the Mathematics portion of the Alt-HSA will increase a minimum of 15 percentage points from the previous year from 42.9% to 57.9%; (Only applies to schools administering the Alt-HSA.)

### Objective #7:

Between June 2012 and June 2013, the student attendance will increase from 83.5% to 94.0% to meet the annual measurable objective.

### Objective #8:

Between June 2012 and June 2013 the graduation rate will increase from 87.6% to 92.0% to meet the annual measurable objective.

## Step 2: Analyze Data to Prioritize Needs

**Guidance:** Complete these questions by meeting with your Instructional Leadership Team, School Family Council, Executive Director, and Network Facilitator to begin the development of your school's 2012-13 School Performance Plan. Record your answers below.

1. What do your data tell you about students' overall performance?  
Despite various strategies being implemented there is an overall decline in student performance
2. How are subgroups of students performing, e.g. particular grade levels; content areas; accelerated learners; SWD, FARMS? Please discuss those groups with the largest achievement gaps.  
the 9th grade has the highest failure rate  
Algebra HSA has highest failure rate amongst content area
3. How did my teachers perform (test results by grade level, teacher/class, subject area/and subgroup. e.g. SWD)?  
The English teachers showed increase in student scores by the second benchmark, English honors II benchmarked showed a proficient level

**Guidance:** Based on the answers to the questions above, generate a list of school strengths and needs, and record them below. Consider the contributing factors and identify the sources of data that demonstrate these trends, and record them below.

Limit your Strengths and Needs to the three most important.

### Examples of Cause Data (Contributing Factors): Professional Practices that Create Effects or Results

- Use of teacher collaborative planning time
- Implementation of effective professional development strategies
- Research-based classroom instructional strategies
- Classroom visits
- Teacher feedback
- Professional Learning Communities
- Other:

Strengths	Contributing Factors	Data Source
increased teacher use of collaborative planning time in HSA subjects	collaborative planning times, shared protocols for looking at student work	HSA benchmarks, student work protocols, collaborative planning agendas

Strengths	Contributing Factors	Data Source
10th grade English rotation	teacher use of collaborative planning time, effective input from content liaisons	student performance on benchmarks and projects research-based classroom instructional strategies
Algebra I Common Assessments	used for reteaching in weak indicators, teacher protocols used during collaborative planning time, common classroom assessments created	HSA benchmarks, common classroom assessments in Data Link

Needs	Contributing Factors	Data Source
more effective and relevant PD that aligns with school-set goals	Too many demands for systemic PD	Anecdotal discussion with staff, staff PD attendance, systemic PD attendance
teacher training in behavior and classroom management	cultural differences, inconsistent attention to student reading/ writing/ math skills, socioeconomic and family factors	discipline data, teacher referrals, school climate, PBIS data, teacher data and/or anecdotal records
improved and restructured protocol to deal with nonviolent student behavior	lack of follow-through with existing protocols (Integrity Center, Intervention Center), teacher frustration	discipline data, teacher referrals, school climate, teacher data and/ or anecdotal records

**Step 3: Establish SMART Goals and Step 4: Select Strategies**

**Guidance:** Identify your three most critical goals for student achievement based on needs that were identified through the inquiry process. Be sure your goals are Specific, Measurable, Achievable, Relevant, and Timely (SMART).

Then, for each goal, identify specific strategies that support: Highly Effective Instruction or Climate; Professional Development; and Engaged Family and Community. Strategies should be action-oriented, measurable, and research-based. Your school should focus on two Highly Effective Instruction strategies and one Climate strategy. There may be multiple components of a strategy noted within each category. More than one Professional Development strategy may be selected by the dropdown menu.

Please refer to the SPP Implementation Guide for additional guidance on completing this section.

<b>School-Level Goal #1</b>	
The percentage of student GPAs will increase from 1.56 to 1.7 by the end of the 2013 school year as measured by the report card grades quarterly.	
<b>School-Level Strategies</b>	<b>Funding Resources</b>
<b>High Yield Instructional Strategy:</b> Questions, cues and advance organizers Summarizing and note taking	General Funds General Funds
<b>Cycle of Professional Learning (REQUIRED):</b> Please attach the Cycle of Professional learning that will support this goal. see attachment	
<b>Professional Development Strategy:</b> School-Based Systemic Professional Development; model teachers lead staff using CITW handbook staff will participate in rotating small group trainings on elements and structures of questions, cues and advance organizers and summarizing and note taking	
<b>Engaged Family and Community Strategy:</b> Recognition of parents and students, student/parent recognition events/awards assemblies/celebration, praise letter and notes to parents/guardians, community partners to supply incentives, increased visibility of students doing well, honor roll hall of fame, shout outs on school website, facebook, grade level meetings, school publications, family insitute workshops, solicit parent volunteers to work in school	

**School-Level Goal #2**

By June 2013, the percentage of students successfully demonstrating the ability to introduce a topic, organize and convey complex ideas and develop the topic thoroughly will increase from -25% to -30% as measured quarterly by the SEE (statement, evidence, explanation) school wide writing rubric, add observable skills.

**School-Level Strategies**

**High Yield Instructional Strategy:**  
 Questions, cues and advanced organizers  
 Setting objectives and providing feedback

**Funding Resources**

General Funds  
 General Funds

**Cycle of Professional Learning (REQUIRED):** Please attach the Cycle of Professional learning that will support this goal.

IM- Think aloud, Text annotation, writing conferences.  
 IF- T2, T5,

**Professional Development Strategy:**

School-Based Professional Development;  
 training includes focus on questioning types and techniques  
 training for staff using student work and CITW focusing on effective feedback

**Engaged Family and Community Strategy:**

increase school's capacity for partnering with parents to increase literacy/writing efforts  
 continue to create an inviting, welcoming school climate through leadership, commitment to collaborativeliteracy/writing efforts, raised expectations for parent and community involvement, and explicit invitations to parents and community members to be part of the school, provide parents specific information about curriculum, learning goals, and reading/writing performance at grade level orientations, back to school night, parent meetings, community meetings, parent teacher conferences, communicat specifically that ALL parents/guardians play an important role to play in student's school success

