

**BALTIMORE CITY**  
**PUBLIC SCHOOLS**

**Office of Achievement and Accountability**  
**Division of Research Services**

**School Effectiveness Review**  
**2017 - 2018**

**Yorkwood Elementary School**

**June 4 -6, 2018**

200 East North Avenue  
Baltimore, Maryland 21202  
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## Part I: Introduction and School Background

### Introduction to the School Effectiveness Review

Baltimore City Public Schools (City Schools) developed the School Effectiveness Framework and the School Effectiveness Review process in 2009. The School Effectiveness Review (SER) uses trained school reviewers to measure a school's effectiveness against City Schools' School Effectiveness Standards. The School Effectiveness Standards are aligned with City Schools' effectiveness frameworks for teachers and school leaders.

The SER provides an objective and evidence-based analysis of how well a school is working to educate its students. It generates a rich layer of qualitative data that may not be revealed when evaluating a school solely on student performance outcomes. It also provides district and school-level staff with objective and useful information when making strategic decisions that impact student achievement.

The SER team, comprised of representatives from City Schools who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-day site visit. During the visit, the SER team observed classrooms, reviewed selected school documents, and conducted focus groups with school leadership, teachers, students, and parents. The SER team analyzed evidence collected over the course of the SER to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and related key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. More information about the SER process is detailed in the School Effectiveness Review protocol, located on the City Schools website and available upon request from the Office of Achievement and Accountability in City Schools.

### School Background

Yorkwood Elementary serves approximately 450 students in prekindergarten through fifth grade. The school is located on 5931 Yorkwood Road in the Loch Raven neighborhood of Baltimore, Maryland. The principal, Ms. Tonya Redd, has been at the school for 6 years. For more information about the school's student demographics and student achievement data, please see the School Profile, located on the City Schools website.

## Part II: Summary of Performance Levels

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction	
1.1 Teachers plan highly effective instruction.	Effective
1.2 Teachers deliver highly effective instruction.	Effective
1.3 Teachers use multiple data sources to adjust practice.	Effective
1.4 School leadership supports highly effective instruction.	Developing
1.5 Teachers establish a classroom environment in which teaching and learning can occur.	Highly Effective
Domain 2: Talented People	
2.1 The school implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.	Developing
2.2 The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.	Developing
Domain 3: Vision and Engagement	
3.1 The school provides a safe and supportive learning environment for students, families, teachers, and staff.	Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.	Effective
3.3 The culture of the school reflects and embraces student, staff, and community diversity.	Effective
Domain 4: Strategic Leadership	
4.1 The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.	Effective
4.2 The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.	Effective

## Part III: Findings on Domains of Effective Schools

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

### Domain 1: Highly Effective Instruction

<b>Key action 1.1: Teachers plan highly effective instruction.</b>	<b>Effective</b>
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- Teachers implement standards-based daily lessons, units, and long-term plans using appropriate curriculum planning documents. School leadership and teachers reported that teachers use the Baltimore City Public Schools' (City Schools') curriculum which includes Eureka Mathematics. Eureka planning documents were provided for review. Continuing, school leadership noted the use of Foundations, while teachers added they also use resources such as Jacobs Ladder as well as other district developed scope and sequences. Documents such as the Literacy Planning Map for Grade 3 and English-Language Arts (ELA) Module Planning Tool was submitted in support of this claim. A review of lesson plans confirmed that lesson plans referenced Maryland College and Career Readiness Standards (MCCRS). For example, one math lesson noted standard: 4.OA.3 – Solve multi-step word problems posed with whole numbers and having who-number answers using the four operations, including problems in which remainders must be interpreted. This standard aligned with the lesson's big idea: Students will solve multi-step word problems using different conversions for time, weight and length.
- Teachers design daily lessons that meet learners' unique needs. According to school leadership, teachers utilize formative assessments and include Individual Education Program (IEP) goals when developing differentiated daily lesson plans which include small group instruction and assistance from special educators. Teachers confirmed the use of IEP goals and appropriate accommodations. Additionally, teachers confirmed the use of assessments such as exit tickets and ANet to determine teaching strategies such as re-teaching, modeling, and the design of small groups. Teachers also noted that teachers incorporate manipulatives, response prompts, and provide materials from other grades to support students' needs. A review of lesson plans confirmed components such as MCCR standards, lesson objectives, vocabulary, open questions, and IEP accommodations/modifications. Plans also noted the use of small group instruction, with some plans identifying specific students involved in group activities. A review of one plan noted objectives for three differentiated small groups: (1) Students will identify details in the text using picture cards, text cards, and highlight (baseline). (2) Students will close read and annotate text independently. They will chose a web or flowchart to list details to support the main idea (intermediate). (3) Students will close read and annotate text independently. They will choose a flipbook or flowchart to write the character linked to the details (advanced).

- Teachers set and track goals based on students’ performance levels. School leadership reported that most teachers establish goals that require 10% growth as indicated through assessments such as iReady, ANet, Amplify, and PARCC performance data. School leadership also noted that the assessments that teachers use are determined by grade (i.e. iReady Math and ANet interim assessments for grades 1 -5, Amplify ELA and progress monitoring for grades K-2, Wireless for grades K-3 and PARCC for grades 4-5). I-Ready middle of year and end of year progress monitoring reports were provided for review. Regarding tracking student performance, school leadership stated that students in grades Kindergarten-3 know what goals are and assist them in setting goals for themselves. Students in grades 4-5 meet with teachers to review last year data and set goals for themselves. School leadership and teachers also reported that teachers post data walls, daily goals with objectives and/or checklists (with primary students). Teachers confirmed the use of the assessments noted above as well as data walls and individual student conferences as methods to track performance. Teachers also added they track students’ progress through practice assessments and goal setting forms; however some teachers noted that these forms were too difficult for some students. A review of the PARCC Goal Setting forms reveal an opportunity for students to reflect on individualized goals; however, only some of the forms were completed.

