SYSTEM IMPROVEMENT TEAMS
End-of-year Report 2021–2022

Division of Curriculum and Instruction
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Introduction and Background Information
In September 2020, Superintendent, Dr. Darryl L. Williams created System Improvement Teams (S.I.T.) as one method of operationalizing the strategic plan, The Compass – Our Pathway to Excellence. The eleven S.I.T. workgroups, comprised of school-based staff (58) and central office staff (71) and facilitated by a team of co-chairs (see Appendix A), are designed to address one of the following focus areas:

- Reading
- Algebra I by Grade 8
- GT/Honors/AP/ IB
- PSAT/SAT/ACT/Accuplacer
- CCR/Graduation
- CCR/CTE
- Athletic Eligibility
- Suspensions
- Staffing/Recruitment
- Family Engagement
- Fiduciary Responsibilities*

During the 2021–2022 school year, S.I.T. workgroups utilized detailed workplans to guide their work efforts in two areas: (1) implementation of 25 recommendations for the 2020–2021 school year and (2) identifying considerations/next steps to move the work forward in the 2022–2023 school year. Quarterly workplan updates were reported to BCPS leadership through Cabinet and ATM. In addition, workgroups facilitated sessions for BCPS leadership through the principals’ and assistant principals’ leadership development (see Appendix B).

*The Fiduciary Responsibilities workgroup has been restructured for the 2022–2023 school year. No end-of-year report was submitted.

Each S.I.T. workgroup submitted an end-of-year report which summarizes their work from July 1, 2021, to June 1, 2022, and consists of the following sections:

Background information
- Baseline Data Point(s)
- Charge statement
- Alignment
- Goals for 2021–2022
- Collaborating division, department, and offices
- Workgroup members
- Committee meeting dates

List of the S.I.T. Team Activities, Work Products/Documents presented in 2021–2022
- Data Points and Analysis
- Accomplishments (Work Products/Documents)
- Presentations and Memos to Leadership/School Principals
- School visits and Focus Groups Activities

Considerations/Next Steps for 2022–2023
- Considerations: What high level specific, measurable, actionable, relevant, and time-based actions need to occur for the recommendation to be implemented e.g., create training, standardization of practices?
• Summer 2022: What summer planning/training will take place in preparation for the 2022–2023 school year?
• Fall 2022: What action(s) will schools and offices take next year?
• Spring 2023: What action(s) will schools and offices take next year?

Implementation of 2020–2021 Recommendations
Each workgroup’s report consists of the following three sections that address the work completed during the 2021–2022 school year that aligns to the identified goals: Accomplishments (Work Products/Documents), Presentations and Memos to Leadership/School Principals, and School visits and Focus Group Activities.

Considerations/Next Steps for 2022–2023 School year
In the following section, a summary of considerations/next steps is organized based on the three (3) themes which emerged from the initial work during the 2020–2021 school year: Professional Learning, Access and Opportunity, and Systems and Structures. Additional details are provided in each workgroup’s report outlining the actions planned for the summer, fall, and spring.

Professional Learning
Reading
• Provide ongoing professional learning for school-based leaders focused on accessing complex text across all disciplines in alignment with the Teaching and Learning Framework to be monitored through observations by school-based administrators and central office staff.
• Provide discipline-specific professional development and coaching to support teachers as they work to integrate Reading Apprenticeship routines in their own classrooms to teach students strategies to comprehend complex text independently.

Algebra I by Grade 8
• Provide ongoing professional learning for teachers in mathematics focused on content development, instructional strategies to support engagement with the Standards for Mathematical Practice, and implementation of the written curriculum, in alignment with the Teaching and Learning Framework and guiding statements of the Office of Mathematics to be monitored through observations by school-based administrators and central office staff.
• Provide ongoing professional learning for school-based leaders in mathematics focused on observation, coaching, and feedback in alignment with the Teaching and Learning Framework and guiding statements of the Office of Mathematics to be monitored through observations by school-based administrators and central office staff.

PSAT/SAT/ACT/Accuplacer
• Provide targeted professional learning to teachers, counselors, and administrators on how to educate students and families on the following: College and Career Ready Calendar, To Do Resource, and Assessment Preparation.
**Suspensions**
- Develop and deliver a series of professional learning sessions designed to promote equitable discipline and mitigate suspensions, including strategies schools can use in place of exclusionary discipline.

**Family Engagement**
- Train and coach specified teaching staff from pilot schools on data literacy used for family conferencing.

**Access and Opportunity**

**Reading**
- Provide schools with a handbook that provides specific guidance for students in need of literacy intervention.

**Algebra I by Grade 8**
- Partner with schools and support the implementation of the new course sequence, onramps, math assistance framework, and related data protocols during SY22–23 to increase accessibility for students towards Algebra 1 in Grade 8.

**GT/Honors/AP/IB**
- Operationalize the use of the Checklist for Principals.
- Increase rigor in all classes, especially in Standard and Honors courses (as a part of the School Progress Planning process).
- Ensure that all students have optimal information about GT and AP classes, content, and expectations.
- Develop an FAQ document for families to access specific information about course pathways and student registration.

**PSAT/SAT/ACT/Accuplacer**
- Develop a College and Career Ready Assessment Calendar to include PSAT, SAT, and ACT.
- Develop and implement a College and Career Readiness Assessments Year-At-Glance Resource to support planning and preparation for upcoming assessments for the year (PSAT, SAT, ACT).

**College and Career Ready - Career and Technology Education (CTE)**
- CTE - Pilot 3 CTE Site Coordinator positions and conduct monthly accountability check-ins to assess equity and access data.
- CTE - Update and share CTE 5 Year Plan: Phase 2.
- AVID - Produce data reports and qualitative data through media and systemwide presentations to show the impact of AVID on closing gaps in rigorous course enrollment and achievement.
- AVID - Involve more stakeholders in the AVID Certification process throughout the year.
Athletic Eligibility
- Develop a data review process for schools to use to help improve student athletic eligibility.
- Identify support needed to successfully increase the student academic eligibility rate.

Staffing/Recruitment
- Develop and pilot the BCPS Guide to Equitable Interview Processes to build a diverse workforce.

Systems and Structures

Reading
- Provide schools with a handbook that provides specific guidance for students in need of literacy intervention.

College and Career Ready - Graduation
- Operationalize the use of the Transition Support Resource Guide to support students and families transitioning to Grades K, 3, 6, and 9.
- Enhance the Transition Support Resource Guide to include best practices and resources to support students and families in understanding academic and behavioral expectations, grading transition between Grades 3 and 4. Also include school-to-school articulation protocols and resources.
- Create Grade 9 High School Transition Models to support students and families as they transition from middle school into high school. The following models will be developed: 1) Breakthrough Grade 9 Cohort Model consists of six high schools using the Breakthrough model by the BARR Center as part of the Maryland Leads grant and 2) BCPS Grade 9 “Project Graduation” Model will identify best practices, structures, processes, and resources to create a Grade 9 modified version of BCPS’ Project Graduation.

Family Engagement
- Work with BCPS central office staff to develop a list of approved technology outreach tools that school staff can use to communicate with families, especially families that speak other languages.
- Support PTA leaders from area schools offering a workshop series based on the National Standards on Family Engagement.

Staffing/Recruitment
- Create cross-over and collaborative structures and process for identified staff - Consulting Teachers, Staff Development Teachers, Peer Advisors, and Department Chairs - to integrate and align support for new educators.

Access and Opportunity – Professional learning

College and Career Ready - Career and Technology Education
- AVID - Provide training for and expectations around quarterly collaboration around enrollment data between AVID school’s ILTs and AVID Site Teams.
Access and Opportunity – Systems and Structure

Algebra I by Grade 8

- Roll out Framework for Algebra Readiness through optional professional learning for school leadership teams (principals, assistant principals, department chairs), Principal Weekly, News Hub, BCPS Math Website, and asynchronous learning to encourage the use of the questions from the Framework for Algebra Readiness as schools interrogate their mathematics program.

- Work with Department of Research, Accountability, and Assessment to develop appropriate tools to measure the four quadrants of the Framework for Algebra Readiness to increase the reliability of measuring student success for each course in the middle grades.

Suspensions

- Analyze school system suspension data to determine schools in need of individualized support in the areas of climate and culture.

- Curate and prioritize the use of evidence-based prevention strategies and best practices from identified schools.

During the summer, workgroups will create a detailed workplan to guide their work for the coming school year. The workplan will include actionable steps and key milestones from the 2021-2022 Accomplishments that schools and offices will undertake to standardize systemic work identified for the upcoming school year. See Appendix C for the 2021 – 2022 Goals, 2021 – 2022 Accomplishments, and Considerations/Next Steps for 2022 – 2023. It is recommended that S.I.T. co-chairs review the end-of-year report with their workgroup to:

- Deepen their understanding of how the S.I.T. initiative supports the strategic plan, The Compass – Our Pathway to Excellence, the four priority areas, and impacts the work of schools and central offices.

- Identify processes and strategies used by the various workgroups that may inform and support their work.

- Capitalize on areas of intersection to increase collaboration on future work.

S.I.T. End-of-Year Report

Reading

S.I.T. Data Point

Elementary School: MAP-Reading Scores
Middle School: MAP-Reading Scores
High School: SAT Evidence-Based Reading and Writing (EBRW)

Charge Statement

This team will examine the barriers to students accessing grade level text by identifying instructional practices and beliefs that promote or hinder access to complex text and determine ways to build adult capacity across all disciplines to scaffold text, not eliminate or substitute.

Alignment

Strategic Plan - The Compass: Our Pathway to Excellence
Focus Area 1: Learning, Accountability, and Results
### S.I.T. Goals for 2021–2022:
1. Provide professional development around the use of complex text.
2. Create systems that ensure students in need of literacy intervention are able to move from striving readers to thriving readers.
3. Provide students with access to complex text across disciplines.

### Division, Department, Offices
- Division of Curriculum and Instruction, Department Teaching and Learning
- Department of Schools
- Department of Organizational Development and Leadership
- Department of Research, Accountability, and Assessment, Office of Data Analytics

### S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office)
**Sponsoring Chief**
- Dr. Mary McComas, Chief Academic Officer

**Co-Chairs**
- Ms. Jennifer Craft, Director, English Language Arts, PreK-12
- Ms. Lauren Tillman, Principal of Scotts Branch Elementary School

**Members**
- Mr. Kevin Connelly, Executive Director, Department of Research, Accountability, and Assessment
- Ms. Caron Ritter, Resource Teacher, English Language Arts
- Mr. Jason Bowman, English Department Chair, Dulaney High School
- Ms. Brenda Workmeister, Principal of Campfield Early Childhood Learning Center
- Ms. Rachel Goisovich, Disciplinary Literacy Specialist, English Language Arts
- Ms. Lisa Bell, English Department Chair, Deep Creek Magnet Middle School
- Ms. Sarah Madigan, Science Department Chair, Franklin Middle School

### Committee Meeting Dates
- September 30, 2021
- November 17, 2021
- December 9, 2021
- January 21, 2022
- February 25, 2022
- March 15, 2022
- April 6, 2022
- May 5, 2022
- June 7, 2022

### List of the S.I.T. Team Activities, Work Products/Documents presented in 2021–2022
- **Data Points and Analysis**
  - MAP-Reading Scores
  - DIBELS scores
  - English Language Arts Periodic Assessments

- **Accomplishments (Work Products/Documents)**
  - Elements of Effective Teaching and Learning in Elementary English Language Arts
  - Elements of Effective Teaching and Learning in Secondary English Language Arts

- **Presentations and Memos to Leaders/School Principals**
  - Training on Text Complexity for Reading Specialists (9/21/21, 11/16/21, 12/14/21)
  - Equity and Access to GT/Advanced Academics English courses (10/21/21)
  - Presentation to the Board of Education (10/26/22)
Training on Ready to Read Act for Reading Specialists (10/27/21, 12/14/21)
Training on Data Analysis Elementary (10/27/21, 11/16/21)
Training on Data Analysis Secondary (11/18/21)
Training plan for the English Department Chairs on Text Complexity (12/14/21)
**Acceleration: Recovering Learning Through Instruction**, (Staff Development Professional Learning, December 15, 2021)

- School Visits and Focus Groups Activities
  - Open Court Visit – Edmondson Heights, April 6, 2022
  - Open Court Visit – Randallstown, April 21, 2022
  - Open Court Visit – Woodbridge, May 4, 2022
  - Open Court Visit – Featherbed Lane, May 11, 2022

**Considerations/Next Steps for 2022–2023**

1. Provide ongoing professional learning for school-based leaders focused on accessing complex text across all disciplines in alignment with the Teaching and Learning Framework to be monitored through observations by school-based administrators and central office staff.
2. Provide discipline-specific professional development and coaching to support teachers as they work to integrate disciplinary literacy routines in their own classrooms to teach students strategies to comprehend complex text independently.
3. Provide schools with a handbook that provides specific guidance for students in need of literacy intervention.