<b>School-Level Goal #3</b>	
The percentage of suspensions will decrease from 20.8% to 15% by the end of the 2013 school year as measured by suspension reports run bi-weekly	
<b>School-Level Strategies</b>	<b>Funding Resources</b>
<b>High Yield Instructional Strategy:</b> PBIS incentives peer mediation	General Funds General Funds
<b>Cycle of Professional Learning (REQUIRED): Please attach the Cycle of Professional learning that will support this goal.</b> see attached	
<b>Professional Development Strategy:</b> School-Based Professional Development; Mediation training will be conducted for students and staff Coordinating Team will be identified Action plan implemented schoolwide	
<b>Engaged Family and Community Strategy:</b> reach out to stakeholders for help in promoting social-emotional competence in students through various trainings, workshops, programs and enrichment opportunities; especially for incoming freshmen during summer High Prep, create a food pantry and community resource center within the school to help parents/students in need to help foster positive relationships, utilize new and existing community partnerships to provide intervention/prevention strategies/programs, positive behavior supports, violence prevention, and workshops	

What strategies will your school use to support new teachers?	Funding Resources
1. mentor will conduct workshops on selected topics on site	General Funds
2. mentor will use selected NTC assessments and protocols relevant to school goals	General Funds
3. mentor will build professional relationships through engaging and sharing best practices	General Funds



## Step 5: Determine Results Indicators

**Results Indicator Statements:** Results Indicators describe:

- What to look for in monitoring the implementation of the strategy; and
- What relationships can be established between strategies and outcome data.

Your ILT should identify results indicators for each of the three strategies connected to each school-level goal.

(NOTE: The 3 primary strategies identified below will pre-populate here: Highly Effective Inst./Climate, Professional Development, and Engaged Fam and Comm.)

School-Level Goal #1		
The percentage of student GPAs will increase from 1.56 to 1.7 by the end of the 2013 school year as measured by the report card grades quarterly.		
School-Level Goal #1 Strategies	Results Indicator	Reporting Mechanism
Questions, cues and advance organizers Summarizing and note taking	Teachers and students are using graphic organizers Questions in the lesson plan that address various levels, teachers using wait time Minutes from collaborative planning meetings	Student work samples Lesson plan review
model teachers lead staff using CITW handbook staff will participate in rotating small group trainings on elements and structures of questions, cues and advance organizers and summarizing and note taking		
Recognition of parents and students, student/parent recognition events/awards assemblies/celebration, praise letter and notes to parents/guardians, community partners to supply incentives, increased visibility of students doing well, honor roll hall of fame, shout outs on school website, facebook, grade level meetings, school publications, family insitute workshops, solicit parent volunteers to work in school		

### School-Level Goal #2

By June 2013, the percentage of students successfully demonstrating the ability to introduce a topic, organize and convey complex ideas and develop the topic thoroughly will increase from- 25% to -30% as measured quarterly by the SEE ( statement, evidence, explanation) school wide writing rubric, add observable skills.

School-Level Goal #2 Strategies	Results Indicator	Reporting Mechanism
<p>Questions, cues and advanced organizers Setting objectives and providing feedback</p>		
<p>training includes focus on questioning types and techniques training for staff using student work and CITW focusing on effective feedback</p>		
<p>increase school's capacity for partnering with parents to increase literacy/writing efforts continue to create an inviting, welcoming school climate through leadership, commitment to collaborativeliteracy/writing efforts, raised expectations for parent and community involvement, and explicit invitations to parents and community memebers to be part of the school, provide parents specific information about curriculum, learning goals, and reading/writing performance at grade level orientations, back to school night, parent meetings, community meetings, parent teacher conferences, communicat specifically that ALL parents/guardians play an important role to play in student's school success</p>		

<b>School-Level Goal #3</b> The percentage of suspensions will decrease from 20.8% to 15% by the end of the 2013 school year as measured by suspension reports run bi-weekly		
School-Level Goal #3 Strategies	Results Indicator	Reporting Mechanism
<p>PBIS incentives peer mediation</p>		
<p>Mediation training will be conducted for students and staff Coordinating Team will be identified Action plan implemented schoolwide</p>		
<p>reach out to stakeholders for help in promoting social-emotional competence in students through various trainings, workshops, programs and enrichment opportunities; especially for incoming freshmen during summer High Prep, create a food pantry and community resource center within the school to help parents/students in need to help foster positive relationships, utilize new and exisiting community partnerships to provide intervention/prevention strategies/programs, psotive behavior supports, vilonce prevention, and workshops</p>		

**Step 6: Monitor and Evaluate Results**

**Guidance:** Use this template at designated Instructional Leadership Team (ILT) and School Family Council (SFC) meetings throughout the year to monitor specific goals and strategies in your plan.

<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b> 11/13/12	<b>Next Monitoring Cycle Date:</b> 12/18/12
<b>Goal 1:</b> The percentage of student GPAs will increase from 1.56 to 1.7 by the end of the 2013 school year as measured by the report card grades quarterly.		<b>Instructional Strategy 1:</b> Questions, cues and advance organizers Summarizing and note taking		
<b>Has this strategy been implemented?</b> Partially implemented  <b>What were the supports or barriers to implementing this strategy?</b> Guidance has provided support for the recognition program. Although we have common planning time for English and math, we have to roll out strategies monthly in the other content areas.		<b>Has this activity had impact?</b> Yes  <b>What are the contributing factors?</b> Note-taking has increased student achievement and has increased the number of Honor Roll students.		
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b> Teachers are presenting content clearly, emphasizing key points and explicitly modeling appropriate note-taking skills.		<b>Did the strategy work? If not how do you plan to modify it?</b> Yes		

<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b> 11/14/12	<b>Next Monitoring Cycle Date:</b> 12/11/12
<b>Goal 1:</b> The percentage of student GPAs will increase from 1.56 to 1.7 by the end of the 2013 school year as measured by the report card grades quarterly.		<b>Professional Development Strategy 1:</b> School-Based Professional Development; Mediation training will be conducted for students and staff Coordinating Team will be identified Action plan implemented schoolwide		
<b>Has this strategy been implemented?</b> Partially implemented  <b>What were the supports or barriers to implementing this strategy?</b> Coordinating mediation training		<b>Has this activity had impact?</b>  <b>What are the contributing factors?</b> Connecting with outside agency to plan training		
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b> N/A		<b>Did the strategy work? If not how do you plan to modify it?</b>		