<b>Key action 1.2: Teachers deliver highly effective instruction.<sup>1</sup></b>	<b>Effective</b>
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- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives. In 100% of classes (n=9), teachers communicated the lesson objective to students by explaining and/or referencing the objective during the lesson. For example, in one classroom, the teacher provided an opportunity for students to read the objective: “I can solve multiple step measurement word problems.” Additionally, in 100% of classes, lesson activities and resources had a clear and intentional purpose and were aligned with the lesson objective. For example, in the same classroom, the students completed a Eureka Math worksheet that required students to solve word problems.
- Teachers present content in various ways and emphasize key points to make content clear. In 100% of classes (n=9), teachers presented students with accurate grade level content aligned to appropriate Maryland College and Career Readiness Standards. For example, in one class, students used text, anchor charts, and sentence prompts in order to research the ecosystem. This assignment was aligned to the posted standards: (1) RI.2.4 – Determine the meaning of words and phrases in a text relevant to grade topic or subject area. (2) RI.2.1- Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in the text. Additionally, in 89% of classes teachers presented content in various ways to make content clear. For example, teachers were

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<sup>1</sup> Key action 1.2 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

observed presenting charts, graphic organizers, worksheets, and manipulatives. Finally, in 100% of classes teachers emphasized important points to focus learning of content. For example, in one classroom, the teacher was observed chunking the lesson objective and making real world connections.

- Some teachers use multiple strategies and tasks to engage all students in rigorous work. In 56% of classes (n=9), teachers scaffolded and/or differentiated tasks by providing access to rigorous grade-level instruction for all students. For example, most teachers were observed modeling activities with students as part of a gradual release. Additionally, in 67% of classes, students had opportunities and time to grapple with complex texts and/or tasks. For instance, in one class, students used close reading strategies, while in another class, students were asked to analyze vowel patterns.
- Most teachers use evidence-dependent questioning. In 89% of classes (n=9), teachers asked questions that were clear and scaffolded. For example, in one class, the teacher posed questions regarding fractional parts on a number line such as “What can you tell me about the number line? What do we do with improper fractions? How do we draw it? Why do we stop at 4?” Additionally, in 56% of classes, teachers asked questions that required students to cite evidence and clearly explain their thought processes. For example, in another math class, students were asked to provide evidence to explain the difference between calculating area and perimeter.
- Most teachers check for student understanding and provide specific academic feedback. In 78% of classes (n=9), teachers conducted one or more checks for understanding that yielded useful information at key points throughout the lesson. For example, in one class, the teacher had students to repeat their tasks and used the thumbs up method to confirm student comprehension. Additionally, in 67% of classes, teachers gave specific academic feedback to communicate current progress and next steps to move forward. In most classes the teachers were observed clarifying students’ misunderstandings. In one class, the teacher circulated the room as students worked in small groups to offer feedback on their progress.
- Most teachers facilitate student-to-student interactions and academic talk. In 67% of classes (n=9), teachers provided multiple or extended opportunities for student-to-student interactions. For example, in one class students were partnered to determine how to solve problems and subsequently check each other’s answer. However, in only 33% of classes, did student-to-student interactions allow students to engage in discussions with their peers to make meaning of or deepen their understanding of the content. For example, in some classes students were observed interacting through a quick turn and talk which either did not provide enough time to deepen their understanding or not all students fully participated. Finally, in 100% of classes, students used academic talk, and when necessary, teachers consistently and appropriately supported students in speaking academically. For example, in one class students used prompts (or sentence starts), while in another class, students used vocabulary words such as denominator, numerator, and improper.