**Summer 2022**

- Create a complex text professional learning plan for elementary schools.
- Create a complex text professional learning plan for secondary schools.
- Finalize Literacy Intervention Guidelines and Procedures (Draft in progress).

**Fall 2022**

- Provide ongoing Fall and Spring Professional learning for school-based leaders focused on accessing complex text across all disciplines in alignment with the Teaching and Learning Framework to be monitored through observations by school-based administrators and central office staff.
- Continue discipline-specific professional development and coaching will be provided to support teachers as they work to integrate Reading Apprenticeship routines in their own classrooms to teach students strategies to comprehend complex text independently.
**Spring 2023**
- Gather data to ensure proper student placement for students enrolled in literacy intervention.
- Support schools to monitor and evaluate their literacy intervention program using the Literacy Intervention Handbook.
- Provide and monitor professional learning around complex text.

**Algebra I by Grade 8**

**S.I.T. Data Point**
Number of students in Algebra I by Grade 8 for School Year 2021–2022:
- Grade 7 Algebra 1: 2162
- Grade 8 Algebra 1: 2011

**Charge Statement**
The Algebra I by Grade 8 System Improvement Team will create a working definition of readiness for students to access Algebra I by Grade 8 and offer recommendations to school-based staff to leverage practices to offer access and opportunities to students and ensure success in Algebra I by the end of Grade 8.

**Alignment**
Strategic Plan - *The Compass: Our Pathway to Excellence*
Focus Area 1: Learning, Accountability, and Results

**S.I.T. Goals for 2021–2022**
1. Due to inequity of student group representation in student enrollment in Algebra I courses by Grade 8, it is recommended to continue professional learning, focused on Algebra readiness, in alignment with the strategic plan’s *Teaching and Learning Framework* and guiding statements of the Office of Mathematics.
2. Due to inequity of student group representation in student enrollment in Algebra I courses by Grade 8, it is recommended to use questions from the *Algebra I Student Potential Informational Collection Tool* to support schools when discussing student placement in middle and high school mathematics courses.
3. Due to gaps in student performance, it is recommended to offer additional time for students to understand the compacted standards. This may occur during the school day, after school, or on Saturdays.

**Division, Department, Offices**
- Division of Curriculum and Instruction, Department of Teaching and Learning, Office of Mathematics

**S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office)**
- **Sponsoring Chief**
  - Dr. Mary McComas, Chief Academic Officer
- **Co-Chair**
  - Dr. Melissa Lembo Whisted, Executive Director, Academic Services
  - Ms. Kasele Mshinda, Director, Office of Mathematics PreK-12
- **Members**
  - Ms. Sarah Atwood-Starkey, Department Chair, Dundalk High School
  - Mr. Scott Audlin, Principal, Timber Grove Elementary School
  - Mr. Mike Jones, Principal, Randallstown High School
  - Ms. Charlyne Maul, Principal, Golden Ring Middle School
  - Ms. Michelle Mocchi, Resource Teacher, Office of Mathematics, PreK-12
### Committee Meeting Dates
- September 29, 2021
- October 27, 2021
- November 24, 2021
- December 22, 2021
- January 26, 2022
- February 23, 2022
- March 23, 2022
- April 27, 2022
- May 18, 2022

### List of the S.I.T. Team Activities, Work Products/Documents presented in 2021–2022

#### Data Points and Analysis
- Review Curriculum Based Assessments including the administration, participation, and performance (Pre-Algebra Units 1 and 2, Algebra I, Unit 1).
- Fall math assessment data.
- Review mathematics teacher assignments and background at the middle school level.
- Review master schedules for additional time for mathematics at the elementary and middle school levels.
- Review marking period 1 and 2 grades for Algebra I.
- Review Curriculum Based Assessments including the administration, participation, and performance (Algebra 1 Units 2 and 3, Pre-Algebra Unit 3 and MAP).
- Spring mathematics assessment data.

#### Accomplishments (Work Products/Documents)
- Questions for school-based data chats
- Framework for Algebra Readiness

#### Presentations and Memos to Leaders/School Principals
- 2021-22 Math Department Chair meeting schedule with alignment to Teaching and Learning Framework.
- Math PL Statements 21-22.pptx to be used for each professional learning related to mathematics in BCPS.
- *Algebra 1 by Grade 8: Pathways to Success in Algebra I,* (Elementary and Middle school – Principals’ Leadership Development, February 2, 2022, and Assistant Principals’ Leadership Development, February 9, 2022).
- *Algebra 1 by Grade 8: Pathways to Success in Algebra,* (High School – Principals’ Leadership Development, February 2, 2022, and Assistant Principals’ Leadership Development, February 9, 2022).

#### School Visits and Focus Groups Activities
- Impact of Long-Term Substitute Middle and High School Department Chair focus group.
- Secondary Math Middle School Math Sequence focus group.
**Considerations/Next Steps for 2022–2023**

1. Partner with schools and support the implementation of the new course sequence, onramps, math assistance framework, and related data protocols during SY22–23 to increase accessibility for students towards Algebra 1 in Grade 8.

2. Roll out Framework for Algebra Readiness through optional professional learning for school leadership teams (principals, assistant principals, department chairs), Principal Weekly, News Hub, BCPS Math Website, and asynchronous learning to encourage the use of the questions from the Framework for Algebra Readiness as schools interrogate their mathematics program.

3. Work with Department of Research, Accountability, and Assessment to develop appropriate tools to measure the four quadrants of the Framework for Algebra Readiness to increase the reliability of measuring student success for each course in the middle grades.

4. Provide ongoing professional learning for teachers in mathematics focused on content development, instructional strategies to support engagement with the *Standards for Mathematical Practice*, and implementation of the written curriculum, in alignment with the *Teaching and Learning Framework* and guiding statements of the Office of Mathematics to be monitored through observations by school-based administrators and central office staff.

5. Provide ongoing professional learning for school-based leaders in mathematics focused on observation, coaching, and feedback in alignment with the *Teaching and Learning Framework* and guiding statements of the Office of Mathematics to be monitored through observations by school-based administrators and central office staff.

**Summer 2022**

- Monitor master schedules and course enrollments, monitor effective implementation of Math Pioneers, partner with Supervisor of Master Scheduling to support schools with master schedules and course enrollments, finalize and share the math assistance framework, organize the data protocols for ease of communication.
- Detail the components and professional learning needs within each quadrant of the *Framework for Algebra Readiness*, develop resources and professional learning opportunities.
- Outline the trajectory of standards from Grades K–8. Select the key SMPs that will be the focus of SY22–23. Partner with offices in Academic Services to identify best practices in acceleration and support of all students. Design and develop professional learning. Provide and monitor professional learning.
- Share the high-level version of the *Framework for Algebra Readiness* with DRAA to begin a collaboration around tools. Gather additional baseline data (by school, by teacher, MCAP).

**Fall 2022**

- Gather data to ensure proper student placement, meet with school counseling chairs and master schedulers to provide support for the new course sequence, onramps, math assistance framework, and related data protocols. Work to finalize onramps for summer 2023 and support schools with implementation.
- Support schools to interrogate their mathematics program using the *Framework for Algebra Readiness*.
- Provide and monitor professional learning.
- Share the detailed version of the *Framework for Algebra Readiness* in order gain recommendations for tools to measure and additional data points.
Spring 2023
- Monitor master schedules, course enrollments, and student success in course. Support schools with implementation of summer programs.
- Support schools to interrogate their mathematics program using the Framework for Algebra Readiness.
- Provide and monitor professional learning.
- Collect ongoing data based on DRAA recommendations from the summer and fall, as well as additional data points.

GT/Honors/AP/IB

S.I.T. Data Point
- Gifted and Talented participation
- AP/IB enrollment

Charge Statement
The work group is charged with providing recommendations for eliminating inequities in participation and achievement in GT/Honors/AP/IB programs and services in Baltimore County Public Schools.

Alignment
Strategic Plan - The Compass: Our Pathway to Excellence
Focus Area 1: Learning, Accountability, and Results

S.I.T. Goals for 2021–2022
1. The Office of Advanced Academics will provide schools with revised universal screening procedures in Grades 3–5.
2. School-based staff at the elementary, middle, and high school levels will be provided with professional learning related to culturally relevant pedagogy for advanced learners.
3. Develop a checklist for principals of questions to consider regarding the implementation of Advanced Placement programs.

Division, Department, Offices
- Division of Curriculum and Instruction, Department of Teaching and Learning, Department of Academic Services, Office of Advanced Academics, Department of Schools

S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office):
Sponsoring Chief
- Dr. Mary McComas, Chief Academic Officer
Co-Chair
- Dr. Sharonda Gregory, Executive Director, Department of Schools
- Ms. Megan Shay, Executive Director, Teaching and Learning
- Mr. Wade Kerns, Coordinator, Advanced Academics/GT
Members
- Mr. Matthew Ames, Principal, Catonsville High School
- Ms. Michelle Anderson, Principal, Eastern Technical High School
- Ms. Debita Basu, Principal, Winand Elementary School
- Mr. William Cirrincione, Principal, Riderwood Elementary School
- Ms. Janine Holmes, Principal, Loch Raven High School
- Ms. Wendy Ingalls, Resource Teacher, Advanced Academics/GT
- Ms. Linda Marchineck, Principal, Lyons Mills Elementary School
- Ms. Jennifer Meehan, Resource Teacher, Advanced Academics/GT
- Ms. Corinne Roche, Supervisor, Innovative Learning
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- Ms. Amey Sanders, Resource Teacher, Advanced Academics/GT
- Ms. Catherine Thomas, Principal, Cromwell Valley Elementary Magnet School
- Ms. Shelia Thomas, Principal, Summit Park Elementary School
- Mr. Gordon Webb, Principal, Sudbrook Magnet Middle School

Committee Meeting Dates
- October 13, 2021
- November 10, 2021
- December 1, 2021
- December 15, 2021
- January 5, 2022
- February 2, 2022
- March 2, 2022
- March 30, 2022
- April 27, 2022
- May 25, 2022

List of the S.I.T. Team Activities, Work Products/Documents presented in 2021-2022

- Data Points and Analysis
  - BCPS System Data: GT Identification
  - Executive Summary - AP Potential
  - Advanced Placement Trend Analysis by Student Group: 2015-2016 to 2020-2021
  - Focus Groups Survey Data

- Accomplishments (Work Products/Documents)
  - Checklist for Principals

- School Visits and Focus Groups Activities
  - 12/08/21: Western Tech
  - 12/12/21: Woodlawn HS
  - 12/14/21: Owings Mills HS, Sparrows Point HS
  - 12/15/21: Dulaney HS, Loch Raven HS, Milford Mill HS, Overlea HS, Randallstown HS
  - 12/16/21: Chesapeake HS, Franklin HS, Perry Hall HS

Considerations/Next Steps for 2022–2023

1. Operationalize the use of the Checklist for Principals.
2. Increase rigor in all classes, especially in Standard and Honors courses (implement evidence-based practices from the Framework for Teaching and Learning as a part of the School Progress Planning process).
3. Ensure that all students have optimal information about GT and AP classes, content, and expectations.
4. Develop an FAQ document for families to access specific information about course pathways and student registration.

Summer 2022

- Support planning aligned to Vertical Teaming as it relates to transitioning students from elementary school to middle school and middle school to high school, with an emphasis on GT/AP access and opportunities will be the focus of our work.
- Facilitate professional development to support school administrators as they level set with feeder schools to ensure that the components in the Checklist for Principals are implemented with consistency.
- Offer teachers professional development through the Goucher AP Summer Institute (APSI).
  - Include teachers of GT and Honors courses.
  - Pursue grants available from the Office of College and Career Readiness.
• Develop a plan to increase rigor in all classes, especially Standard and Honors (implement evidence-based practices from the *Framework for Teaching and Learning* as a part of the School Progress Planning process).