<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b> 11/13/12	<b>Next Monitoring Cycle Date:</b> 12/18/12
<b>Goal 1:</b> The percentage of student GPAs will increase from 1.56 to 1.7 by the end of the 2013 school year as measured by the report card grades quarterly.		<b>Engaged Family and Community Strategy 1:</b> Recognition of parents and students, student/parent recognition events/awards assemblies/celebration, praise letter and notes to parents/guardians, community partners to supply incentives, increased visibility of students doing well, honor roll hall of fame, shout outs on school website, facebook, grade level meetings, school publications, family insitute workshops, solicit parent volunteers to work in school		
<b>Has this strategy been implemented?</b> Partially implemented	<b>Has this activity had impact?</b>			
<b>What were the supports or barriers to implementing this strategy?</b> Guidance has provided support for planning the recognition program.	<b>What are the contributing factors?</b> Activity is planned for December 6-7, 2012.			
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b> TBD	<b>Did the strategy work? If not how do you plan to modify it?</b>			

<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b>	<b>Next Monitoring Cycle Date:</b>
<b>Goal 2:</b> By June 2013, the percentage of students successfully demonstrating the ability to introduce a topic , organize and convey complex ideas and develop the topic thoroughly will increase from- 25% to -30% as measured quarterly by the SEE ( statement, evidence, explanation) school wide writing rubric, add observable skills.		<b>Instructional Strategy 2:</b> Questions, cues and advanced organizers Setting objectives and providing feedback		
<b>Has this strategy been implemented?</b>  <b>What were the supports or barriers to implementing this strategy?</b>		<b>Has this activity had impact?</b>  <b>What are the contributing factors?</b>		
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b>		<b>Did the strategy work? If not how do you plan to modify it?</b>		

<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b>	<b>Next Monitoring Cycle Date:</b>
<b>Goal 2:</b> By June 2013, the percentage of students successfully demonstrating the ability to introduce a topic , organize and convey complex ideas and develop the topic thoroughly will increase from- 25% to -30% as measured quarterly by the SEE ( statement, evidence, explanation) school wide writing rubric, add observable skills.		<b>Professional Development Strategy 2:</b> School-Based Professional Development; Mediation training will be conducted for students and staff Coordinating Team will be identified Action plan implemented schoolwide		
<b>Has this strategy been implemented?</b>  <b>What were the supports or barriers to implementing this strategy?</b>	<b>Has this activity had impact?</b>  <b>What are the contributing factors?</b>			
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b>	<b>Did the strategy work? If not how do you plan to modify it?</b>			

<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b>	<b>Next Monitoring Cycle Date:</b>
<b>Goal 2:</b> By June 2013, the percentage of students successfully demonstrating the ability to introduce a topic , organize and convey complex ideas and develop the topic throroughly will increase from- 25% to -30% as measured quarterly by the SEE ( statement, evidence, explanation) school wide writing rubric, add observable skills.		<b>Engaged Family and Community Strategy 2:</b> increase school's capacity for partnering with parents to increase literacy/writing efforts continue to create an inviting, welcoming school climate through leadership, commitment to collaborativeliteracy/writing efforts, raised expectations for parent and community involvement, and explicit invitations to parents and community memebers to be part of the school, provide parents specific information about curriculum, learning goals, and reading/writing performance at grade level orientations, back to school night, parent meetings, community meetings, parent teacher conferences, communicat specifically that ALL parents/guardians play an important role to play in student's school success		
<b>Has this strategy been implemented?</b>  <b>What were the supports or barriers to implementing this strategy?</b>		<b>Has this activity had impact?</b>  <b>What are the contributing factors?</b>		
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b>		<b>Did the strategy work? If not how do you plan to modify it?</b>		



<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b>	<b>Next Monitoring Cycle Date:</b>
<b>Goal 3:</b> The percentage of suspensions will decrease from 20.8% to 15% by the end of the 2013 school year as measured by suspension reports run bi-weekly		<b>Instructional Strategy 3:</b> PBIS incentives peer mediation		
<b>Has this strategy been implemented?</b>  <b>What were the supports or barriers to implementing this strategy?</b>		<b>Has this activity had impact?</b>  <b>What are the contributing factors?</b>		
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b>		<b>Did the strategy work? If not how do you plan to modify it?</b>		

<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b>	<b>Next Monitoring Cycle Date:</b>
<b>Goal 3:</b> The percentage of suspensions will decrease from 20.8% to 15% by the end of the 2013 school year as measured by suspension reports run bi-weekly		<b>Professional Development Strategy 3:</b> School-Based Professional Development; Mediation training will be conducted for students and staff Coordinating Team will be identified Action plan implemented schoolwide		
<b>Has this strategy been implemented?</b>  <b>What were the supports or barriers to implementing this strategy?</b>		<b>Has this activity had impact?</b>  <b>What are the contributing factors?</b>		
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b>		<b>Did the strategy work? If not how do you plan to modify it?</b>		

<b>School:</b> Edmondson-Westside High School	<b>SFC Members:</b>	<b>ILT Members:</b> Principal Asst. Principals Dept. heads Mentor SST chair WBL Coordinator	<b>Date:</b>	<b>Next Monitoring Cycle Date:</b>
<b>Goal 3:</b> The percentage of suspensions will decrease from 20.8% to 15% by the end of the 2013 school year as measured by suspension reports run bi-weekly		<b>Engaged Family and Community Strategy 3:</b> reach out to stakeholders for help in promoting social-emotional competence in students through various trainings, workshops, programs and enrichment opportunities; especially for incoming freshmen during summer High Prep, create a food pantry and community resource center within the school to help parents/students in need to help foster positive relationships, utilize new and existing community partnerships to provide intervention/prevention strategies/programs, psotive behavior supports, viloence prevention, and workshops		
<b>Has this strategy been implemented?</b>  <b>What were the supports or barriers to implementing this strategy?</b>		<b>Has this activity had impact?</b>  <b>What are the contributing factors?</b>		
<b>What is the evidence of the strategy's impact on instructional practice and/or student learning?</b>		<b>Did the strategy work? If not how do you plan to modify it?</b>		

**Appendix 1: Title I Family and Community Engagement Plan**

Does your school receive Title I funds?

If yes, complete Appendix 1 below.

If no, continue to Appendix 4.

**Building Family Capacity for Involvement**

Your school should provide assistance to families in order to support their:

- Familiarity with Title I requirements;
- Understanding of MSDE's Common Core State Standards and assessments;
- Connections to other programs and activities, including Head Start, HIPPI, and parent resource centers;
- Involvement in school activities and governance; and
- Engagement in actively supporting academic progress and achievement.

Provide the dates of 3 school-level opportunities that will contribute to building parent capacity for involvement.