**Key action 1.3: Teachers use multiple data sources to adjust practice.****Effective**

- Some teachers analyze students' progress toward goals. School leadership and some teachers reported that teachers use a data analysis cycle which includes reviewing data, identifying performance trends (i.e. determining areas of strength and growth), establishing priority standards, utilizing high yield instructional strategies and interventions, and creating and administering reassessments. A review of a fifth grade English-Language Arts (ELA) confirms this cycle. Moreover, an email communication from school leaders to teachers addressed the analysis of multiple standards. School leadership shared that data analysis is more refined in grades 2 -5. Continuing, some teachers confirmed that data analysis practices are not consistent across all grades and content areas. Lastly, school leadership and teachers mentioned that teachers support each other with data analysis by sharing strategies and participating in peer observations. A review of emails among teachers confirms teacher participation in peer observations.
- Teachers modify instruction in response to data. According to school leadership, teachers of grades 2-5 review assessment data such as ANet to determine student proficiency, establish priority standards, and redesign lessons accordingly. Continuing, school leadership shared that modifications may include work packets that focus on target standards, evaluating the effectiveness of IEP accommodations, implementing more opportunities for student-to-student discourse, strategically partnering higher and lower performing students, and assigning online resources. Teachers confirmed interventions for students with IEPs, peer tutoring, and online resources and added reteach methods, small group instruction, and spiral reviews. A review of lesson plans noted opportunities for small group instruction. A review of actions plans confirms re-teaching as a strategy for modifying instruction in response to data.
- Teachers appropriately recommend students for tiered interventions including opportunities for acceleration. School leadership and teachers reported that assessment data and teacher recommendations are considered when planning and facilitating student interventions. Both stakeholder groups shared that teachers develop interventions in consultation with the Student Support Team (SST) as well as the Intervention Specialist. Teachers shared that the Intervention Specialist pulls small groups of lower performing students twice a week, but also leads the Gifted and Advance Learner (GAL) program. A letter to parents about the upcoming Naglieri assessment confirms that the school has assessed and identified advanced learners. Moreover, a review of an April 2018 GAL Update addresses goals on higher order questions and complex text. According to school leadership, the Intervention Specialist uses the Jacob's Ladder program to assist grade 4 and 5 advanced students with critical thinking and writing skills and PARCC preparation. Teachers confirmed the use of Jacob's Ladder. School leadership also noted that the program is available for students who have not been identified for the GAL program. A review of the Intervention Specialist's schedule and lesson plans confirm the facilitation of small groups for lower and higher performing students. Teachers also reported the use of small group instruction in classrooms as indicated in lesson plans. A review of an email from school leadership to teachers regarding small group instruction confirms



an expectation that group are dynamic. Moreover, teachers noted that special education students receive additional support with programs such as Reflex Math and Do the Math, while community partners such as Experience Corp facilitate literacy groups in grades Kindergarten through 3. Teachers also shared that coach classes are available for students in grades Kindergarten and 5. A letter to parents regarding fifth grade coach classes confirms this opportunity. Finally, students noted that some advanced students also participate in a summer enrichment program with Johns Hopkins' Center for Talent Youth.

<b>Key action 1.4: School leadership supports highly effective instruction.</b>	<b>Developing</b>
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- School leadership holds and promotes a clear instructional vision of high student achievement. According to school leadership and teachers, the instructional vision includes student awareness of standard-based lesson objectives, engaging environments, and evidence-based academic discourse. School leadership also noted a focus on the Instructional Framework, rubrics for student work, and literate classrooms (e.g. writing, vocabulary, close reading). Teachers added that the instructional vision also includes student-centered rigorous instruction, text dependent questions, collaboration across grades levels, and adherence to curricula documents. A review of the collaborative planning agendas reveal topics such as academic discourse and text-dependent questions. Further, a review of the professional development plan indicates sessions on writing from sources and close reading.
- School leadership ensures that teachers engage in the planning of the curricula through some oversight of standards-based units, lessons and pacing. School leadership and teachers reported that school leadership provides oversight during biweekly collaborative planning meetings (where topics such as pacing and planning are discussed). A review of a grade 2 Collaborative Planning meeting agenda confirms topics such as visible planning. School leadership and teachers also noted that school leadership conduct informal observations or learning walks to check lesson plans and pacing. A review of an email from a teacher to school leadership addresses lesson plan submission. Further, a review of a May 4, 2018 Learning Walk agenda list outcomes such as look-fors in teacher practice and MCCRS alignment. Both stakeholder groups also noted that teachers upload documents to Office 365 which allows school leadership to review planning documents virtually. Teachers also noted that members of the Instructional Leadership Team (ILT) and content lead representatives support pacing by suggesting lessons to condense. A review of an email from a content lead to teachers confirms support on pacing. However, some teachers reported that oversight of units, lessons and pacing is not consistent for all teachers.

- School leadership does not consistently provide formative feedback and guidance to teachers about the quality of planning, teaching and adjustment of practice. School leadership reported that formative feedback is provided as a result of informal and peer observations and during collaborative planning meetings. School leadership noted that feedback is written (i.e. emailed) and/or dialogued. A review of an email from school leadership to a teacher regarding small group instruction confirms written feedback. Continuing, school leadership shared that feedback is shared individually and globally (based on school trends or general concerns). A review of a summative document derived from a February 18, 2018 learning walk confirms schoolwide feedback on visual displays, and teacher and student actions. Teachers confirmed that school leadership facilitates informal observations, peer observations, and learning walks; however, feedback is not always provided. Teachers also confirmed that school leadership shares guidance on schoolwide trends, yet they may not receive individualized guidance to address specific teacher needs.
- School leadership demonstrates an understanding of data analysis and somewhat ensures the use of a complete student learning data-cycle. School leadership and teachers noted that data analysis is discussed in collaborative planning meetings. However, school leadership noted that not all grade level groups of teachers participate in collaborative planning meetings. Both stakeholder groups also reported that teachers upload resources such as assessment data, quizzes, and student work to Office 365 which school leadership monitors. An email from school leadership to teachers regarding ANet data was provided for document review. Teachers reported that they follow the data cycle which includes identifying trends, priority standards, high yield strategies, and reassessing. A review of a February 16, 2018 email from school leadership regarding the standards-based analysis cycle confirms that teachers are receiving some level of support from school leadership.