**Fall 2022**
- Partner teachers in the same school or across schools to allow more teachers to learn about evidence-based strategies and increased rigor in AP classes.
- Provide guidance for schools to create a communication plan with feeder schools aligned to registration.
- Facilitate collaborative opportunities for feeder school administrators to hold registration information nights.
- Host learning walks or orientation nights for parents, especially of rising ninth graders.
- Help parents determine the most appropriate academic plan for students.
- Create an FAQ document for families who are not able to attend in-person events to send home and/or post online.
- Provide opportunities for students to sit in on classes of other levels to learn expectations (including rising Grade 9).
- Schedule opportunities for all students to meet with counselors regarding course registration.
- Help students understand Automatic Course Requirements (ACRs) and the process for course recommendations.
- Create systems for academic and SEL support for GT students, especially those new to GT.
- Provide information from teachers to all students about GT and AP classes, content, and expectations.

**Spring 2023**
- Review/revise registration placements with feeder schools in the spring (prior to May 1).
- Conduct learning walks with feeder schools.

**PSAT/SAT/ACT/Accuplacer**

**S.I.T. Data Point**
- PSAT Participation and Performance
- SAT Participation and Performance
- ACT Participation and Performance

**Charge Statement**
For the 2021–2022 school year, the PSSA S.I.T. work group will operationalize recommendations that were made in their 2021 End of Year Report to include providing resources to schools and collecting and analyzing data to determine additional supports needed to increase student preparation, participation, and performance.

**Alignment**
*Strategic Plan - The Compass: Our Pathway to Excellence*
- Focus Area 1: Learning, Accountability, and Results

**S.I.T. Goals for 2021–2022**
1. Revise the current SAT/ACT preparation curricula to ensure a clear focus on Math, ELA, Science, and Social Studies indicators critical for student performance.
2. Explore opportunities for ALL students to access the SAT/ACT preparation course prior to their first sitting of the assessment.
3. Provide targeted professional learning to teachers, counselors, and administrators on how to educate students and families on the following:
   - What college entrance assessment is best for you and why?
   - CCR Benchmarks such as SAT and ACT.

### Division, Department, Offices
- Department of Schools
- Division of Curriculum and Instruction, Department of Teaching and Learning, Department of Social Emotional Support

### S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office)

**Sponsoring Chief**
- Dr. Mary McComas, Chief Academic Officer
- Dr. Michael Zarchin, Chief of Schools

**Co-Chair**
- Dr. Eric Minus, Executive Director, Department of Schools
- Mr. Eric Wilson, Executive Director, Department of Schools

**Members**
- Mr. John Billingslea, Director, Office of Social Studies
- Ms. Charlene DiMino, Principal, Towson High School
- Ms. Jeannie Filbert, Specialist, Secondary Language Arts
- Mr. Brett Parker, Supervisor, Secondary Mathematics
- Ms. Stacy Shack, Director, Office of Assessment
- Ms. Lauren Weston, School Counselor, Catonsville High School
- Dr. Heather Wooldridge, Coordinator, Office of College and Career Readiness

### Committee Meeting Dates
- August 2, 2021
- September 7, 2021
- October 5, 2021
- November 2, 2021
- December 7, 2021
- January 4, 2022
- February 1, 2022
- March 1, 2022
- April 5, 2022
- May 3, 2022
- June 7, 2022
- June 8, 2022

### List of the S.I.T. Team Activities, Work Products/Documents presented in 2021-2022

**Data Points and Analysis**
- Review 2021–2022 Annual Student Performance Report
- Review PSAT Data report 2021
- Review SAT Data report 2021
- SAT Prep Revised Curricula Teacher Feedback Survey
- SAT Prep Revised Curricula Student Feedback Survey
- SAT Preparation Survey Master Schedule

**Accomplishments (Work Products/Documents)**
SAT Prep Curricula Revision to include PSAT, SAT, ACT, ASVAB, Accuplacer, ALEKSs, and other College and Career Ready Assessment Prep completed Summer 2022.

30 licenses for the A-List Learning Library were purchased for our SAT Prep Teachers. The Learning Library provides a repository of lessons, PPTs, and question banks for SAT and ACT practice - Summer 2021.

PSAT Sample Information w/ Static Hyper-Links.

SAT Prep Revised Curricula Teacher Feedback Survey.

SAT Prep Revised Curricula Student Feedback Survey.

Second SAT Prep Curricula Revision to culturally include responsiveness, clearer student-facing directions, and PPT guides for teachers completed Spring 2022.

SAT Preparation Survey Master Schedule.

Phase form to change the name of the SAT Prep course to the College and Career Ready Assessment Prep course (Disciplinary Literacy and Math) accepted May 2022.

Presentations and Memos to Leaders/School Principals

PD on the SAT was offered to 100 Teachers, sponsored by Mastery Prep, Summer 2021.

PD on the ACT was offered to 100 Teachers, sponsored by Mastery Prep, Summer 2021.

PD on the SAT/ACT was offered to our 30 SAT Prep Teachers, sponsored by A-List, Summer 2021.

An overview of the new SAT Prep curricula was offered to all SAT Prep Teachers and PSAT/SAT Coordinators, Summer 2021.

Workshop: Integrating SAT Prep Into Your Content

College Board Testing Dates For 2022-2023

School Visits and Focus Groups Activities

SAT Prep Revised Curricula Teacher Feedback Survey

SAT Prep Revised Curricula Student Feedback Survey

Considerations/Next Steps for 2022–2023

1. Develop a College and Career Ready Assessment Calendar to include PSAT, SAT, and ACT.

2. Develop and implement a College and Career Readiness Assessments Year-At-Glance Resource to support planning and preparation for upcoming assessments for the year (PSAT, SAT, ACT).

3. Provide targeted professional learning to teachers, counselors, and administrators on how to educate students and families on the following: College and Career Ready Calendar, To Do Resource, and Assessment Preparation.

Summer 2022

Develop a system communication regarding the approved name change for the SAT Prep courses which will now be called College and Career Ready Assessment Preparation: Disciplinary Literacy and College and Career Ready Assessment Preparation: Math.

Pilot at Woodlawn High School’s Summer School Program the new 15-minute daily lesson curriculum during their summer SAT Prep tutoring program. Feedback will be gathered regarding implementation and impact. The curricula will be adjusted, as necessary, and released for use in middle and high schools for school year 2022–2023.

Implement SAT Summer PD Plans to include: 6-hour professional development (PD) for prep teachers; 6-hour professional development for high school teachers looking to learn more about the instructional implications for SAT/ACT; 6-hour professional development for high school Math and ELA teachers who elect to pilot the new 15-minute daily SAT Prep lessons. Feedback
with be gathered to gauge participant satisfaction with PD. Follow up with schools will occur regarding implementation of the pilot.

**Fall 2022**
- Provide schools with the College and Career Ready Assessment Calendar to include PSAT, SAT, and ACT.
- Provide schools with the College and Career Ready Assessment “To Do” Resource to support planning and preparation for the upcoming assessments (PSAT, SAT, ACT) for the year.
- Unpack core content of the math and ELA curriculum to identify where the SAT/ACT preparation aligns to the curriculum resulting in a “crosswalk” document to support teachers in planning and implementing the written curriculum. This resource will be shared in the first quarter of the 2022–2023 school year.
- Support schools in preparing students for and administering the PSAT8/9 for all 9th graders on October 12, 2022.
- Support schools in preparing students for and administering the PSAT/NMSQT for all 10th and 11th graders on October 12, 2022.
- Collaborate with Principals, Schedulers, and additional stakeholders this Fall to discuss the expectation that all schools offer the College and Career Readiness Assessment Prep Course for the 2023–2024 school year.

**Spring 2023**
- Support schools in preparing students for and administering the SAT for all 11th graders on April 25, 2023.
- Support schools that will host Saturday National SAT Testing Administrations.
- Support schools that will host Saturday National ACT Testing Administrations.

## College and Career Ready-Graduation (CCR-Graduation)

<table>
<thead>
<tr>
<th>S.I.T. Data Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCPS Graduation and Dropout rates (baseline 2018–2019)</td>
</tr>
<tr>
<td>BCPS College and Career Readiness Pathway benchmarks (baseline 2018–2019 and MAP February 2020)</td>
</tr>
</tbody>
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**Charge Statement**
The College and Career Ready/Graduation S.I.T. workgroup will convene to gather information, solicit input, study current best practices related to increasing college and career readiness and the graduation rate. The workgroup will review current BCPS practices to determine the current effective practices and identify conditions for success.

**Alignment**
- **Strategic Plan - The Compass: Our Pathway to Excellence**
  - Focus Area 1: Learning, Accountability, and Results
  - Focus Area 2: Safe and Supportive Environment

**S.I.T. Goals for 2021–2022**
1. Develop an orientation program that supports students’ and families’ transition to the next grade level (elementary-middle school/middle-high school). The orientation program should include expectations, goals, key actions, and support for the following three components: Belonging, Academic Aspirations, and Student Support.
2. Create and implement a systemwide Student Transition Portfolio to support students and families during transitions between their enrolled BCPS school and the alternative schools or other educational.

**Division, Department, Offices**
- Department of Schools
- Division of Curriculum and Instruction, Department of Teaching and Learning, Department of Social-Emotional Support

**S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office):**

**Sponsoring Chief**
- Dr. Mary McComas, Chief Academic Officer

**Co-Chair**
- Dr. Kathrine Pierandozzi, Executive Director, Office of Special Education
- Dr. John W. Staley, Coordinator, Office of Data Analytics

**Members**
- Mr. Jason Barnett, Principal, West Towson Elementary School
- Ms. Kim Ferguson, Executive Director, Department of Social Emotional Support
- Mr. Jordan Filderman, Principal, Hebbville Elementary School
- Ms. April Franklin, Principal, Southwest Academy
- Mr. Joshua Grubka, School Counselor, Kenwood High School
- Ms. Jamel Jernigan, Principal, Woodlawn High School
- Mr. Charles (Tag) Landon, Supervisor, Office of Performance Management
- Ms. April Lewis, Executive Director, Office of School Safety
- Ms. Jodi Pasquale, Assistant Principal, General John Stricker Middle School
- Dr. Monica Sample, Principal, Overlea High School
- Ms. Larissa Santos, Executive Director, Department of Schools

**Committee Meeting Dates**
- September 15, 2021
- October 20, 2021
- November 17, 2021
- December 15, 2021
- January 19, 2022
- March 16, 2022
- April 6, 2022
- May 13, 2022
- June 1, 2022

**List of the S.I.T. Team Activities, Work Products/Documents presented in 2021–2022**

- **Data Points and Analysis**
  - Review 21–22 Annual Student Performance Report
  - Review Report on Graduation - Class of 2021/MSDE Report

- **Accomplishments (Work Products/Documents)**
  - Transition Support Resource Guide: Supporting Students and Families, (School-based leaders).
  - Guidelines for Developing a 90-Day Orientation Program (School-based leaders).

- **Presentations and Memos to Leaders/School Principals**
  - Activating System Improvement Team Recommendations as part of your School Progress Plan (2021 BCPS Summer Symposium, July 21 and 22, 2021).
System Improvement Teams End-of-Year Report

- System Improvement Teams CCR-Graduation: Supporting Students and Families (Principal's Weekly Update, April 6, 2022).
- Designing a Transition Support Model to Connect Students and Families to their School Community. (Principals Leadership Development, March 30, 2022, and Assistant Principals' Leadership Development, April 6, 2022 - Asynchronous recorded sessions).

School Visits and Focus Groups Activities
- General John Stricker site transition team – reviewed Transition Support Resource Guide, provided feedback on structure and design, and suggested additional information for the PDSA section.
- Overlea High School – discuss Grade 9 Cohort model for MD Leads grant proposal.
- Pine Grove Middle School – discuss fifth to sixth grade transition.

Considerations/Next Steps for 2022–2023

1. Operationalize the use of the Transition Support Resource Guide to support students and families transitioning to Grades K, 3, 6, and 9.
2. Enhance the Transition Support Resource Guide to include best practices and resources to support students and families in understanding academic and behavioral expectations, grading transition between Grades 3 and 4. Also include school-to-school articulation protocols and resources.
3. Create Grade 9 High School Transition Models to support students and families as they transition from middle school into high school. The following models will be developed: 1) Breakthrough Grade 9 Cohort Model consists of six high schools using the Breakthrough model by the BARR Center as part of the Maryland Leads grant and 2) BCPS Grade 9 “Project Graduation” Model will identify best practices, structures, processes, and resources to create a Grade 9 modified version of BCPS’ Project Graduation.