- Date 1:
- Date 2:
- Date 3:

✓ File SANE

**School-Parent Compact**

The School-Parent Compact is an agreement between families, students, and school staff to support each other in ensuring that students are successful. The compact addresses communication between teachers and parents on an ongoing basis about their children's progress and achievement. Your school should provide opportunity for families to take part in the development of the School-Parent Compact.

Provide the dates of at least one school-level opportunity that will contribute to building parent capacity for involvement.

- Date 1:
- Date 2:

✓ File SANE

**Annual Meeting**

Your school should invite families to attend the Annual Meeting (at Back to School Night or another time convenient for the school community) to learn about your school's Title I programs and requirements. Families should be given opportunity to review and provide feedback in the following areas:

- Annual Yearly Progress (AYP)/School Data
- Overall School Budget
- Overview of Parent Involvement Plan
- School-Parent Compact
- Rights of Title I Parents

Provide the date of the planned Annual Meeting below.

- Date 1:

File SANE

**Title I Parent Involvement Budget**

Your school should invite families to take part in decisions about how Title I Parent Involvement Funds are spent.

Provide the date of the planned meeting for parents to take part in Title I Parent Involvement budget allocation decisions below.

- Date 1:

File SANE

**Appendix 2: Title I Schoolwide**

Does your school receive Title I Schoolwide funds?

If yes, complete Appendix 2 below.

If no, continue to Appendix 3.

	<b>Title 1 Schoolwide Strategies</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Funding</b>
1. How will your school support student achievement among high achieving students?				
2. How will your school support low-performing students achieve at proficient or advanced levels?				
3. What are the processes within your school for identifying students struggling to meet high academic standards, and providing and monitoring instructional interventions?				
4. What does your school do to recruit and retain highly qualified and effective teachers in core subjects? Include a description of principal support.				

	<b>Title 1 Schoolwide Strategies</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Funding</b>
5. How will your school incorporate extended learning activities, before/after-school, summer and school year extension opportunities into your instructional and student support strategies?				
6. What are your school's plans for assisting children in transition from: <ul style="list-style-type: none"> <li>- Early learning programs to elementary school;</li> <li>- Elementary to middle school;</li> <li>- Middle to high school; and High school to college and career?</li> </ul>				
7. How will your school ensure that teachers are actively engaging in collaborative planning and instructional adjustment strategies?				
8. How will your school ensure that federal, state and local services and programs are coordinated and integrated?				

**Appendix 3: Title I Targeted Assistance**

Does your school receive Title I Targeted Assistance funds?

If yes, complete Appendix 3 below.

If no, continue to Appendix 4.

	Title 1 Targeted Assistance Strategies	Person(s) Responsible	Timeline	Title I Funding
1. What is the process to identify students who will receive service?				
2. Beyond the Multiple Selection Criteria Process, how does the school determine which eligible students will be served?				
3. How will you monitor the program to determine that students with the greatest needs are serviced throughout the school year?				
4. What scientifically-based intervention strategies will be utilized to increase student achievement?				
5. How will you ensure that there is collaboration between classroom teachers and Title I teachers to ensure effective instruction that meets the needs of Title I students?				



	<b>Title 1 Targeted Assistance Strategies</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Funding</b>
6. How does the Title I teacher effectively provide intervention to the identified students during the school day?				
7. How do you use Title I funds to provide extended learning for identified students?				
8. How will you ensure that Title I students receive an accelerated, high-quality curriculum?				
9. How will your school ensure that Federal, State, and local services and programs including programs supported by ESEA are coordinated and integrated?				
10. How will you ensure that the Title I teacher's schedule reflects a "90/10" model?				
11. How will you communicate and collaborate with stakeholders to create a transition plan?				
12. How will you ensure that all teachers are highly qualified at your school?				

**Appendix 4: School Improvement**

Is your school in school improvement status?

No

If yes, complete Appendix 4 below.

If no, continue to Appendix 5.

	School Improvement Strategies	Person(s) Responsible	Timeline	Title I Funding
1. How is your school providing professional development that directly addresses the academic achievement needs that caused the school to be identified for improvement?	✓ File Professional Development Calendar as SANE			(Not less than 10% of Title I funds made available to the school.)
2. How will funds be used to support policies and practices that will successfully remove the school from school improvement status?	✓ File Professional Development Calendar as SANE			
3. How will you provide written notice to parents of each student enrolled about the school's improvement status?	✓ File Professional Development Calendar as SANE			
4. How will you specify the responsibilities of the school, LEA, and the state, including your school's technical assistance needs?	✓ File Professional Development Calendar as SANE			
5. How will your school incorporate extended learning activities, before/after-school, summer and school year				

	School Improvement Strategies	Person(s) Responsible	Timeline	Title I Funding
extension opportunities into your instructional and student support strategies?	√ File Professional Development Calendar as SANE			
6. Describe in detail your teacher mentoring program to include: Who will act as mentors? Who are the mentees? What is the mentoring schedule? What are the goals and outcomes?	√ File Professional Development Calendar as SANE			

**Appendix 5: School Family Council SANE**

√ This page must be attached to the SPP as SANE.

**#400 - Edmondson-Westside High School**

The School Performance Plan has been reviewed and approved by the School Family Council as indicated by the signatures below:

Name	Signature	Position	Date
Karl E. Perry		Principal	
Carla McCoy		Teacher 1	
Linnea Randolph-Lopez		Teacher 2	
Dara Calhoun		Student Support Service Provider	
Cynthia Welchel		Classified Staff	
Stephanie Cheeks		Paraprofessional	
Ms. Sessions		Parent 1	
Roshawn Wardlaw		Parent 2	
		Parent 3	
Tranelle Guthrie		Community Representative 1	
Mr. Turner		Community Representative 2	
Jesse Windham		Teacher	
Janine Patterson		Asst. Principal	
Michael Johnson		FCC Chair	

## Appendix 6: School Update Sign-Off

√ Please press "Save Data" after checking the appropriate box for each step.

### #400 - Edmondson-Westside High School

#### School Update Sign-Off:

- Initial Draft Submitted by May 11
  - Peer Review Input Entered by June 29
  - SPP Edits Submitted by July 15
- Check Point 1: Start of School Year Update Completed
- Check Point 2: October 31 Updated Completed
- Check Point 3: January 15 Update Completed
- Check Point 4: April 15 Update Completed

## Appendix 7: Executive Director Review Sign-Off

✓ Please press "Save Data" after checking the appropriate box for each step.