**Key action 1.5: Teachers establish a classroom environment in which teaching and learning can occur. <sup>2</sup>**

**Highly Effective**

- Teachers implement routines to maximize instructional time. In 100% of classes (n=9), students were only idle for very brief periods of time (less than two minutes) while waiting for the teacher. For example, teachers were well prepared and handed out supplies quickly. Additionally, in 100% of classes, routines and procedures were in place. For example in several classes, students transitioned from one activity to another without excessive prompting.
- Teachers build a positive, learning-focused classroom culture. In 89% of classes (n=9), teacher interactions with students were positive and respectful. For example, teachers used positive tones and said thank you to students who answered questions. Additionally, in 100% of classes, student interactions with the teacher were positive and respectful. Finally, in 100% of classes, student-to-student interactions were also positive and respectful. For example, students worked cooperatively in small groups.
- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed. In 89% of classes (n=9), teachers promoted and reinforced positive behavior. In one class, the teacher acknowledged students who behaved appropriately through verbal praise. Continuing, in 56% of classes, students were on task and active participants in classwork and discussions. Lastly, in 100% of classes, teachers addressed behavioral issues (if any) with minimal interruption to instructional time (2 minutes or less). In all classes, behavioral concerns were addressed quickly and effectively and students immediately returned to work.

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<sup>2</sup> Key action 1.5 evidence comes directly from classroom observations that were conducted as part of the SER. All classroom observations are twenty minute in which the observers are looking for teachers to demonstrate components of the Instructional Framework. The completed classroom visit tool can be found in appendix A.

## Domain 2: Talented People

**Key action 2.1: The school creates and implements systems to select, develop, and retain effective teachers and staff whose skills and beliefs represent the diverse needs of all students.**

**Developing**

- School leadership has created and/or implemented an organizational and staffing structure that meets the diverse needs of all students. School leadership and teachers noted that the school has an assistant principal, and lead teachers who support schoolwide interventions, mathematics, literacy, and special education. School leadership and teachers also reported that the school has a social worker, psychologist, and partnerships with Kennedy Krieger (mental health support) and CTT (Community Transition and Training) (school climate support). Lastly, school leadership and teachers reported, and a review of the staff roster confirmed, that the school offers the following resource classes for students: physical education, music, library/media, computer technology, and dance. A review of the staff roster and partnership list confirms these positions.
- School leadership leverages a pipeline for staff recruitment and uses a measure and includes stakeholders in the assessment of candidates. School leadership reported that no teachers were hired this year, but shared that the school has participated in the district’s hiring fair in the past. Teachers reported that teachers are invited to assist school leadership in identifying potential candidates at the fair. Teachers also reported that school leadership learns of candidates through professional recommendations. School leadership confirmed the professional recommendations and added the support of teacher organizations such as the Baltimore City Teacher Residency (BCTR) and Urban Teacher Center (UTC); however, teachers did not mention the assistance of these organizations. School leadership shared that candidates are interviewed by a panel of stakeholders (including teachers) and may have been asked to facilitate a demonstration lesson or submit sample lesson plans. A review of the interview process shows it includes team resume review, demonstration lesson expectations, and candidate evaluation based on an established rubric. School leadership also mentioned that they have observed candidates at their current school sites. Teachers confirmed their participation on interview panels, which review of a completed interview template from May of 2018 confirmed. However, teachers could not confirm that a demonstration lesson was a part of the hiring process, nor was documentation provided to confirm that demonstration lessons were conducted by prospective candidates.
- School leadership includes staff members and other stakeholders in the development and retention of effective teachers and staff. School leadership and teachers reported that teachers serve as content leads, facilitate professional development opportunities (e.g. academic discourse and whole child presentations) at staff meetings, and participate in peer observations. A review of meeting agendas confirms that teachers facilitate topics of discussion. Further, a review of an email from school leadership to a teacher confirms the use of peer observations in support of teacher development.

School leadership also reported that teachers conduct demonstration lessons and one teacher assumed the role of SLO (Student Learning Outcomes) ambassador. Teachers added that mentor teachers assist early career teachers. School leadership also mentioned the support of the district’s academic content liaisons (providing webinars) and their ILED. Regarding retention, school leadership reported that the school has a supportive culture where people can ask for help. Teachers shared that teachers have grown professionally, they like their co-workers, and appreciate that the principal is empathetic to their personal life matters.

- School leadership has created mentoring and/or other induction programs, when applicable, to support the development of some new teachers and staff and monitors the program’s effectiveness. According to school leadership and some teachers, early career teachers (ECT) receive tools for lesson planning, participate in peer observations, and meet with mentors at least four times a month. A review of mentoring updates and a weekly mentoring recap reveals support provided per month as well as schedules, reminders, and next steps. School leadership and teachers reported that early career teachers use the New Teacher Center (an online platform used to track interactions between teacher mentors and early career teachers). However, not all early career teachers reported receiving support from teacher mentors; specifically, at the time of the visit, two of the three early career teachers indicated they were not being supported by a mentor. A review of a table, which depicts minutes early career teachers are monitored per month, reveals that some early career teachers have no mentoring minutes logged for three or more months. Finally, as it relates to an induction program for teachers new to the school, school leadership reported that teachers tour the building and community and receive the school handbook. Teachers confirmed receiving the school handbook and a tour.