Summer 2022

Operationalize the use of the Transition Support Resource Guide
- Include the guide as one of the resources for SPP planning for school teams to utilize guide to identify actions for their SPP to support students and families (Grades K, 3, 6, and 9).
- Offer one-hour drop-in session on July 14, 2022, by school level: ES, MS, and HS.

Enhance the Transition Support Resource Guide
- Collaborate with S.I.T. workgroups (i.e., CCR-CTE and Family Engagement) and central office staff to develop plans to create additional resources.

Create Grade 9 High School Transition Models
- Breakthrough Grade 9 Cohort Model – Coordinate and monitor implementation of Breakthrough model with six participating schools and BARR center staff.
- BCPS Grade 9 “Project Graduation” Model – Identify activities and key indicators for first semester to monitor students’ and family’s connection to the school community.

Fall 2022

Operationalize the use of the Transition Support Resource Guide
- Support schools with the use of the suggestions in the continuous improvement transitioning support PDSA cycle as they implement and monitor their School Progress Plan.
- Gather feedback on PDSA cycle and listed resources to update guide.

Enhance the Transition Support Resource Guide
- Continue collaboration with S.I.T. workgroups and central office staff to create additional resources.
- Update guide and share additional resources with schools in January 2023.
Design Grade 9 High School Transition Models
- Breakthrough Grade 9 Cohort Model – Facilitate planning between participating schools and BARR center staff for summer professional learning and all activities for the start of the school year.
- BCPS Grade 9 “Project Graduation” Model – Conduct an initial planning meeting during the summer to outline this work and then scheduling a few meetings throughout the year based on the plan developed.

Spring 2023
Operationalize the use of the Transition Support Resource Guide
- Schools continue to use suggestions in the continuous improvement transitioning support PDSA cycle as they implement and monitor their School Progress Plan.
- Gather feedback on PDSA cycle and listed resources to update guide.

Enhance the Transition Support Resource Guide
- Continue collaboration with S.I.T. workgroups and central office staff to create additional resources.
- Update guide and share additional resources with schools in April 2023.
- Design Grade 9 High School Transition Models
- Breakthrough Grade 9 Cohort Model – coordinate and monitor implementation of Breakthrough model with six participating schools and BARR center staff.
- BCPS Grade 9 “Project Graduation” Model – Continue to monitor activities and key indicators for connecting students and families to the school community. Update the Transition Support Resource Guide with this model and share this resource with high school project graduation teams.

Design Grade 9 High School Transition Models
- Breakthrough Grade 9 Cohort Model – Coordinate and monitor implementation of Breakthrough model with six participating schools and BARR center staff.
- BCPS Grade 9 “Project Graduation” Model – Continue to monitor activities and key indicators for connecting students and families to the school community. Update the Transition Support Resource Guide with this model and share this resource with high school project graduation teams.

College and Career Ready / Career and Technology Education (CCR-CTE)

S.I.T. Data Point:
AVID (Advancement Via Individual Determination): AVID Enrollment Data by gender and race from 2019–2021 (AVID Center Data)

Charge Statement
The College and Career Readiness / Career and Technology Education (CCR-CTE) is an exploratory work group to gather information, solicit input, and study current best practices related to increasing equitable access to AVID and CTE programs while increasing the successful completion rates of both programs.

Alignment
Strategic Plan - The Compass: Our Pathway to Excellence
Focus Area 1: Learning, Accountability, Results
## S.I.T. Goals for 2021–2022

1. **CTE** - Analyze CTE data (student participation and completion by program and by demographic group; technical skill attainment by program and by student demographic group) and use the ACTE Quality CTE Program of Study Framework and associated resources to disrupt disparities.
2. **AVID** - Align strategies for AVID student recruitment and retention with goals for closing opportunity gaps in rigorous courses.

## Division, Department, Offices

- **CTE** – Division of Curriculum and Instruction, Department of Teaching and Learning, Office of Career & Technical Education
- **AVID** – Division of Curriculum and Instruction, Department of Academic Services, Office of College and Career Readiness

## S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office)

**Sponsoring Chief**
- Dr. Mary McComas, Chief Academic Officer

**Co-Chair**
- Dr. Michael Grubbs, Coordinator, Office of Career and Technical Education
- Mr. Michael Barberesi, Supervisor, Office of College and Career Readiness

**Members**
- Dr. Adrienne Morrow, Executive Director, Department of Schools
- Ms. Robin Bowden, Supervisor, Office of Career and Technical Education
- Mr. Brian Powell, Principal, Kenwood High School
- Dr. Scott Rodriguez-Hobbs, Principal, Patapsco High School
- Dr. Kathleen Setzer, Principal, Sollers Point Technical High School
- Ms. Tryalah Shipman, Principal, Milford Mill Academy
- Ms. Karen Steele, Principal, George Washington Carver Center for Arts and Technology
- Mr. Brian Stoll, Coordinator, Magnet Programs
- Mr. Ryan Twentey, Coordinator, Office of Visual Arts

## Committee Meeting Dates

- October 27, 2021 (S.I.T. Co-Chair Meeting)
- December 2, 2021
- January 31, 2022 (S.I.T. Co-Chair Meeting)
- February 8, 2022
- March 15, 2022
- April 20, 2022
- May 15, 2022

## List of the S.I.T. Team Activities, Work Products/Documents presented in 2021–2022

**Data Points and Analysis**

- **CTE**
  - Course Participant Enrollment Data
  - Program Concentrator Enrollment
  - Industry Credential
  - Special Populations Data

- **AVID**
  - Systemwide “AVID Enrollment Data Compared to Systemwide Enrollment Data by Gender and Race in all AVID Schools 2021-22” (Focus).
  - All AVID secondary schools analyzed their school-specific AVID Enrollment Data by Gender and Race 2021–22 (Focus).
### Accomplishments (Work Products/Documents)

**AVID**
- AVID Site Goals Guidance
- How to Retrieve and Analyze AVID Data from BCPS INFORM Guide
- Running Demographic Reports in Focus Guide
- Running Demographic Reports in Focus Video Guide
- Template for AVID Enrollment Analysis
- AVID CCI Certification Conference Guiding Questions

### Presentations and Memos to Leaders/School Principals

**CTE**
- BCSTAT Presentation to Cabinet on May 31, 2022.
- SouthEast Area Advisory Council Presentation on April 25, 2022.

**AVID**
- AVID School’s Certification Conference, May 2022: All AVID Schools prepared 15–20-minute presentations on their AVID Schoolwide goals and CCI ratings for certification to the BCPS OCCR, AVID administrators, and other AVID School Site Coordinators.
- Presentation to the Superintendent’s Cabinet (ATM), May 2022. This was a preview/vetting of the presentation to the BCPS Board of Education Curriculum Committee (Summer 2022).

### School Visits and Focus Groups Activities

**CTE**
- CTE Site Coordinator positions will be piloted at three schools. Subsequently, meetings with school principals were undertaken to review needs and goals.
- The CTE Office conducted several site monitoring visits throughout the year. Every BCPS High school was visited at least once.
- Monthly/quarterly department chair visits occurred to review ACTE Quality CTE Framework.
The Supervisor in the Office of College and Career Readiness (and BCPS AVID District Director) met with the school principal (or appointed assistant principal) of every BCPS AVID school to review goals and action steps for the school year during the first quarter. OCCR Staff regularly engage in coaching around AVID Site goals with AVID Site Coordinators and AVID Site Teams at every AVID school, throughout the year. Ten AVID schools received additional support and helped develop best practices to inform next year’s work around closing gaps in enrollment and program continuity.

Considerations/Next Steps for 2022–2023
Create two separate working groups for next year: one for CTE and one for AVID.

CTE
1. Pilot 3 CTE Site Coordinator positions and conduct monthly accountability check-ins to assess equity and access data.
2. Update and share CTE 5 Year Plan: Phase 2.

AVID
1. Provide training for and expectations around quarterly collaboration around enrollment data between AVID school’s ILTs and AVID Site Teams.
2. Produce data reports and qualitative data through media and systemwide presentations to show the impact of AVID on closing gaps in rigorous course enrollment and achievement.
3. Involve more stakeholders in the AVID Certification process throughout the year.

Summer 2022
CTE
• Publish the CTE 5 Year Plan: Part 2. Present to BCPS Leadership and our Career and Technical Education Advisory Council.
• Implement Summer Department Chair Training and meet with 3 Pilot sites for the CTE Site Coordinator position. Training will include opportunities to analyze enrollment data, set quarterly goals, and schedule quarterly presentations to CTE Department.
• Promote Equity in CTE NAPE PIPE Cohort.

AVID
• Present to the BCPS Board of Education Curriculum Committee (June or July 2022).
• Organize AVID Path Plus Training (Baltimore Convention Center, July 26 and 27, 2022: BCPS will send 450–500 participants, including BCPS central office personnel, administrators, teachers, and school counselors to this regional training hosted by AVID center, during which issues of equity, access, and student agency will be embedded in a rigorous and engaging two-day professional learning experience.
• Support AVID Site Teams at every school with funds to hold AVID Site Team meetings focused on these systemwide and schoolwide goals during the summer. AVID Center provides a full curriculum, presentations, and resources to support this work.
• Facilitate AVID Site Coordinator Summer Retreat, August 3 and 4, 2022: AVID Site Coordinators will be provided with training to analyze enrollment data, set quarterly goals, and schedule quarterly presentations to their ILT and AVID Site Teams.

Fall 2022
CTE
• Facilitate the NAPE PIPE Equity in CTE Cohort to analyze enrollment data, set quarterly goals, and schedule presentations to BCPS leadership. CTE Site Coordinators, Department Chairs, and Teachers will lead this work in collaboration with the CTE Office.
• Implement the 5 Year Plan: Part 2 initiative in collaboration with school and system leadership to ensure equity and access to CTE.

• Continue to implement the ACTE Quality CTE Framework. This year, in comparison to last, it will be ongoing work rather than a pre/post year opportunity. Monthly check ins will occur with department chairs to assess benchmarks, growth, and needs.

**AVID**

• Analyze “AVID Center Data 2022” (AVID Center data portal) to determine those schools with gaps in AVID enrollment by race and gender, and opportunity gaps demonstrated by enrollment in Advanced Academics (AA)/Gifted and Talented (GT) courses, Project Lead the Way (PLTW), Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment Courses (ECP/ECAP) to determine schools who need additional support and generate a plan for closing those gaps with the school’s administration and AVID Site Team.

• Engage AVID Site Coordinators in quarterly analysis of “AVID Center Data 2022” (AVID Center data portal) and “AVID Enrollment Data Compared to Systemwide Enrollment Data by Gender and Race in all AVID Schools 2022–23” (Focus) in order to create presentations for their Instructional Leadership Teams (ILT).

• Create a focus group around AVID student enrollment and program completion comprised of AVID administrators, AVID Site Coordinators, and central office personnel. This is connected to the recommendation to split the CCR/CTE SIT so that AVID has its own team.

**Spring 2023**

**CTE**

• Assess growth on ACTE Quality CTE Framework and plan visits with schools that need added support.

• Examine state Program Quality Index (PQI) data with CTE Site Coordinators and Department Chairs.

• Develop SMART Goals and recruitment strategies to disrupt in equities.

**AVID**

• Analyze “AVID Enrollment Data Compared to Systemwide Enrollment Data by Gender and Race in all AVID Schools 2022–23” (Focus) to determine those schools with gaps in AVID enrollment by race and gender, and opportunity gaps demonstrated by enrollment in Advanced Academics (AA)/Gifted and Talented (GT) courses, Project Lead the Way (PLTW), Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment Courses (ECP/ECAP) to determine progress toward goals, additional support needed, and next steps.

• Engage AVID Site Coordinators in quarterly analysis of “AVID Center Data 2022” (AVID Center data portal) and “AVID Enrollment Data Compared to Systemwide Enrollment Data by Gender and Race in all AVID Schools 2022–23” (Focus) in order to create presentations for their Instructional Leadership Teams (ILT).