#400 - Edmondson-Westside High School

### Executive Review Sign-Off:

- [X] Check Point 1: Start of School Year Update Completed by September 15
- [X] Check Point 2: October 31 Updated Completed
- [X] Check Point 3: January 15 Update Completed
- [X] Check Point 4: April 15 Update Completed

**Appendix 8: Common Core State Standards School Transition Plan**

**Our School's Transition Plan for the New Maryland Common Core State Curriculum**

**#400 - Edmondson-Westside High School**

By June 2013, EEA teams will:

- Outcome #1:** Facilitate opportunities for school staff to navigate the curriculum toolkits using English Language Arts model units and model lessons and resources to support CCSC implementation.
- Outcome #2:** Facilitate opportunities for school staff to navigate the curriculum toolkits using Mathematics model units and model lessons and resources, to support CCSC implementation
- Outcome #3:** Create and deliver professional development that increases the skills and knowledge of school staff in the history/social studies, science and technology literacy standards to support CCSC implementation
- Outcome #4:** Create and deliver professional development that increases the skills and knowledge of school staff in the Maryland STEM Standards of Practice and Frameworks
- Outcome #5:** Provide to school staff PARCC assessment development, design and timeline as available

Outcome #	What specific activities are we going to include?	Who are the identified faculty members involved?	What resources are needed to implement?	Who is lead team member responsible?	What is time frame?	How will outcome be measured?

By checking this box, I confirm that my school's Common Core State Standards Transition Plan is complete.

### School- Based Professional Development Plan for New Teachers

Systemic PD Date:	2011-2012 school year
School:	Edmondson Westside High School
Submitted by:	Carla L. McCoy, New Teacher Mentor
Principal's Name:	Patricia Lowe-Gould

#### Professional Development Sessions

Title of PD#2	Workshop Summary: Give a brief description of each workshop mentioned. Identify presenter, intended audience and PD outcomes/objectives for each.	Workshop Evaluation & Follow-up: How will you know your audience has mastered your workshop objective? What follow-up will you provide as participants implement your workshop outcomes?
Classroom Management: Best Practices	<p><b>Objectives:</b> Participants will become familiar with best practices associated with classroom management as they engage in and analyze a variety of scenarios that are presented in the classroom</p> <p><b>Presenter:</b> Carla McCoy</p> <p><b>Intended Audience:</b> First Year Teachers</p>	The participants will take the information that have learned through engaging and sharing and put it into practice in their classrooms. The teacher mentor will visit each teacher's classroom to observe their progress, successes and challenges.
Title of PD#3	Workshop Summary: Give a brief description of each workshop mentioned. Identify presenter, intended audience and PD outcomes/objectives for each.	Workshop Evaluation & Follow-up: How will you know your audience has mastered your workshop objective? What follow-up will you provide as participants implement your workshop outcomes?
PBES/ Instructional Framework Preparing for Observations/ Evaluation	<p><b>Objectives:</b> Participants will review and analyze PBES policies and procedures. They will prepare themselves for their first formal observation making certain they are prepared to properly and accurately present documentation for each required domain.</p> <p><b>Presenter:</b> Carla McCoy</p> <p><b>Intended Audience:</b> First and Second Year Teachers</p>	The participants will take the information that have learned through engaging and sharing and put it into practice in their classrooms. The teacher mentor will visit each teacher's classroom to observe their progress, successes and challenges.



<b>Title of PD#4</b>	Workshop Summary: Give a brief description of each workshop mentioned. Identify presenter, intended audience and PD outcomes/objectives for each.	Workshop Evaluation & Follow-up: How will you know your audience has mastered your workshop objective? What follow-up will you provide as participants implement your workshop outcomes?
Learning to create effective lessons.	Objectives: Participants will be presented with a suggested format and guided through each component of the lesson plan. Each participant will then create an individualized example for each component as it relates to their course. <b>Presenter:</b> TBA <b>Intended Audience:</b> First and Second Year Teachers	The participants will take the information that have learned through engaging and sharing and put it into practice in their classrooms. The teacher mentor will visit each teacher's classroom to observe their progress, successes and challenges.

<b>Title of PD#5</b>	Workshop Summary: Give a brief description of each workshop mentioned. Identify presenter, intended audience and PD outcomes/objectives for each.	Workshop Evaluation & Follow-up: How will you know your audience has mastered your workshop objective? What follow-up will you provide as participants implement your workshop outcomes?
Professional Growth: Certification	<b>Workshop Summary:</b> Participants will learn a how to navigate the process to effectively prepare for earning achievement units, preparing for tenure and certification.  <b>Presenter:</b> Danielle Clinton-Williams and Tamara DeShields-Burns <b>Intended Audience:</b> First ,Second Third Year Teachers	The participants will take the information that have learned and learn apply it when monitoring their professional status with BCPSS.

<b>Title of PD#6</b>	<b>Workshop Summary:</b> Give a brief description of each workshop mentioned. Identify presenter, intended audience and PD outcomes/objectives for each.	<b>Workshop Evaluation &amp; Follow-up:</b> How will you know your audience has mastered your workshop objective? What follow-up will you provide as participants implement your workshop outcomes?
<b>Building Professional Relationships</b>	<p><b>Workshop Summary:</b> Participants will learn strategies and techniques about how to effectively deal with the administration, faculty and staff at Edmondson Westside</p> <p><b>Presenter:</b> Kelly Manard , Office of Teaching and Learning  <b>Intended Audience:</b> First and Second Year Teachers</p>	The participants will take the information that have learned through engaging and sharing and put it into practice as they interact with the administration, faculty , staff and other professional they encounter.

<b>Title of PD# 1</b>	<b>Workshop Summary:</b> Give a brief description of each workshop mentioned. Identify presenter, intended audience and PD outcomes/objectives for each.	<b>Workshop Evaluation &amp; Follow-up:</b> How will you know your audience has mastered your workshop objective? What follow-up will you provide as participants implement your workshop outcomes?
<b>Student Support Services</b>	<p><b>Workshop Summary:</b> Participants will learn how to identify and direct challenging students to the proper “agency” in order to get them the assistance they need.</p> <p><b>Presenter:</b> Student Support Team – Dara Calhoun  <b>Intended Audience:</b> First and Second Year Teachers</p>	The participants will take the information that have learned through engaging and sharing and put it into practice in their classrooms and parent/teacher and student/teacher conferences. The teacher mentor will visit each teacher’s observe their progress, successes and challenges.