<p><b>Key action 2.2: The school has created and implemented systems to evaluate teachers and staff against individual and school-wide goals, provide interventions to those who are not meeting expectations, and remove those who do not make reasonable improvement.</b></p>	<p><b>Developing</b></p>
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- School leadership makes use of the evaluation system to somewhat develop faculty and staff capacity. School leadership and teachers reported that teachers participated in a round of evaluations which includes a pre-observations conference (where expectations and processes are discussed, the formal classroom observations) and a post-observation (to discuss the lesson, student work samples and rating according to the Instructional Framework). A review of a November 8, 2017 formal observation write up notes feedback regarding small groups and confirms first round evaluations. A review of a March 5, 2018 memorandum from the principal to teachers reveals communication and scheduling of a second round of evaluations. Teachers confirmed their participation in a second round of pre-observation conferences and classroom observations; however teachers did not confirm a post-observation conference. A March 12, 2018 Evidence Collection and Rating Form reveals the use of the

Instructional Framework and feedback regarding off-task behaviors, class routines and text dependent questions.

- School leadership provides some support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations and holds them accountable for performance. School leadership reported that struggling teachers are identified through student achievement data, lesson planning, class observations and parent concerns. Teachers confirmed data and observations as indicators for increased teacher support. School leadership reported that the principal conferences with teachers to share evidence of concern and next steps which may include an action plan or Performance Improvement Plan (PIP). School leadership and teachers noted that struggling teachers are provided opportunities such as peer observations, assistance from district office staff, and observing instruction at other schools. A review of one teacher's Performance Improvement Plan identifies strategies to obtain a satisfactory standard for classroom culture and climate. According to the plan, supports include peer observations and instructional videos that focus on techniques that support classroom management. Teachers reported that new teacher mentors support teachers in need of additional support. However, teachers also shared that observation trends may be discussed in staff meetings more frequently than they are provided with individualized support.
- School leadership engages faculty in a school-wide professional development plan based on identified needs and in alignment with the school's instructional vision. School leadership reported that professional development sessions occur in the summer and during monthly staff meetings and district professional development days. School leadership also noted that professional development topics are influenced by assessment data, classroom observations, and district initiatives. According to school leadership, topics include close reading, academic discourse, and student wholeness-socioemotional supports associated with City Schools' Blueprint strategic plan. A review of an email from the principal to staff confirmed a presentation on student wholeness and social and emotional learning competencies. Teachers confirmed there have been sessions on close reading and academic discourse and added they have also received training from the American Reading Company (writing) and ANet (data analysis and strategies). A review of an email from the principal to teachers confirms the American Reading Company's coaching support for second grade teachers. Further, a review of the SY2017-18 Professional Development Plan confirms the focus areas include: analyzing standards, instructional shifts, mathematical practices, close reading, text dependent questions and writing from sources.

## Domain 3: Vision and Engagement

**Key action 3.1: The school provides a safe and supportive learning environment for students, families, teachers, and staff.**

**Effective**

- The school community shares an understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic goals and initiatives. School leadership, teachers, parents, and students reported that the vision is reviewed at the start of meetings. A review of a staff meeting agenda and a March 13, 2018 Collaborative Planning agenda confirms an acknowledgment of the vision statement. School leadership, teachers, parents, and students reported that the mission includes providing research-based instruction and interventions that prepare students for college and career. Teachers and parents also added a focus on technology to promote 21st century learning. A mission and vision document notes the vision as: The Yorkwood Elementary School, in collaboration with our students, families and community, will foster student-centered educational experiences in a supportive environment focused on raising student achievement for all students and preparing them for readiness in college and career without remediation. The document also notes the mission as: Our mission is to become a high-performing school that engages all students in highly engaging, rigorous instruction.
- Students, staff, and families feel physically safe at the school. Students, families, and most staff feel emotionally safe at the school. As it relates to physical safety, school leadership, teachers, parents, and students reported that the school uses the district’s visitor policy and emergency drills such as fire and lockdown. A review of the Universal Emergency Response Procedures notes procedures for emergency event such as severe weather, lockdowns, and fire. School leadership also reported that school rules are displayed in the school and teachers are posted throughout the building during arrival and dismissal. School leadership also reported that CTT professionals monitor the building and promote a positive climate. Parents confirmed the support of the CTT partnership. Teachers also noted that the school has cameras throughout the building. Parents highlighted the assistance of the crossing guard, while students acknowledged “calming areas” (Socioemotional Learning rooms) for students to deescalate. A review of the school handbook notes safety measures such as student entry and exit logs, and hallway passes. Regarding emotional safety, school leadership reported that the school has created a welcoming environment for stakeholders and a Social Emotional Learning (SEL) room for relaxation or de-escalation. Parents also confirmed the SEL room. Students added that the room is calming. School leadership also mentioned that check-ins and crisis plans exist for students with greater emotional needs. A review of the school handbook addresses socioemotional expectations on bullying and harassment. Parents reported that the school functions like a family. Parents, students, staff, and teachers reported feeling comfortable confiding in school leadership with concerns. Students noted that their level of comfortability to share depends on the issue. Teachers added that school leadership is not always receptive to ideas.