**Athletic Eligibility**

**S.I.T. Data Point**

Athletics Eligibility based on MP2 2021–2022

**Charge Statement**

The S.I.T. Eligibility Team has been created to gather information, solicit input, and study current best practices related to athletic eligibility. The work group will review data and current BCPS practices to implement programs to positively impact student athlete eligibility. In addition, the work group will look at potential support in both high and middle school which will increase BCPS athletic eligibility.
### Alignment

**Strategic Plan - The Compass: Our Pathway to Excellence**
- Focus Area 1: Learning, Accountability
- Focus Area 2: Safe and Supportive Environment

**Board of Education Policy and Rule 6702**

### S.I.T. Goals for 2021–2022

1. Design and integrate an electronic process within BCPS’ SIS to allow middle school administrators and athletics coordinators to automatically access, calculate, and analyze student GPA similar to the process used by Athletic Directors at the high school level. This functionality can be incorporated into a student athlete data dashboard that will allow student athletes to actively monitor their current and projected quarterly GPA.

2. Academic Advisor Extra Duty Allowance (EDA) to support school leadership, Athletic Directors (high schools), and Athletic Coordinators (middle schools) to provide year-long tutoring and academic support for student athletes in and out of season. The Academic Advisor will have the responsibility to coordinate student athlete tutoring sessions as well as providing tutoring in his/her area of certification as needed or able due to background of advisor.

### Division, Department, Offices

- Department of Schools
- Department of Research, Accountability, and Assessment
- Department of Information Technology, Office of Enterprise Applications
- Office of Athletics
- Office of Communications

### S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office)

**Sponsoring Chief**
- Dr. Michael Zarchin, Chief of Schools

**Co-Chair**
- Mr. Michael Sye, Coordinator, Office of Athletics
- Ms. Kyria Joseph, Executive Director Secondary, Department of Schools

**Members**
- Ms. Abbey Campbell, Principal, Owings Mills High School
- Mr. James Martin, Principal, New Town High School
- Mr. Kieron O’Connell, Principal, Franklin High School
- Mr. Jeff Markle, Athletic Director, Parkville High School
- Mr. Michael Silverman, Athletic Director, Milford Mill Academy
- Mr. Todd Hawkins, Athletic Director, Lansdowne High School
- Mr. Brian Bandurchin, Middle School Athletic Advisor, Dundalk Middle School
- Ms. Dana Loverde, Athletic Director, Pikesville High School
- Ms. Lynette Mitzel, Supervisor, Office of Athletics
- Mr. Matt Ferenschak, School Counseling Chair, Perry Hall High School

### Committee Meeting Dates

- August 19, 2021
- September 16, 2021
- October 21, 2021
- November 1, 2021
- December 16, 2021
- January 20, 2022
- May 4, 2022
- June 1, 2022
List of the S.I.T. Team Activities, Work Products/Documents presented in 2021-2022

- Data Points and Analysis
  - BCPS HS Eligibility for All Students, English Learners, FARMS, Special Education, Male, Female, and Race.
  - 2021 Fall eligibility 1st and 2nd Quarter.
  - Eligibility by School, By Grade, By Quarter with percentages.

- Accomplishments (Work Products/Documents)
  - Design and integrate an electronic process within BCPS’ SIS to allow middle school administrators and athletics advisors to automatically access, calculate, and analyze student GPA similar to the process used by Athletic Directors at the high school level.

- Presentations and Memos to Leaders/School Principals
  - Athletic Advisor meeting 9/1/2021
  - Athletic Advisor meeting 10/12/2021
  - Athletic Advisor meeting 3/1/2022
  - Athletic Advisor Meeting 4/26/2022

Considerations/Next Steps for 2022–2023

1. Develop a data review process for schools to use to help improve student athletic eligibility.
2. Identify support needed to successfully increase the student academic eligibility rate.

Summer 2022

- Create a meeting calendar for 2022–23 school year.
- Discuss with HR regarding the possibility of using an EDA for an Academic Advisor position. This will present a financial cost for an EDA stipend for the position.
- Determine structure and responsibility of the Academic Advisor.

Fall 2022

- Continue to support schools in the use the focus system to gather data to help improve student athletic eligibility.
- Collaborate with schools to determine what supports will need to be put in place to successfully increase the student academic eligibility rate.

Spring 2023

- Continue to support schools in the use of the focus system to gather data to help improve student athletic eligibility.
- Collaborate with schools to determine what supports will need to be put in place to successfully increase the student academic eligibility rate.

Suspensions

S.I.T. Data Point
Suspension Rate (baseline 2018–2019)

Charge Statement
The SIT Suspension Committee is an exploratory work group to gather information, solicit input, and study current best practices related to reducing the overall suspension rate and the disproportionality among student groups. The work group will review current internal and external practices to determine promising practices and identify conditions for success to guide implementation.
### Alignment

Strategic Plan - *The Compass: Our Pathway to Excellence*
Focus Area 2: Safe and Supportive Environment

### S.I.T. Goals for 2021–2022

1. Analyze school system suspension data to determine schools in need of individualized support in the areas of climate and culture.
2. Develop and deliver a series of professional learning sessions designed to promote equitable discipline and mitigate suspensions, including strategies schools can use in place of exclusionary discipline.
3. Curate and prioritize the use of evidence-based prevention strategies and best practices from identified schools.

### Division, Department, Offices

- Department of Social Emotional Support
- Department of Schools
- Department of Research Accountability and Assessments

### S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office)

**Sponsoring Chief**
- Dr. Michael Zarchin, Chief of Schools, Department of Schools

**Co-Chair**
- Mr. Samuel Mustipher, Executive Director Secondary, Department of Schools
- Ms. Kim Ferguson, Executive Director, Department of Social Emotional Support

**Members**
- Mr. Craig Reed, Principal, Perry Hall High
- Ms. Natalie Adams, Principal, Dundalk Middle
- Mr. Scott Conway, Principal, Owings Mills Elementary
- Ms. Jeanne Imbriale, Director, Office of Enterprise Applications

### Committee Work Dates

- October 6, 2021
- November 3, 2021
- December 1, 2021
- February 2, 2022
- March 2, 2022
- March 28, 2022

### List of the S.I.T. Team Activities, Work Products/Documents presented in 2021–2022

- **Data Points and Analysis**
  - School-based suspension data (there are still issues due to the ransomware attack)
  - Stakeholders survey data
  - Referral data (when applicable)
  - Attendance data
  - SST/504 Plan Data

- **Accomplishments (Work Products/Documents)**
  - *BCPS 2021-2022 Student Handbook* was provided to school-based leaders to guide the administration of setting expectations towards prevention, restoration, and logical consequences.
  - *TEACHER-GENERATED OFFICE REFERRALS IN FOCUS* communication to support information sharing to support referral recording by teachers to alert school-based administrators for actions.
**System Improvement Teams End-of-Year Report**

- **Connecting as a Collective Community** was a plan provided to the BCPS community to support social and emotional planning with whole child and whole school approaches when welcoming students, families, and staff in their return to the school environment.
- **Mind Over Matters 2020-2021** is the annual social emotional learning campaign that raises awareness about mental health and promotes wellness in BCPS. The campaign provides information and activities towards mental health awareness and prevention at Tier I.
  - Implementation of the MTSS Fidelity Inventory to identify tiered supports for a positive school climate.
  - MTSS differentiated training (Year 1 and Year 2) to support the implementation of MTSS Fidelity Inventory by school based MTSS Resource Teachers towards building a positive school climate.

- **Presentations and Memos to Leaders/School Principals**
  - SEL Year At a Glance to support the professional learning planned for school-based principals, assistant principals, and staff development teachers in the area of Promoting Social Emotional Wellness.
  - **Promoting Social Emotional Wellness** (Principals Leadership Development and Assistant Principals’ Leadership Development accessible in Schoology with supports and recordings.)
  - Optimistic Closure for SY 2021-2022 document prepared and shared with school leaders to support optimistically closing the school year.
  - SEL Monthly Calendars have been created and shared with school-based leaders to implement activities with students and adults within school communities.
  - SCHOOLWIDE POSITIVE BEHAVIOR PLAN (SWPB): MOVING FORWARD - PART I and THE SCHOOLWIDE POSITIVE BEHAVIOR PLAN (SWPB): MOVING FORWARD—PART II professional learning to inform year I and II implementation of a MTSS.

- **School Visits and Focus Group Activities**
  - Four Priority Areas participation to support formulating agendas and schedule of professional learning for principals, APs, SDTs.
  - SEL Steering Committee charter and agendas to inform the provision of professional learning for school-based leaders.
  - Mind Over Matters Workgroup to inform the creation of a systemic plan inclusive of Tier I activities for implementation within school communities.
  - Parkville HS, Bear Creek ES, Riverview ES, Pikesville MS, Dundalk ES, Perry Hall HS were schools enlisted to provide reflections and best practice around data driven decision-making in social emotional learning aligned to a MTSS.

**Considerations/Next Steps for 2022–2023**

1. Analyze school system suspension data to determine schools in need of individualized support in the areas of climate and culture.
2. Develop and deliver professional learning that provides proactive, responsive, and restorative practices that support the mitigation of student suspensions.
3. Curate and prioritize the use of evidence-based prevention strategies and best practices from identified schools.

**Summer 2022**

- Identify new committee members.
- Provide professional learning and training for school-based personnel:
System Improvement Teams End-of-Year Report

- Restorative Practices Continuum Training
- Conscience Discipline Training
- Training in Social-Emotional Learning Practices for school-based personnel
- Student Support Team Training for school-based personnel
- Trauma Informed/ACES Training for school-based personnel
- Youth Mental Health First Aid Training to help school-based personnel recognize and identify students in crisis
- PBIS Training for school-based personnel

**Fall 2022**
- Fall professional learning will focus on strategies related to Focus area 2, Safe and Supportive Environment. These strategies are designed to provide proactive, responsive, and restorative practices to support student growth and success through an alignment of focused system goals, central office supports, and school practices.

**Spring 2023**
- Spring professional learning will be an extension of the Fall and include proactive strategies that build healthy relationships between students and staff to develop a culture of community-building through supportive, welcoming, and culturally relevant practices. Responsive practices respond to unplanned conflict with a variety of strategies and are flexible, culturally responsive, fair, and consistent.

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**Family Engagement**

**S.I.T. Data Point**

Changing Student Demographic Data

**Charge Statement**
The Compass calls for BCPS to establish and maintain a high level of inclusive family and community engagement and to increase the effective use of partner resources. The Family Engagement work group will continue to identify, collect, and analyze data related to engaging BCPS families to inform system recommendations that ensure equitable access, opportunities, and resources for all families including families who speak a language other than English.

**Alignment**

Strategic Plan - *The Compass: Our Pathway to Excellence*
Focus Area 4: Community Engagement and Partnerships

**S.I.T. Goals for 2021–2022**

1. Develop a family engagement work group comprised of representatives from all divisions to collaborate on family engagement opportunities and to streamline communication to schools.
2. Actively engage parents who are representative of the BCPS student population through Expanded two-way communication between families and schools by actively engaging parents who are representative of the BCPS student population.

**Division, Department, Offices**

- Department of Research, Accountability and Assessment, Office of Performance Management and Assessment
- Office of Family and Community Engagement
- Office of English for Speakers of Other Languages
System Improvement Teams End-of-Year Report

S.I.T. Team Members, Job Title, Work Location (School/Division/Department/Office)

Sponsoring Chief
- Mildred Charley-Greene, Chief of Staff

Co-Chairs
- Ms. Sue Hahn, Program Specialist, Office of Family and Community Engagement
- Dr. Erin Sullivan, Coordinator, Office of English for Speakers of Other Languages (ESOL)

Members
- Dr. Carol Batoff, Executive Liaison
- Mr. Adam Carney, Principal, Cockeysville Middle School
- Dr. Katie Filling, Supervisor, Office of Research
- Mr. Carlton Ford, Assistant Principal, Crossroads
- Ms. Allison Goldbloom, Assistant Principal, Padonia International
- Ms. Kyria Joseph, Executive Director, Department of Schools
- Ms. Melissa Lingenfelder, Principal, Sandalwood Elementary School
- Ms. Yosselin Marroquin, Administrative Secretary, Office of ESOL
- Dr. Heidi Miller, Executive Director Elementary, Department of Schools
- Ms. Jenn Noll, Principal, Halstead Academy
- Mr. Brian Oliver, P.P.W., Battle Grove Elementary School
- Ms. Diana Spencer, Communication Officer, Office of Family and Community Engagement
- Ms. Lauren Tillman, Principal, Scotts Branch Elementary School

Committee Meeting Dates
- March 21, 2022
- April 4, 2022
- April 21, 2022
- May 16, 2022

List of the S.I.T. Team Activities, Work Products/Documents presented in 2021–2022

- Data Points and Analysis
  - Stakeholder Survey
  - BCPS Student Demographics
  - LICC Plan to Support Early Childhood Education
  - Communication Survey
  - S.I.T. Member Feedback

- Accomplishments (Work Products/Documents)
  - Family & Community Engagement
  - Checklist for Family Engagement
  - Connecting is Key – Supporting BCPS Families, Students, and Staff
  - Family Engagement – Building Data Literacy
  - Policy and Rule 1270
  - PTA Leadership and Equity Workshop Series

- Presentations and Memos to Leaders/School Principals
  - Family and Community Engagement in Schools: Building Data Literacy

Considerations/Next Steps for 2022–2023

1. Train and coach specified teaching staff from pilot schools on data literacy used for family conferencing.
2. Work with BCPS central office staff to develop a list of approved technology outreach tools that school staff can use to communicate with families, especially families that speak other languages.
3. Support PTA leaders from area schools offering a workshop series based on the National Standards on Family Engagement.