**Please Note: The order in which the sessions are held may be changed or altered as needed.**

**The Teacher Mentor's objectives for teacher are:**

- To provide prompt reflection about student learning and teaching practice
- To formulate professional goals to improve teaching practice
- To guide, monitor and assess the progress of a teacher's practice toward professional goals

**Teacher Mentor's Objectives:**

- To build professional relationships the beginning teachers that accelerate professional growth through reflective thinking, inquiry into practice and problem solving
- To recognize and practice the attitudes, behaviors and skills of effective instructional mentors
- To differentiate support in response to assessed beginning teacher developmental needs
- To use selected NTC formative assessment tools, protocols and professional teaching standards to inform mentoring and guide beginning teacher development

**Outcomes**

- 100% new teacher retention
- Increased student achievement
- Improved and accelerated teacher performance
- Ongoing collaboration, learning and accountability

**Resource Textbooks**

- Time-Saving Tips for Teachers 2<sup>nd</sup> Edition  
Author: Joanne C. Wachter and Clare Carhart
- The First Days of School How To Be An Effective Teacher

Authors: Harry K. and Rosemary T. Wong

Edmondson Westside High School New Teachers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and Non-Tenured)

1. Boehl, Donald Joseph
2. Carr, Steven Michael
3. Cowan, Jeanetha Lorraine
4. Davis, Love
5. Duhamell-Martinez, Steve Andrew
6. Evans, Jamal Thomas
7. Gemina, Vultaire Seno
8. Kling, Faith Retha
9. Preston, Harry Foster
10. Ginyard, Tiffany
11. Rosenberger, Caitlyn Aileen
12. Skinner, Jeffrey Cline
13. Solomon, David Francois
14. Warfield Reich, Morgan Emily
15. Williams, Tara Daneen
16. Windham, Jesse

## Professional Learning Cycle

**School:** Edmonson-Westside

**Goal #1:** Percentage of student GPA will increase from 1.56 to 2.0 by the end of the 2013 school year as measured by the report card grades quarterly.

**Instructional Strategy:** Reinforcing Effort and Providing Recognition

Cycle 1  (PRE)	Input – Training  (WEEK 1)	Safe Practice  (WEEK 2-4)	Professional Reading  (WEEK 5)	Observations coaching/feedback  (WEEK 5-6)	Team Discussions LASW/ Data (WEEK 7-8)	Assessment + Targeted Learning Walks (WEEKS 8-9)
<p>Administer survey in June 2012 to both staff and students in order to gather data on goal setting, achievement, praise.</p> <p>ILT analyzes data to identify an appropriate strategy to address needs.</p>	<p>Model teachers lead whole-staff training using CITW's Handbook: reinforcing effort and providing recognition (goal setting, effort-based achievement, effective praise)</p>	<p>Teachers will implement the strategies for the first time(s) in their classroom and complete a short reflection on their experience.</p>	<p>Teachers share out their experience of trying out the strategy, discuss strengths and challenges, read professional article about effort and recognition</p>	<p>Department heads, teacher mentors, and model teachers observe teachers are provide feedback and coaching around implementation of chosen strategy</p>	<p>Administer survey to both staff and students in order to gather data on goal setting, achievement, praise.</p> <p>Whole staff analyzes data to identify an appropriate strategy to address needs.</p>	<p>ILT members, network staff, and peer teachers conduct learning walk focused on evidence of and level of implementation; learning walk feedback shared with staff. Staff compares LW feedback to CITW expectations.</p> <p>Department heads may identify teachers who are willing to be videotaped and then debrief in small groups, comparing the video to CITW expectations.</p> <p>ILT and Dept heads decide next steps— extend learning cycle? Begin new topic?</p>

## Professional Learning Cycle

**School:** Edmondson-Westside

**Goal #1:** Percentage of student GPA will increase from 1.56 to 2.0 by the end of the 2013 school year as measured by the report card grades quarterly.

**Instructional Strategy:** Cooperative Learning

Cycle 3  (PRE)	Input – Training  (WEEK 1)	Safe Practice  (WEEK 2-4)	Professional Reading  (WEEK 5)	Observations coaching/feedback  (WEEK 5-6)	Team Discussions LASW/ Data  (WEEK 7-8)	Assessment + Targeted Learning Walks  (WEEKS 8-9)
<p>Survey to staff regarding what they know, want to know, what techniques they are currently using, how are they structuring cooperative learning, and how often are they using it.</p> <p>Conduct learning walk to look for evidence of cooperative learning</p>	<p>Whole staff will participate in rotating small-group trainings on elements and structures of effective cooperative learning in formal, informal, and base groups including setting expectations and supporting appropriate interactions in groups.</p>	<p>Teachers will implement use of cooperative learning tasks for the first time(s) in their classroom and complete a short reflection on their experience.</p>	<p>Teachers share out their experience of trying out the task and strategy, discuss strengths and challenges, read professional article about cooperative learning.</p>	<p>Department heads, teacher mentors, and model teachers observe teachers are provide feedback and coaching around implementation of cooperative learning</p>	<p>Teacher teams will use LASW protocol to analyze student work across content areas</p>	<p>ILT members, network staff, and peer teachers conduct learning walk focused on evidence of and level of questioning technique implementation; learning walk feedback shared with staff. Staff compares LW feedback to CITW expectations.</p> <p>Department heads may identify teachers who are willing to be videotaped and then debrief in small groups, comparing the video to CITW expectations.</p> <p>ILT and Dept heads decide next steps— extend learning cycle? Begin new topic?</p>

## Professional Learning Cycle

**School:** Edmondson-Westside

**Goal #2:** By June 2013, the percentage of students successfully demonstrating the ability to introduce a topic, organize and convey complex ideas and develop the topic thoroughly will increase from 25% to 50% as measured quarterly by the SEE school-wide writing rubric

**Instructional Strategy:** Setting Objectives and Providing Feedback

Cycle 2  (PRE)	Input – Training  (WEEK 1)	Safe Practice  (WEEK 2-4)	Professional Reading  (WEEK 5)	Observations coaching/feedback  (WEEK 5-6)	Team Discussions LASW/ Data  (WEEK 7-8)	Assessment + Targeted Learning Walks  (WEEKS 8-9)
<p>Gather samples of student writing in all content areas</p> <p>Staff completes short reflection on how they provide feedback to students on their writing</p>	<p>Training for staff using gathered student work and CITW focusing on effective feedback: what makes feedback effective? How do we use it to improve student achievement? (rubrics?)</p>	<p>Teachers will implement the strategy for the first time(s) in their classroom and complete a short reflection on their experience before and compare to their first reflection.</p>	<p>Teachers share out their experience of trying out the strategy, discuss strengths and challenges, read professional article about questioning and/or effective writing instruction.</p>	<p>Model teachers and peer teachers (study groups?) observe teachers and provide feedback and coaching around implementation of chosen strategy</p>	<p>Whole staff analyzes peer feedback, benchmark data, and student work samples to identify an appropriate strategy to address needs.</p>	<p>ILT members, network staff, and peer teachers conduct learning walk focused on evidence of and level of implementation; learning walk feedback shared with staff along with celebratory video.</p> <p>ILT and Dept heads decide next steps— extend learning cycle? Repeat topic next year?</p>