- School leadership establishes structures for the acknowledgement and celebration of student, faculty and staff success. School leadership, teachers, parents, community partners and students reported that the school uses Positive Behavior Intervention and Supports (PBIS) to promote and incentivize core values (responsible, respectful, ready and resilient), appropriate student behaviors, and attendance. All stakeholders groups noted monthly PBIS specific events such as dances and attendance parties. A review of PBIS monthly charts, student lists, and bulletin boards reveals that the school is monitoring and celebrating student behavior and attendance. School leadership, teachers, parents and students also reported that the school hosts student award ceremonies for honor roll, principal roll, and attendance. School leadership noted that students participated in a science fair and dance recitals. A review of a flyer for the Expressions of Me event confirms student dance performances. School leadership also shared that teachers make positive phone calls home. Teachers reported that teacher have class specific celebrations such as lunch bunch and parties for academic achievements. A review of a document entitled, "My Best PARCC Awardees" indicates incentives for students who prepare and perform well for the PARCC assessment. Parents added that students are acknowledged through choir performances and ClassDojo. Lastly, students noted indoor recess, Fun Day and the 5th grade Baltimore Inner Harbor cruise as acknowledgements/incentives. Regarding the acknowledgement and celebration of staff and faculty, school leadership, teachers and staff reported that school leadership sends positive notes and emails, gives shout outs during staff meetings and morning announcements, and celebrates personal accomplishments such as graduations, weddings, and births. A review of one email from the principal to teachers acknowledges teachers for exhibiting leadership. School leadership and staff also reported that school leadership provides teacher appreciation gifts. Staff noted that staff and teachers receive coffee mugs as part of the "You've Been Mugged" program. A review of the "You've Been Mugged" poster serves as a visual display of teacher appreciation. The site visit team observed an "I've been mugged poster." Lastly, teachers and staff also noted that they celebrate each other.
- The school develops systems that proactively attend to individual students' social and emotional needs. School leadership, teachers, staff, parents and students reported a socio-emotional learning (SEL) room which provides a calming environment for reflection and de-escalation. A review of pictures confirms the existence of the SEL room. School leadership, staff and parent shared that the school social worker and psychologist proactively support student needs by facilitating lunch bunches (student groups meeting during lunch) and classroom discussion on topics such as social skills and hygiene. School leadership also noted that students participate in morning meetings where they are sharing experiences. Staff confirmed morning meetings and added the assistance of the Student Support Team (SST) are also used to support students' social and emotional needs. Further, school leadership and parents highlighted partnerships with Kennedy Krieger and CTT which provide targeted support for students who may have additional socio-emotional needs.



**Key action 3.2: The school cultivates and sustains open communication and decision-making opportunities with families about school events, policies, and the academic and social development of their children.**

**Effective**

- The school uses multiple strategies and vehicles to communicate information about school progress, policies, events, and the academic and social development of students to families and the community. School leadership, teachers, staff, parents, and students reported that the school uses communication vehicles such as email, Facebook, ClassDojo, and face to face meetings to communicate with stakeholders. A review of an October 23, 2017 letter to the school community regarding the launch of the school’s Facebook business confirms communication via social media. Students also noted the use of Parent Link, text messages, and communication apps. School leadership confirmed the use of Parent Link and text messages and added they also utilize newsletters, phone calls, behavior charts, and flyers. A review of the February 2018 newsletter (The Lion’s Roar) confirms that information such as PBIS, school-wide assessment data and goals, and community partners were shared with families. Further, a review of school-wide communication data reveals that Facebook, Parent Link, and flyers are the school’s most frequent methods to communicate with families.
- The school establishes a regular structure for two-way communication, which facilitates opportunities for families and the community to participate in, or provide feedback on school-wide decisions. School leadership, teachers, staff and students reported that the school hosts quarterly School Family Council (SFC) meetings where parents learn information about the school and provide feedback on topics such as the school budget, Title I parent involvement programming, and school goals. Parents confirmed the quarterly meetings where goals are discussed and added topics also include school vacancies and assessments. A review of School Family Council sign-in sheets confirms the SFC meetings. Also, a review of September 17, 2017 Title I Annual Meeting evaluations confirm that families had an opportunity to provide input on school funding.
- School leadership establishes multiple structures for frequent, however not timely, communication with teachers and staff members regarding policies, progress and school culture. School leadership shared that it has an open-door policy and reported communication with teachers through Parent Link and phone calls. School leadership, teachers, and staff also noted reported that school leadership shares information through text messages, email and memorandums. Teachers and staff also mentioned additional communication methods such as staff meetings, flyers, announcements and word of mouth; however, both groups noted that the timeliness of notifications could be improved upon. A review of an email to staff, a staff meeting agenda, and newsletters confirms communication with teachers and staff.