Summer 2022
- Provide delivery of teacher course, *Reimagining the Use of Time: Extending the Teacher Conference* using Title II funds to pilot schools.

Fall 2022
- Provide Teacher Coaching, *Reimagining the Use of Time: Extending the Teacher Conference* for Elementary Teachers in pilot schools – Leads Grant $30,000
- Offer PTA Leadership and Equity Workshop Series to PTA leaders from schools.
- Identify Translation Tools to Support School-based Communication in partnership with the Department of Communications and Community Outreach and the Office of ESOL – Potential Costs $100,000 no funding source has been identified.

Spring 2023
- Provide Teacher Coaching, *Reimagining the Use of Time: Extending the Teacher Conference* for Elementary Teachers in pilot schools– Leads Grant $30,000.
- Offer PTA Leadership and Equity Workshop Series.
- Offer an information presentation or resource on utilizing translation tools to support school-based communication to families.

Staffing/Recruitment

Charge Statement
The Staffing/Recruitment S.I.T. is charged with gathering information, soliciting input, and studying current best practices related to recruiting and retaining a diverse, high-quality workforce. The workgroup will review current internal and external hiring practices to identify best practices for attracting and retaining a highly qualified and diverse workforce.

Alignment
Strategic Plan - *The Compass: Our Pathway to Excellence*
Focus Area 3: High-Performing Workforce and Alignment of Human Capital

S.I.T. Goals for 2021–2022
1. Strengthen Historically Black Colleges and Universities (HBCU’s) partnerships and enhance the diversity of the recruitment and screening process of teachers.
2. Build a support network for teachers of color.
3. Expand teacher awareness of the vast array of promotional opportunities available within BCPS.

Division, Department, Offices
- Division of Human Resources
- Department of Organizational Development and Leadership

S.I.T. Team Members, Job Title, Work Location (School or Office)
Sponsoring Chief
- Ms. Shiria M. Anderson, Chief Human Resources Officer, Division of Human Resources
- Ms. Maria Lowry, Senior Executive Director, Human Resources Recruitment and Staffing

Co-Chairs
- Ms. Heather Lageman, Executive Director, Organizational Development and Leadership
- Mr. Homer McCall II, Director, Office of Staffing
Members
- Dr. Rochelle Archelus, Principal, Woodlawn Middle School
- Ms. Maureen Astarita, Principal, Parkville High School
- Ms. Joelle Bielski, Supervisor, Department of Organizational Development and Leadership
- Ms. Mary Dagen, Coordinator, Office of Performance Management
- Ms. Melissa DiDonato, Executive Director, Department of Schools
- Mr. Doug Handy, Executive Director, Department of Equity and Cultural Proficiency
- Mr. Kevin Jennings, Principal, Rossville Elementary School
- Ms. Deborah Piper, Coordinator, Teacher Development, Department of Organizational Development and Leadership
- Ms. Larissa Santos, Executive Director, Department of Schools
- Ms. Jill Snell, Supervisor, Department of Organizational Development and Leadership
- Ms. Ann Stuckey, Supervisor, Teacher Development, Department of Organizational Development and Leadership
- Ms. Alia Thomas, Assistant Principal, Loch Raven Technical Academy
- Ms. Carla Simons, Manager, Office of Certification

Committee Meeting Dates
- August 12, 2021
- September 9, 2021
- October 14, 2021
- November 30, 2021
- December 9, 2021
- January 13, 2022
- February 10, 2022
- March 10, 2022
- May 12, 2022
- June 9, 2022

List of the S.I.T. Team Activities, Work Products/Documents presented in 2021–2022:
- Data Points and Analysis
  - Peer Assistance & Review (PAR) Survey (sent to new teachers the week ending October 29, 2021).
  - Information collected from the first round of Stay Conferences to identify any immediate adjustments that could be made to support retention.
  - Developed criteria for monitoring demographics of teacher screening and ensuring diverse representation, specifically increasing representation of people of color.
  - School Staff Demographics data by Zone (Pulled 11.12.21).

- Accomplishments (Work Products/Documents)
    - **Goal 1:** Strengthen HBCU partnerships and enhance the diversity of the recruitment and screening process of teachers.
    - Teacher Recruitment Events Teacher Recruitment Events - Division of Human Resources
    - College and University Dates Teacher Recruitment Events - Division of Human Resources
    - 5th Annual BCPS HBCU Virtual College Fair for high school students 2021-10-27 BCPS HBCU Virtual College Fair v2 PR.pdf. (November 11, 2021)
    - “Chat and Chew” events and classroom visits where BCPS HR leaders speak directly with HBCU potential hires. Scheduled dates include April 6, 2022, and April 14, 2022 (Howard University) and April 7, 2022 (Morgan State University).
    - Diversity Event: April 27, 2022, BCPS Virtual Diversity Job Fair.
Goal 2: Build a support network for teachers of color
  o Affinity Groups
  o “Teacher of Color Self-Care” series from Organizational Effectiveness.

Goal 3: Expand teacher awareness of the vast array of promotional opportunities available within BCPS.
  o Aspiring Leadership Program for interested non-certificated employees seeking to become leaders within BCPS. Business Team Professional Learning - Division of Organizational Effectiveness.
  o The Office of Leadership Development supports the development of BCPS staff who aspire to positions of leadership through two main leadership cohorts: aspiring leaders and current leaders. Leadership Development - Division of Organizational Effectiveness.
  o Leadership Information Sessions (LIS) and Schoology Group.
  o Established Strategy 2c Sub Committee, which includes focus on this communication.
  o Updated New Educator Resource Portal.

- Presentations and Memos to Leaders/School Principals
  o Developed training module to recruit a more diverse body of participation on teacher screening panels. Preparing for Teacher Screenings (Principals Leadership Development, March 30, 2022, and Assistant Principals’ Leadership Development, April 6, 2022, asynchronous recorded sessions).
  o Historically Black Colleges and Universities (HBCU) Recruitment Plan.

- School Visits and Focus Groups Activities
  o Elicited input from critical stakeholders during collaborative feedback sessions at S.I.T. meetings to develop focus group questions, alongside efforts to bolster qualitative analysis of trends in teacher retention.
  o Established a subcommittee focused on creating a cycle of data analysis for all new educator support programs, including PAR and Peer Advisor.

Considerations/Next Steps for 2022–2023
1. Develop and pilot the BCPS Guide to Equitable Interview Processes to build a diverse workforce.
2. Create cross-over and collaborative structures and process for identified staff - Consulting Teachers, Staff Development Teachers, Peer Advisors, and Department Chairs - to integrate and align support for new educators.

Summer 2022
- Create BCPS Guide to Equitable Interview Processes.
- Review recruitment practices to identify those contributing to a lack of diversity.
- Continue to examine trends and critical data points that point towards larger trends in attrition, particularly for non-tenured teachers.

Fall 2022
- Review of selection process for BCPS schools and offices to build a diverse workforce.
- Revise the BCPS Recruitment Plan for a diverse workforce.
• Solicit feedback about the BCPS interview process via a stakeholder survey for those who are responsible for conducting interviews and placements of candidates for feedback on interview questions, etc. The goal is to reduce bias in the interview and placement process in BCPS.
• Inventory and analyze PDs and supports for leaders to ensure that the systems or structures are in place so that new teacher support (e.g., coaching cycles) can happen.
• Increase cross-over and collaboration between Consulting Teachers, Staff Development Teachers, Peer Advisors, and Department Chairs to integrate and align support for new educators.

Spring 2023
• Continue to solicit feedback about the BCPS interview process via a stakeholder survey for those who are responsible for conducting interviews and placements of candidates for feedback on interview questions, etc. Expand with a survey for new hires about their experiences in the interviewing and hiring process. The goal is to reduce bias in the interview and placement process in BCPS.
• Analyze the student population data with placement of educators in schools with the goal of BCPS schools’ teaching staff mirroring student demographics. In addition, prioritize key considerations to intentionally make staffing decisions within the school as school leaders are building schedules and creating classes.
• Continue to increase cross-over and collaboration between Consulting Teachers, Staff Development Teachers, Peer Advisors, and Department Chairs to integrate and align support for new educators.
### Appendix A: S.I.T. Focus Areas, Sponsoring Chiefs, and Co-chairs

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>SPONSORING CHIEFS</th>
<th>CO-CHAIRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Dr. Mary McComas</td>
<td>Ms. Jennifer Craft&lt;br&gt;Ms. Lauren Tillman</td>
</tr>
<tr>
<td>Algebra I by Grade 8</td>
<td>Dr. Mary McComas</td>
<td>Dr. Melissa Whisted&lt;br&gt;Ms. Kasele Mshinda</td>
</tr>
<tr>
<td>GT/Honors/AP/ IB</td>
<td>Dr. Mary McComas</td>
<td>Dr. Sharonda Gregory&lt;br&gt;Ms. Megan Shay&lt;br&gt;Mr. Wade Kerns</td>
</tr>
<tr>
<td>PSAT/SAT/ACT/ Accuplacer</td>
<td>Dr. Mary McComas/Dr. Michael Zarchin</td>
<td>Dr. Eric Minus&lt;br&gt;Mr. Eric Wilson</td>
</tr>
<tr>
<td>CCR/Graduation</td>
<td>Dr. Mary McComas</td>
<td>Dr. Kathrine Pierandozzi&lt;br&gt;Dr. John Staley</td>
</tr>
<tr>
<td>CCR/CTE</td>
<td>Dr. Mary McComas</td>
<td>Dr. Michael Grubbs&lt;br&gt;Mr. Mike Barberesi</td>
</tr>
<tr>
<td>Athletic Eligibility</td>
<td>Dr. Michael Zarchin</td>
<td>Mr. Michael Sye&lt;br&gt;Ms. Kyria Joseph</td>
</tr>
<tr>
<td>Suspensions</td>
<td>Dr. Michael Zarchin</td>
<td>Mr. Sam Mustipher&lt;br&gt;Ms. Kim Ferguson</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>Ms. Mildred Charley-Greene</td>
<td>Ms. Susan Hahn&lt;br&gt;Ms. Erin Sullivan</td>
</tr>
<tr>
<td>Staffing/Recruitment</td>
<td>Ms. Shiria Anderson&lt;br&gt;Ms. Maria Lowry</td>
<td>Ms. Heather Lageman&lt;br&gt;Mr. Homer McCall</td>
</tr>
<tr>
<td>Fiduciary Responsibilities</td>
<td>Mr. Chris Hartlove</td>
<td>TBD&lt;br&gt;Mr. Phillip Robinson</td>
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</table>
### Appendix B: S.I.T. Professional Learning Series

#### Elementary Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>February 2, 2022</td>
<td>Algebra 1 by Grade 8: Pathways to Success in Algebra 1.</td>
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<tr>
<td></td>
<td>Family and Community Engagement: Building Data Literacy.</td>
<td>Elementary and Middle TSI Schools.</td>
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</tr>
<tr>
<td>March 2, 2022</td>
<td>Algebra 1 by Grade 8: Pathways to Success in Algebra 1.</td>
<td>Family and Community Engagement: Building Data Literacy &amp; School Progress Plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audience: Elementary, Middle, and High TSI Schools.</td>
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<tr>
<td></td>
<td></td>
<td>Family and Community Engagement: Building Data Literacy &amp; School Progress Plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audience: Elementary, Middle, and High non-TSI Schools.</td>
</tr>
<tr>
<td></td>
<td>Reading: Using Complex Texts as an Acceleration Strategy.</td>
<td></td>
</tr>
<tr>
<td>March 30, 2022</td>
<td>Staffing/Recruitment: Preparing for Teacher Screenings.</td>
<td>CCR Graduation: Designing a Transition Support Model to Connect Students and Families to their School Community.</td>
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<td></td>
<td>Note: This is for all levels in one session.</td>
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#### Middle School Sessions