## Professional Learning Cycle

School: Edmondson-Westside

**Goal #2:** By June 2013, the percentage of students successfully demonstrating the ability to introduce a topic, organize and convey complex ideas and develop the topic thoroughly will increase from 25% to 50% as measured quarterly by the SEE school-wide writing rubric

**Instructional Strategy:** Cues, Questions, and Advanced Organizers

Cycle 4  (PRE)	Input – Training  (WEEK 1)	Safe Practice  (WEEK 2-4)	Professional Reading  (WEEK 5)	Observations coaching/feedback  (WEEK 5-6)	Team Discussions LASW/ Data  (WEEK 7-8)	Assessment + Targeted Learning Walks  (WEEK 8-9)
Gather examples of student writing using SEE	English teachers facilitate SEE training for staff in breakout small groups; training includes focus on either questioning types and techniques, using questions to respond to misunderstanding, or effectively cueing student thinking	Teachers will implement the strategy for the first time(s) in their classroom and complete a short reflection on their experience.	Teachers share out their experience of trying out the strategy, discuss strengths and challenges, read professional article about questioning and/or effective writing instruction.	Department heads, teacher mentors, and model teachers observe teachers are provide feedback and coaching around implementation of chosen strategy	Teacher teams will use LASW protocol to analyze student work across content areas and compare students' SEE paragraphs before strategy implementation to those written after strategy implementation using the school-wide SEE rubric.	<p>ILT members, network staff, and peer teachers conduct learning walk focused on evidence of and level of questioning technique implementation; learning walk feedback shared with staff. Staff compares LW feedback to CITW expectations.</p> <p>Department heads may identify teachers who are willing to be videotaped and then debrief in small groups, comparing the video to CITW expectations.</p> <p>ILT and Dept heads decide next steps— extend learning cycle? Begin new topic?</p>



Professional Learning Cycle

# High Yield Strategy: Summarizing and Note Taking

Goals: 1-GPA, 2-Attendance, 3-SAT

Cycle 1	Input	Practice	Professional Reading	Observation/Coaching/ Feedback	LASW/Coaching/ Assessment	Learning Walks
Week 1	<p>Training on Strategies</p> <ul style="list-style-type: none"> <li>Setting High Academic Expectations (p.27)</li> <li>Creating Expectations</li> <li>Communicating Expectations</li> </ul>	<p>PD Session</p> <p>View Clip 1</p> <p>Allow teachers to identify and share classroom expectations</p>	<p><u>Teach Like A Champion</u></p>	<p>View Clip 1</p>	<p>Department Heads will lead discussion about expectations and provide support.</p>	
Week 2	<p>Training on Strategies</p> <ul style="list-style-type: none"> <li>Begin with the End in Mind (p.57)</li> <li>4M's (p.60)</li> <li>Double Plan (p. 65)</li> </ul>	<p>Teachers will provide lesson plans that include all components, essential questions and rigorous assignments.</p>	<p><u>Teach Like A Champion</u></p> <p>Handbook for Classroom Instruction that Works</p>	<p>Safe Practice-</p> <ul style="list-style-type: none"> <li>Teachers will implement the strategies in their classroom.</li> <li>Teachers will create lessons and receive feedback.</li> </ul>	<p>Department Heads will collaboratively plan lessons with their departments. Administrators will monitor lessons for essential components</p>	<p>Safe Practice –Visits from mentors and Department Heads to provide support with objectives being aligned to learning activities</p>
Week 3	<p>Training on:</p> <ul style="list-style-type: none"> <li>Frayer Model</li> <li>Cornell Notes</li> <li>Structured Note-taking Sheets</li> </ul>	<p>will train teachers on how to use Cornell notes/Frayer Model notes/Other graphic Organizers</p>	<p>Article</p>	<p>Teachers will be given an article and the Cornell note-taking sheet to practice using the note-taking strategy.</p>	<p>A handbook for classroom instruction that works</p>	<p>Safe Practice –visits from mentors and team members</p>

Week 4	<p>Training on:</p> <ul style="list-style-type: none"> <li>How to create formative assessments</li> </ul>	<p>Identify skills, content and curriculum to be taught and assessed.</p> <p>Create interim assessments, unit tests, daily assessments</p>	Data Teams	Teachers will meet in collaborative planning sessions in their content areas to create assessments.	ILT will analyze teacher created assessments using the CFG protocol to determine rigor and relevance	Administrators will attend content planning sessions
Week 5	<p>Training on:</p> <ul style="list-style-type: none"> <li>Use of study logs and self-evaluation sheets</li> </ul>	Teachers will be given sample study logs and self-evaluation documents	Article	Safe Practice	Teachers will receive additional support if needed	ILT will complete their first learning walk to monitor use of strategies in the classroom.
Week 6	<p>Training on:</p> <ul style="list-style-type: none"> <li>How to analyze data for DDI presentation</li> </ul>	Teachers will use interim assessments to create data analysis charts	K.Perry	Data Teams will lead Analysis.	The ILT will determine if additional training is needed.	
Week 7		Teachers will create data analysis charts for the classroom and re-teach skills based on data analysis		Safe Practice		
Week 8	Reflection on how classroom data was used.	Teachers will write a reflection on how DDI has influenced student achievement	Data Teams	Teachers will bring reflections and student work samples to professional development session.	ILT will analyze student work using the CFG protocols	Administrators will continue to monitor classes for grade-level content and rigorous work.