**Key action 3.3: The culture of the school reflects and embraces student, staff, and community diversity.**

**Effective**

- School leadership, teachers and staff build strong relationships with families and community stakeholders from diverse backgrounds. School leadership reported that the school is welcoming and responsive to the needs of families. A review of a parent surveys regarding Title I parent engagement programming confirms the school’s receptiveness to community feedback. Staff shared the ideology that students come first which creates open and honest relationships with families. According to school leadership and teachers, events such as Back to School Night, Farm/Harvest Day, and Fun Day foster opportunities to build relationships between the school and families. A review of a Back to School Night PowerPoint confirms this event. Parents mentioned additional events such as Trunk or Treat, Donuts for Dads, Muffins or Moms, and the Turkey Trot. Students confirmed the Turkey Trot event and added other school community outings such as Chick-fil-a and Texas Roadhouse where the school community fellowshiped over meals. Parents also noted school partnerships such as the Loch Raven Improvement Association (which supports the installation of a traffic light at a nearby intersection), and Epiphany and Faith Presbyterian Churches (that sponsored school community events). A review of the Loch Raven Improvement Association Newsletter confirms a relationship between the school and a neighborhood organization.
- The school’s curricula, resources and programs consider cultural and some socioeconomic diversity. School leadership, teachers, staff, parents and students reported that students have learned of countries around the world through dance and celebrations. Staff mentioned a focus on Brazil and Nigeria. School leadership and teachers also shared that students have learned of early civilizations such as Native Americans. Students confirmed learning about Native Americans and the British by reading *Sophia’s War*. Students also added Italian, African and Jewish traditions have been topics of classroom discussion. School leadership, teachers, staff, parents and student reported that the school facilitated a Black History Program and field trips to Maryland Zoo, Towson University, and Fort McHenry. A review of a flyer for the Black History Program confirms the event occurred on March 1, 2018. Further, an email regarding lunch preparation confirms the field trip to Fort McHenry. Parents added that students were exposed to drumming through the Arts Everyday program. Regarding socioeconomic diversity, school leadership reported that the school connects homeless families to resources, provides school uniforms, transportation, and food during holiday events such as the Turkey Trot. A review of the Turkey Trot event flyer confirms this event. Staff confirmed support for homeless families, the distribution of clothing, assistance with employment opportunities for families, and a program that provides glasses for students. A review of a letter from the Baltimore City Health Department regarding hearing and screening confirms the support for eyewear. Finally, school leadership, teachers, community partners and parents also reported that field trip and other event admission costs are waived. Staff confirmed waived fees and added that teachers also make out of pocket expenses on behalf of students. Parents and students confirmed that teachers purchase resources on behalf of students.

- The school maintains a positive school culture and climate. School leadership and teachers shared that expectations exist on how to treat each other. School leadership also attributes the school's culture and climate to the work of Community Transition and Training (CTT) Educational Consultants (a community partners that provides behavior interventions), the school's Culture and Climate Lead, Socioemotional Learning (SEL) room and morning meetings. Students confirmed morning meetings are used as an opportunity to greet fellow classmates. School leadership also noted there are staff dining experiences and family fundraising activities that promote a positive climate, such as Chik-Fil-a and Texas Roadhouse. A review of parent communication confirms these fundraising events. Teachers noted that there are some good and bad days, but they are greeted each morning and the environment is generally pleasant. Staff also mentioned that the school promotes tight-knit collaboration where everyone is on the same page and staff go beyond the call of duty. Parents shared that school leadership and teachers know the names of students and families and have an open-door policy. Parents also noted that they feel their children are safe and loved at the school. Students reported that everyone is doing what they are supposed to do and that the school has a good feeling. Finally, the site visit team observed a clean environment with student work posted and adults available in the halls during transitions.

## Domain 4: Strategic Leadership

**Key action 4.1: The school establishes growth goals that guide strategic planning, teaching, and adjusting of practice to meet student needs.**

**Effective**

- School leadership establish goals for the improvement of student learning that are measurable and aligned to student need and school improvement. School leadership reported that goals include 1) reducing the number of students earning a 1 or 2 on the PARCC math and ELA assessment by 10%, 2) increasing the number of students earning 4 or 5 by 5% on the PARCC math and ELA assessment, 3) establishing an attendance rate of 94%, and 4) decreasing the number of students of At-Risk for Chronic Absence (ARCA) by 80%. Teachers reported awareness of math and literacy goals but could not provide specifics measures or metrics. Staff shared that the goals involved increasing PARCC scores by 10%, lower suspension rates, and improving communication with families. Finally, school leadership added that the goals were derived in consultation with the school's ILED (Instructional Leader Executive Director) and that teachers provided minimal input on the creation of the schoolwide goals.
- School leadership ensures the alignment of all school goals, action plans and key priorities. According to school leadership, strategies and programs that undergird the academic goals include teachers teaching the curriculum with fidelity and working with students at their instructional level. School leadership and teachers also shared a focus on differentiated small group instruction which provides opportunities to address remedial and advanced skills. Teachers also highlighted the use of online resources such as Reading A-Z, Cool Math, and Khan Academy. Staff reported that the school provides Gifted and Advanced Learners (GAL) resources and students participate in programs such as Bridge and Ingenuity. Staff also noted that teachers host coach classes in selected grades. As it relates to the school attendance goal, school leadership reported there is support from the Student Support Team (SST). Teachers added there is also assistance from the school's attendance monitor who reviews class attendance weekly and updates the attendance display (apple baskets) to reflect monthly class attendance percentages. School leadership confirmed the use of the attendance display to support the school's attendance goal.
- School leadership and staff participate in regular analysis of school-wide data and revisit and adjust action plans as needed. School leadership reported that school-wide data sources such as attendance, iReady and ANet are initially reviewed during weekly Instructional Leadership Team (ILT) meetings. A review of ILT meeting agendas confirms discussions on attendance, climate, and suspension data. According to school leadership, the school-wide intervention teacher analyzes data, consults with the IEP chair, develops pre/post assessments, and implements intervention strategies. School leadership also noted that data is shared with the school community. Teachers confirmed reviewing school data such as PARCC, ANet, attendance, and suspension during staff meetings. A review of staff meeting agendas confirm discussions on schoolwide data. Teachers also noted that teachers compared current and previous years' assessment data and shared strategies on ANet and iReady. Finally, school

leadership and teachers also reported an adjustment in class schedules that included teaching mathematics in the morning and the support of an ANet coach were actions taken in response to school-wide data. A review of a 5<sup>th</sup> grade class schedule confirms that mathematics is taught at 8:00 am.