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<thead>
<tr>
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<th>Topic</th>
<th>Audience</th>
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<tbody>
<tr>
<td>February 2, 2022</td>
<td>Algebra 1 by Grade 8: Pathways to Success in Algebra 1.</td>
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</tr>
<tr>
<td></td>
<td>Family and Community Engagement: Building Data Literacy.</td>
<td>Elementary, Middle, and High TSI Schools and non-TSI Schools.</td>
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<tr>
<td>March 2, 2022</td>
<td>Algebra 1 by Grade 8: Pathways to Success in Algebra 1.</td>
<td>Family and Community Engagement: Building Data Literacy &amp; School Progress Plans.</td>
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<tr>
<td></td>
<td></td>
<td>Audience: Elementary, Middle, and High TSI Schools.</td>
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<td>Family and Community Engagement: Building Data Literacy &amp; School Progress Plans.</td>
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<td></td>
<td>Audience: Elementary, Middle, and High non-TSI Schools.</td>
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<tr>
<td></td>
<td>Reading: Using Complex Texts as an Acceleration Strategy.</td>
<td></td>
</tr>
<tr>
<td>March 30, 2022</td>
<td>Staffing/Recruitment: Preparing for Teacher Screenings.</td>
<td>CCR Graduation: Designing a Transition Support Model to Connect Students and Families to their School Community.</td>
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#### High School Sessions

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<tr>
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<th>Topic</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>February 2, 2022</td>
<td>Algebra 1 by Grade 8: Pathways to Success in Algebra 1.</td>
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<tr>
<td></td>
<td>Family and Community Engagement: Building Data Literacy.</td>
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<tr>
<td>March 2, 2022</td>
<td>Algebra 1 by Grade 8: Pathways to Success in Algebra 1.</td>
<td>Family and Community Engagement: Building Data Literacy &amp; School Progress Plans.</td>
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<tr>
<td></td>
<td></td>
<td>Audience: Elementary, Middle, and High TSI Schools.</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>Audience: Elementary, Middle, and High non-TSI Schools.</td>
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<td>CCR Graduation: Designing a Transition Support Model to Connect Students and Families to their School Community.</td>
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<td></td>
<td>Note: This is for all levels in one session.</td>
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</tbody>
</table>
| Audience: Elementary, Middle, and High TSI and non-TSI Schools. | Plans.  
Audience: Elementary, Middle, and High TSI Schools. | Quality CTE Implementation:  
Testing and soliciting feedback for addressing Blueprint for Maryland through the ACTE Quality CTE Framework.  
Audience: High Schools. |
<table>
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<tbody>
<tr>
<td>Reading: Using Complex Texts as an Acceleration Strategy.</td>
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</tbody>
</table>
### Goals for 2021–2022

**Reading**
1. Provide professional development around the use of complex text.
2. Create systems that ensure students in need of literacy intervention are able to move from striving readers to thriving readers.
3. Provide students with access to complex text across disciplines.

**Algebra I by Grade 8**
1. Due to inequity of student group representation in student enrollment in Algebra I courses by Grade 8, it is recommended to continue professional learning, focused on Algebra readiness, in alignment with the strategic plan’s *Teaching and Learning Framework* and guiding statements of the Office of Mathematics.
2. Due to inequity of student group representation in student enrollment in Algebra I courses by Grade 8, it is recommended to use questions from the *Algebra I Student Potential Informational Collection Tool* to support schools when discussing student placement in middle and high school mathematics courses.
3. Due to gaps in student performance, it is

### 2021–2022 Accomplishments (Work Products/Documents)

- Elements of Effective Teaching and Learning in Elementary English Language Arts
- Elements of Effective Teaching and Learning in Secondary English Language Arts
- Questions for school-based data chats
- *Framework for Algebra Readiness*

### Considerations/Next Steps for 2022–2023

1. Provide ongoing professional learning for school-based leaders focused on accessing complex text across all disciplines in alignment with the *Teaching and Learning Framework* to be monitored through observations by school-based administrators and central office staff.
2. Provide discipline-specific professional development and coaching to support teachers as they work to integrate disciplinary literacy routines in their own classrooms to teach students strategies to comprehend complex text independently.
3. Provide schools with a handbook that provides specific guidance for students in need of literacy intervention.

1. Partner with schools and support the implementation of the new course sequence, onramps, math assistance framework, and related data protocols during SY22–23 to increase accessibility for students towards Algebra 1 in Grade 8.
2. Roll out Framework for Algebra Readiness through optional professional learning for school leadership teams ( principals, assistant principals, department chairs), Principal Weekly, News Hub, BCPS Math Website, and asynchronous learning to encourage the use of the questions from the Framework for Algebra Readiness as schools interrogate their mathematics program.
3. Work with Department of Research, Accountability, and Assessment to develop appropriate tools to measure the four quadrants of the Framework for Algebra Readiness to increase the reliability of
## Goals for 2021–2022

- Recommended to offer additional time for students to understand the compacted standards. This may occur during the school day, after school, or on Saturdays.

## 2021–2022 Accomplishments

(Work Products/ Documents)

## Considerations/Next Steps for 2022–2023

1. Operationalize the use of the Checklist for Principals.
2. Increase rigor in all classes, especially in Standard and Honors courses (implement evidence-based practices from the Framework for Teaching and Learning as a part of the School Progress Planning process).
3. Ensure that all students have optimal information about GT and AP classes, content, and expectations.
4. Develop an FAQ document for families to access specific information about course pathways and student registration.

### GT/Honors/AP/IB

1. The Office of Advanced Academics will provide schools with revised universal screening procedures in Grades 3–5.
2. School-based staff at the elementary, middle, and high school levels will be provided with professional learning related to culturally relevant pedagogy for advanced learners.
3. Develop a checklist for principals of questions to consider regarding the implementation of Advanced Placement programs.

### Checklist for Principals

1. Operationalize the use of the Checklist for Principals.
2. Increase rigor in all classes, especially in Standard and Honors courses (implement evidence-based practices from the Framework for Teaching and Learning as a part of the School Progress Planning process).
3. Ensure that all students have optimal information about GT and AP classes, content, and expectations.
4. Develop an FAQ document for families to access specific information about course pathways and student registration.
## Goals for 2021–2022

1. Revise the current SAT/ACT preparation curricula to ensure a clear focus on Math, ELA, Science, and Social Studies indicators critical for student performance.

2. Explore opportunities for ALL students to access the SAT/ACT preparation course prior to their first sitting of the assessment.

3. Provide targeted professional learning to teachers, counselors, and administrators on how to educate students and families on the following:
   - What college entrance assessment is best for you and why?
   - CCR Benchmarks such as SAT and ACT.

## 2021–2022 Accomplishments (Work Products/ Documents)

- CCR Assessment Bulleting SY2021.22: System message regarding the assessments with dates.
- SAT Prep Curricula Revision to include PSAT, SAT, ACT, ASVAB, Accuplacer, ALEKSs, and other College and Career Ready Assessment Prep completed Summer 2022.
- 30 licenses for the A-List Learning Library were purchased for our SAT Prep Teachers. The Learning Library provides a repository of lessons, PPTs, and question banks for SAT and ACT practice - Summer 2021.
- PSAT Sample Information w/ Static Hyper-Links.
- SAT Prep Revised Curricula Teacher Feedback Survey.
- SAT Prep Revised Curricula Student Feedback Survey.
- Second SAT Prep Curricula Revision to culturally include responsiveness, clearer student-facing directions, and PPT guides for teachers completed Spring 2022.
- SAT Preparation Survey Master Schedule.
- Phase form to change the name of the SAT Prep course to the College and Career Ready Assessment Prep course (Disciplinary Literacy and Math) accepted May 2022.

## Considerations/Next Steps for 2022–2023

1. Develop a *College and Career Ready Assessment Calendar* to include PSAT, SAT, and ACT.

2. Develop and implement a *College and Career Readiness Assessments Year-At-A-Glance Resource* to support planning and preparation for upcoming assessments for the year (PSAT, SAT, ACT).

3. Provide targeted professional learning to teachers, counselors, and administrators on how to educate students and families on the following: *College and Career Ready Calendar, To Do Resource, and Assessment Preparation.*
<table>
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<tbody>
<tr>
<td>1. Develop an orientation program that supports students’ and families’ transition to the next grade level (elementary-middle school/middle-high school). The orientation program should include expectations, goals, key actions, and support for the following three components: Belonging, Academic Aspirations, and Student Support. 2. Create and implement a systemwide Student Transition Portfolio to support students and families during transitions between their enrolled BCPS school and the alternative schools or other educational.</td>
<td>• Transition Support Resource Guide: Supporting Students and Families, (School-based leaders). • Guidelines for Developing a 90-Day Orientation Program (School-based leaders).</td>
<td>1. Operationalize the use of the Transition Support Resource Guide to support students and families transitioning to Grades K, 3, 6, and 9. 2. Enhance the Transition Support Resource Guide to include best practices and resources to support students and families in understanding academic and behavioral expectations, grading transition between Grades 3 and 4. Also include school-to-school articulation protocols and resources. 3. Create Grade 9 High School Transition Models to support students and families as they transition from middle school into high school. The following models will be developed: 1) Breakthrough Grade 9 Cohort Model consists of six high schools using the Breakthrough model by the BARR Center as part of the Maryland Leads grant and 2) BCPS Grade 9 “Project Graduation” Model will identify best practices, structures, processes, and resources to create a Grade 9 modified version of BCPS’ Project Graduation.</td>
</tr>
</tbody>
</table>
### Goals for 2021–2022

<table>
<thead>
<tr>
<th>College and Career Ready - Career and Technology Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CTE - Analyze CTE data (student participation and completion by program and by demographic group; technical skill attainment by program and by student demographic group) and use the ACTE Quality CTE Program of Study Framework and associated resources to disrupt disparities.</td>
</tr>
<tr>
<td>2. AVID - Align strategies for AVID student recruitment and retention with goals for closing opportunity gaps in rigorous courses.</td>
</tr>
</tbody>
</table>

### 2021–2022 Accomplishments (Work Products/Documents)

<table>
<thead>
<tr>
<th>AVID</th>
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</thead>
<tbody>
<tr>
<td>AVID Site Goals Guidance</td>
</tr>
<tr>
<td>How to Retrieve and Analyze AVID Data from BCPS INFORM Guide</td>
</tr>
<tr>
<td>Running Demographic Reports in Focus Guide</td>
</tr>
<tr>
<td>Running Demographic Reports in Focus Video Guide</td>
</tr>
<tr>
<td>Template for AVID Enrollment Analysis</td>
</tr>
<tr>
<td>AVID CCI Certification Conference Guiding Questions</td>
</tr>
</tbody>
</table>

### Considerations/Next Steps for 2022–2023

- Create two separate working groups for next year: one for CTE and one for AVID.

#### CTE

1. Pilot 3 CTE Site Coordinator positions and conduct monthly accountability check-ins to assess equity and access data.
2. Update and share CTE 5 Year Plan: Phase 2.

#### AVID

1. Provide training for and expectations around quarterly collaboration around enrollment data between AVID school’s ILTs and AVID Site Teams.
2. Produce data reports and qualitative data through media and systemwide presentations to show the impact of AVID on closing gaps in rigorous course enrollment and achievement.
3. Involve more stakeholders in the AVID Certification process throughout the year.
# Athletic Eligibility

## Goals for 2021–2022

1. Design and integrate an electronic process within BCPS’ SIS to allow middle school administrators and athletics coordinators to automatically access, calculate, and analyze student GPA similar to the process used by Athletic Directors at the high school level. This functionality can be incorporated into a student athlete data dashboard that will allow student athletes to actively monitor their current and projected quarterly GPA.