## Professional Learning Cycle-2 Questioning

School Edmondson Westside High School Targeted Instructional Practice: Student to student interaction through effective questioning

Cycle 1	Input - Training	Safe Practice	Professional Reading	Observations coaching/feedback	Team Discussions LASW/ Data	Monitor, Measure, Modify <small>(Assessment + Targeted Learning Walks)</small>
Week	Costa's Level of Questioning Writing Essential Questions	Teachers will write essential questions for daily lessons	Article (Ms. Grant)	All classrooms will post the house in all classes	Teachers will increase the number of HOT questions in every classroom	ILT members will monitor classrooms for HOT questions and essential questions
Week	No Opt Out-p. 28	Teachers will practice using the strategy	<u>Teach Like a Champion</u>	ILT members will observe classes and provide feedback on use of the strategy	Teachers will reflect and share on the impact of using the strategy	ILT members will monitor the number of questions asked and answered during class and effective use of the strategy
Week	Right is Right-p. 35	Teachers will practice using the strategy	<u>Teach Like a Champion</u>	ILT members will observe classes and provide feedback on use of the strategy	Teachers will reflect and share on the impact of using the strategy	ILT members will monitor the effective use of the strategy
Week	Posting Essential Questions in Every Classroom	Teachers will post essential questions in every classroom	Understanding by Design	ILT members will provide feedback on essential questions	Teachers will gather pre-test data to determine the impact of the strategy	

## Professional Learning Cycle-2 Questioning

School Edmondson Westside High School Targeted Instructional Practice: Student to student interaction through effective questioning

Cycle 1	Input - Training	Safe Practice	Professional Reading	Observations coaching/feedback	Team Discussions LASW/ Data	Monitor, Measure, Modify <small>(Assessment + Targeted Learning Walks)</small>
Week	Stretch It	Teachers will practice using the strategy to extend and refine questions and answers	Teach Like a Champion	ILT members will observe classes and provide feedback on use of the strategy	Teachers will reflect and share on the impact of using the strategy	ILT members will monitor the effective use of the strategy
Week1	Explain that we will again utilize Socratic Circle discussions to engage scholars in positive learning interactions and academic vocabulary Inform staff that effective questioning will ultimately encourage scholars to attend class and school		<a href="http://www.21stcenturyschools.com/Purposeofeducation.htm">http://www.21stcenturyschools.com/Purposeofeducation.htm</a>  <a href="http://www.schooltales.net/hardtimes/">http://www.schooltales.net/hardtimes/</a>	Engage staff in determining how the session engaged them in working towards effective use of CCSS		

## Professional Learning Cycle-2 Questioning

School Edmondson Westside High School Targeted Instructional Practice: Student to student interaction through effective questioning

<b>Week 3</b>	Focusing on strengthening the level of prompts by integrating Costas/HOTS and Wiggins/McTigh checking for understanding.		Texts and Lessons for Content Are Reading pp 17 – 33 and 34 – 36.	Share integration in lesson plan of turn and talk prompts from pp 34 – 36 with content area members.	Teachers collect notes on student to student dialogue observed during turn and talks.	Leadership team facilitates teacher to teacher feedback.
<b>Week 4</b>	Demonstration of how teachers can effectively model the use of conversation stems/extenders, I agree, I disagree, AND, eye contact – accountable talk and having scholars rely on previous knowledge of Costas and other tools like HOTS to deepen the quality of their questioning			Implementation of Coaching and Commitment Tool		
<b>Week 5</b>	Demonstrating how teachers can expect scholars to integrate the use of academic vocabulary from current unit/topic/lesson into their discourse/turn and talks		Academic Vocabulary  Cartoon of SAT Vocabulary	Administration observes classrooms as scheduled and gives feedback on use of turn and talks that are aligned with the integration of higher order prompts.		ILT members will complete learning walks to monitor implementation
<b>Week 6</b>	Demonstrating how teachers can expect scholars to integrate the use of vocabulary from the current unit/topic/lesson into their discourse		Academic Vocabulary  Cartoon of SAT Vocabulary	Administration observes classrooms as scheduled and gives feedback on use of turn and talks that are aligned with the integration of higher order prompts.	Review of CCT implementation by clusters	ILT members will complete learning walks to monitor implementation
<b>Week 7</b>	Demonstrating how teachers can extend the use of turn and talks into written turn and talk discussions. Additionally, the increased uses of student talk during the guided practice session.		"But How Do You Teach Writing? A Simple Guide for All Teachers" Chapter 3	Modification of the CCT		
<b>Week 8</b>	Post Assessment reflection utilizing scholar and teacher survey results.					

## **Professional Learning Cycle-2 Questioning**

School Edmondson Westside High School Targeted Instructional Practice: Student to student interaction through effective questioning

**CITY OF BALTIMORE  
COUNCIL BILL 21-0057R  
(First Reader)**

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Introduced by Councilmembers Stokes, Bullock, Ramos

Introduced and read first time: August 16, 2021

Assigned to: Education, Workforce, and Youth Committee

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REFERRED TO THE FOLLOWING AGENCIES: City Solicitor, Baltimore City Public School System

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**A RESOLUTION ENTITLED**

1 A COUNCIL RESOLUTION concerning,

**2 Investigative Hearing – School Performance Improvement**

3 FOR the purpose of inviting the CEO of the Baltimore City Public School System, representatives  
4 from the Baltimore City Board of School Commissioners, representatives from the Parent and  
5 Community Advisory Board, representatives from the Baltimore Teachers Union, and other  
6 relevant stakeholders to discuss how BCPSS plans to improve student performance during  
7 the 2021/2022 academic school year.

**8 Recitals**

9 **WHEREAS**, The City Council recognizes during the 2020/2021 academic school year  
10 Baltimore City Public School staff and students faced unprecedented challenges that negatively  
11 impacted student performance tremendously; and

12 **WHEREAS**, The City Council needs to know what BCPSS plans to do this academic school  
13 year to improve student performance.

14 **Now, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF BALTIMORE**, That the City  
15 Council invites the CEO of the Baltimore City Public School System, representatives from the  
16 Baltimore City Board of School Commissioners, representatives from the Parent and Community  
17 Advisory Board, representatives from the Baltimore Teachers Union, and other relevant  
18 stakeholders to discuss how BCPSS plans to improve student performance during the 2021/2022  
19 academic school year.

20 **AND BE IT FURTHER RESOLVED**, That a copy of this Resolution be sent to the CEO of the  
21 Baltimore City Public School System, the Board Chair of the Baltimore City Board of School  
22 Commissioners, the Chair of the Parent and Community Advisory Board, the President of the  
23 Baltimore Teacher's Union, and the Mayor's Legislative Liaison to the City Council.

EXPLANATION: CAPITALS indicate matter added to existing law.  
[Brackets] indicate matter deleted from existing law.