2. Academic Advisor Extra Duty Allowance (EDA) to support school leadership, Athletic Directors (high schools), and Athletic Coordinators (middle schools) to provide year-long tutoring and academic support for student athletes in and out of season. The Academic Advisor will have the responsibility to coordinate student athlete tutoring sessions as well as providing tutoring in his/her area of certification as needed or able due to background of advisor.

## 2021–2022 Accomplishments

Design and integrate an electronic process within BCPS’ SIS to allow middle school administrators and athletics advisors to automatically access, calculate, and analyze student GPA similar to the process used by Athletic Directors at the high school level.

## Considerations/Next Steps for 2022–2023

1. Develop a data review process for schools to use to help improve student athletic eligibility.

2. Identify support needed to successfully increase the student academic eligibility rate.
## Goals for 2021–2022

| 1. | Analyze school system suspension data to determine schools in need of individualized support in the areas of climate and culture. |
| 2. | Develop and deliver a series of professional learning sessions designed to promote equitable discipline and mitigate suspensions, including strategies schools can use in place of exclusionary discipline. |
| 3. | Curate and prioritize the use of evidence-based prevention strategies and best practices from identified schools. |

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• BCPS 2021-2022 Student Handbook.pdf (sharpschool.com) was provided to school-based leaders to guide the administration of setting expectations towards prevention, restoration, and logical consequences.</td>
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</tr>
<tr>
<td>• TEACHER-GENERATED OFFICE REFERRALS IN FOCUS (sharepoint.com) communication to support information sharing to support referral recording by teachers to alert school-based administrators for actions.</td>
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<tr>
<td>• Connecting as a Collective Community was a plan provided to the BCPS community to support social and emotional planning with whole child and whole school approaches when welcoming students, families, and staff in their return to the school environment.</td>
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</tr>
<tr>
<td>• Mind Over Matters 2020-2021 (sharpschool.com): is the annual social emotional learning campaign that raises awareness about mental health and promotes wellness in BCPS. The campaign provides information and activities towards mental health awareness and prevention at Tier I.</td>
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<tr>
<td>• Implementation of the MTSS Fidelity Inventory to identify tiered supports for a positive school climate.</td>
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<tr>
<td>• MTSS differentiated training (Year 1 and Year 2) to support the implementation of MTSS Fidelity Inventory by school based MTSS Resource Teachers towards building a positive school climate.</td>
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</tr>
</tbody>
</table>

1. Analyze school system suspension data to determine schools in need of individualized support in the areas of climate and culture. |

2. Develop and deliver professional learning that provides proactive, responsive, and restorative practices that support the mitigation of student suspensions. |

3. Curate and prioritize the use of evidence-based prevention strategies and best practices from identified schools.
## System Improvement Teams End-of-Year Report

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Family Engagement</strong></td>
<td>• Family &amp; Community Engagement SharePoint (Staff Only)</td>
<td>1. Train and coach specified teaching staff from pilot schools on data literacy used for family conferencing.</td>
</tr>
<tr>
<td>1. Develop a family engagement work group comprised of representatives from all</td>
<td>• Checklist for Family Engagement</td>
<td>2. Work with BCPS central office staff to develop a list of approved technology outreach tools that school staff can use to communicate with families, especially families that speak other languages.</td>
</tr>
<tr>
<td>divisions to collaborate on family engagement opportunities and to streamline</td>
<td>• Connecting is Key – Supporting BCPS Families, Students, and Staff</td>
<td>3. Support PTA leaders from area schools offering a workshop series based on the National Standards on Family Engagement.</td>
</tr>
<tr>
<td>communication to schools.</td>
<td>• Family Engagement – Building Data Literacy</td>
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<tr>
<td>2. Actively engage parents who are representative of the BCPS student population</td>
<td>• Policy and Rule 1270</td>
<td></td>
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<tr>
<td>through Expanded two-way communication between families and schools by actively</td>
<td>• PTA Leadership and Equity Workshop Series</td>
<td></td>
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<tr>
<td>engaging parents who are representative of the BCPS student population.</td>
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<tr>
<td><strong>Staffing/Recruitment</strong></td>
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<tr>
<td>enhance the diversity of the recruitment and screening process of teachers.</td>
<td><strong>Goal 1:</strong> Strengthen HBCU partnerships and enhance the diversity of the recruitment and screening process of teachers.</td>
<td>2. Create cross-over and collaborative structures and process for identified staff - Consulting Teachers, Staff Development Teachers, Peer Advisors, and Department Chairs - to integrate and align support for new educators.</td>
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<tr>
<td>2. Build a support network for teachers of color.</td>
<td>• Teacher Recruitment Events Teacher Recruitment Events – Division of Human Resources (bcps.org)</td>
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<tr>
<td>3. Expand teacher awareness of the vast array of promotional opportunities available</td>
<td>• College and University Dates Teacher Recruitment Events – Division of Human Resources (bcps.org)</td>
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<tr>
<td>within BCPS.</td>
<td>• 5th Annual BCPS HBCU Virtual College Fair for high school students (November 11, 2021) 2021-10-27 BCPS HBCU Virtual</td>
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<td>College Fair v2 PR.pdf (sharpschool.com)</td>
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<td></td>
<td>• “Chat and Chew” events and classroom visits where BCPS HR leaders speak directly with HBCU potential hires.</td>
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<td>Scheduled dates include April 6, 2022,</td>
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## Goals for 2021–2022

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<tr>
<td>Goal 1: Expand teacher awareness of the vast array of promotional opportunities available within BCPS.</td>
<td>and April 14, 2022 (Howard University) and April 7, 2022 (Morgan State University). Diversity Event: April 27, 2022, BCPS Virtual Diversity Job Fair.</td>
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<tr>
<td>Goal 2: Build a support network for teachers of color</td>
<td>Affinity Groups “Teacher of Color Self-Care” series from Organizational Effectiveness.</td>
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<tr>
<td>Goal 3: Expand teacher awareness of the vast array of promotional opportunities available within BCPS.</td>
<td>Aspiring Leadership Program for interested non-certificated employees seeking to become leaders within BCPS. Business Team Professional Learning – Division of Organizational Effectiveness (bcps.org) The Office of Leadership Development supports the development of BCPS staff who aspire to positions of leadership through two main leadership cohorts: aspiring leaders and current leaders. Leadership Development - Division of Organizational Effectiveness (bcps.org) Leadership Information Sessions (LIS) and Schoology Group KXPM-CCMR-93QG9. Established Strategy 2c Sub Committee, which includes focus on this communication. Updated New Educator Resource Portal.</td>
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Appendix D: Considerations-Next Steps 2022–2023

<table>
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<th>Professional Learning</th>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>• Provide ongoing professional learning for school-based leaders focused on accessing complex text across all disciplines in alignment with the Teaching and Learning Framework to be monitored through observations by school-based administrators and central office staff.</td>
</tr>
<tr>
<td>• Provide discipline-specific professional development and coaching to support teachers as they work to integrate Reading Apprenticeship routines in their own classrooms to teach students strategies to comprehend complex text independently.</td>
</tr>
<tr>
<td><strong>Algebra I by Grade 8</strong></td>
</tr>
<tr>
<td>• Provide ongoing professional learning for teachers in mathematics focused on content development, instructional strategies to support engagement with the Standards for Mathematical Practice, and implementation of the written curriculum, in alignment with the Teaching and Learning Framework and guiding statements of the Office of Mathematics to be monitored through observations by school-based administrators and central office staff.</td>
</tr>
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<td>• Provide ongoing professional learning for school-based leaders in mathematics focused on observation, coaching, and feedback in alignment with the Teaching and Learning Framework and guiding statements of the Office of Mathematics to be monitored through observations by school-based administrators and central office staff.</td>
</tr>
<tr>
<td><strong>PSAT/SAT/ACT/Accuplacer</strong></td>
</tr>
<tr>
<td>• Provide targeted professional learning to teachers, counselors, and administrators on how to educate students and families on the following: College and Career Ready Calendar, To Do Resource, and Assessment Preparation.</td>
</tr>
<tr>
<td><strong>Suspensions</strong></td>
</tr>
<tr>
<td>• Develop and deliver a series of professional learning sessions designed to promote equitable discipline and mitigate suspensions, including strategies schools can use in place of exclusionary discipline.</td>
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<td><strong>Reading</strong></td>
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<tr>
<td>• Provide schools with a handbook that provides specific guidance for students in need of literacy intervention.</td>
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<tr>
<td><strong>Algebra I by Grade 8</strong></td>
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<tr>
<td>• Partner with schools and support the implementation of the new course sequence, onramps, math assistance framework, and related data protocols during SY22–23 to increase accessibility for students towards Algebra 1 in Grade 8.</td>
</tr>
<tr>
<td><strong>GT/Honors/AP/IB</strong></td>
</tr>
<tr>
<td>• Operationalize the use of the Checklist for Principals.</td>
</tr>
<tr>
<td>• Increase rigor in all classes, especially in Standard and Honors courses (as a part of the School Progress Planning process).</td>
</tr>
<tr>
<td>• Ensure that all students have optimal information about GT and AP classes, content, and expectations.</td>
</tr>
<tr>
<td>• Develop an FAQ document for families to access specific information about course pathways and student registration.</td>
</tr>
<tr>
<td><strong>PSAT/SAT/ACT/Accuplacer</strong></td>
</tr>
<tr>
<td>• Develop a College and Career Ready Assessment Calendar to include PSAT, SAT, and ACT.</td>
</tr>
<tr>
<td>• Develop and implement a College and Career Readiness Assessments Year-At-Glance Resource to support planning and preparation for upcoming assessments for the year (PSAT, SAT, ACT).</td>
</tr>
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<td><strong>College and Career Ready - Career and Technology Education (CTE)</strong></td>
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<td>• CTE - Pilot 3 CTE Site Coordinator positions and conduct monthly accountability check-ins to assess equity and access data.</td>
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<td>• CTE - Update and share CTE 5 Year Plan: Phase 2.</td>
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### Athletic Eligibility
- Develop a data review process for schools to use to help improve student athletic eligibility.
- Identify support needed to successfully increase the student academic eligibility rate.

### Staffing/Recruitment
- Develop and pilot the BCPS Guide to Equitable Interview Processes to build a diverse workforce.

### Systems and Structures

#### Reading
- Provide schools with a handbook that provides specific guidance for students in need of literacy intervention.

#### College and Career Ready - Graduation
- Operationalize the use of the Transition Support Resource Guide to support students and families transitioning to Grades K, 3, 6, and 9.
- Enhance the Transition Support Resource Guide to include best practices and resources to support students and families in understanding academic and behavioral expectations, grading transition between Grade 3 and Grade 4. Also include school-to-school articulation protocols and resources.
- Create Grade 9 High School Transition Models to support students and families as they transition from middle school into high school. The following models will be developed: 1) Breakthrough Grade 9 Cohort Model consists of six high schools using the Breakthrough model by the BARR Center as part of the Maryland Leads grant and 2) BCPS Grade 9 “Project Graduation” Model will identify best practices, structures, processes, and resources to create a Grade 9 modified version of BCPS’ Project Graduation.

#### Family Engagement
- Work with BCPS central office staff to develop a list of approved technology outreach tools that school staff can use to communicate with families, especially families that speak other languages.
- Support PTA leaders from area schools offering a workshop series based on the National Standards on Family Engagement.

#### Staffing/Recruitment
- Create cross-over and collaborative structures and process for identified staff - Consulting Teachers, Staff Development Teachers, Peer Advisors, and Department Chairs - to integrate and align support for new educators.

### Access and Opportunity – Professional learning

#### College and Career Ready - Career and Technology Education
- AVID - Provide training for and expectations around quarterly collaboration around enrollment data between AVID school’s ILTs and AVID Site Teams.

### Access and Opportunity – Systems and Structure

#### Algebra 1 by Grade 8
- Roll out Framework for Algebra Readiness through optional professional learning for school leadership teams (principals, assistant principals, department chairs), Principal Weekly, News Hub, BCPS Math Website, and asynchronous learning to encourage the use of the questions from the Framework for Algebra Readiness as schools interrogate their mathematics program.
- Work with Department of Research, Accountability, and Assessment to develop appropriate tools to measure the four quadrants of the Framework for Algebra Readiness to increase the reliability of measuring student success for each course in the middle grades.

#### Suspensions
- Analyze school system suspension data to determine schools in need of individualized support in the areas of climate and culture.
- Curate and prioritize the use of evidence-based prevention strategies and best practices from identified schools.

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