<b>Key action 4.2: The school allocates and deploys the resources of time, staff talent, and funding to address the priorities of growth goals for student achievement.</b>	<b>Effective</b>
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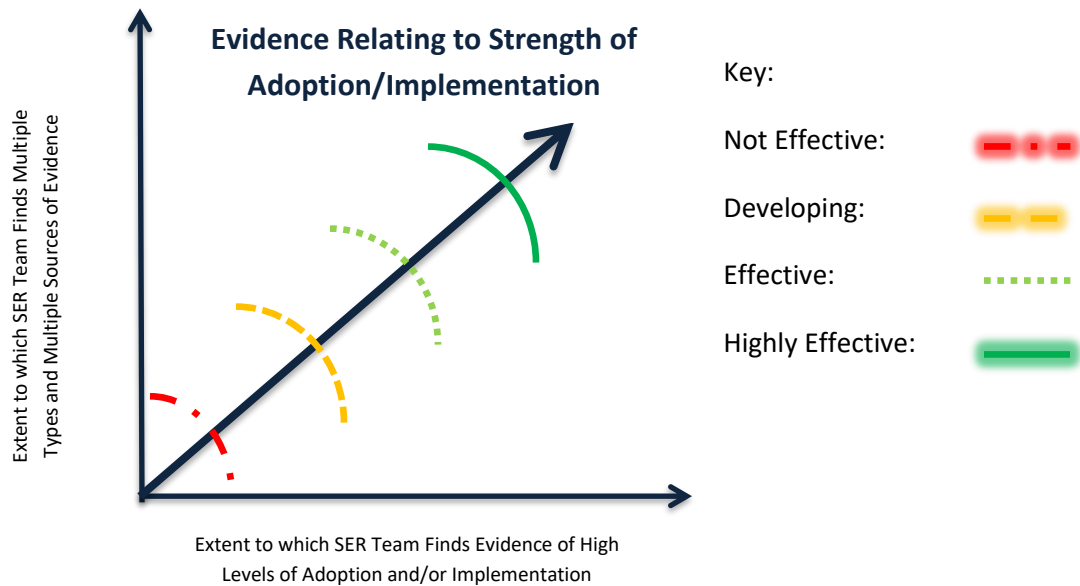
- Budget distribution and resource allocations always support teaching and learning. School leadership and staff reported that there are long-term substitute teachers in a first grade and self-contained classroom. School leadership, teachers, staff, and students acknowledged that some class sizes are large. School leadership reported newly created positions for an Intervention teacher and Culture and Climate staff member. Regarding materials and supplies, school leadership, teachers, staff, parents, and students shared that the school has sufficient materials. Specifically, school leadership and teachers reported ample paper and other resources partly due to charitable contributions. A review of a Donors Choose printout notes funding for 5 projects totaling \$57,790. As it relates to technology, school leadership, teachers, staff, parents, and students reported that the school has received 30 new laptops (through a MSDE grant), desktops and iPad carts. Students shared that the school has computer labs, while school leadership, teachers and parents noted that classrooms are equipped with projectors and some smartboards.
- School leadership leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. School leadership, teachers and staff reported that teachers serve on committees such as PBIS, attendance, culture and climate, and achievement, as well as facilitate the dance club and coach classes (for kindergarten and 5th grade). A review of a committee list confirms these committees. A review of the November PBIS Committee meeting notes topics such as the PBIS party update, fall dance, and reflections. School leadership also noted that teachers support as peer observers, lead teachers for mathematics and literacy, and mentors. A review of peer observation look-fors confirms that teachers support in this capacity. Teachers added that teachers support school events such as Fun Day, participate on the Instructional Leadership Team, and serve as liaisons for programs such as ANet.
- School leadership provides and focuses common staff time on instructional practices and development in support of student achievement. School leadership reported that teachers met once a week at the start of school year; however, meetings increased to twice a week in October. Teachers confirmed that collaborative planning meetings occur on Tuesday and Thursdays. A review of one math collaborative planning sheet confirms that teachers worked as a team to backwards plan a unit based on fractions. According to school leadership and teachers, teachers review student data and work as well as plan and share strategies. A review of a February 23, 2018 meeting agenda notes a

topic on assessments. Staff mentioned that special educators and general educators also use collaborative planning time to consult about student needs. However, school leadership and teachers reported that the biweekly opportunities to meet was temporarily suspended for PARCC testing.

- The school collaborates with families and community partners to garner resources to meet the needs of students and the school. School leadership reported that the school facilitated a volunteer training session earlier in the school year per district guidance. A review of the volunteer agreement and pledge confirms this training. School leadership, teachers, staff and parents reported that parents support school events such as Fun Day, graduation, field trips and dances as well as support classroom activities such as reading to students and making copies for teachers. A review of volunteer sign-in sheets confirms volunteerism. Further, an email from a teacher to the principal regarding chaperones confirms that parents are supporting school field trips. School leadership also added that parents assist with dismissal, transportation, and school beautification projects. Regarding community partnerships, teachers, staff, parents and students reported that the school partners with the Municipal Employees Credit Union(MECU)(donates books, clothing, funds and supports reading program), Loch Raven Improvement Association (campaigns for traffic light), Bridge Program (facilitates enrichment programs), Community Transition and Training (CTT) (supports behavioral intervention and school climate), Donor's Choose (donates school supplies and resources), and Business Volunteers Maryland (facilitates PENCIL Program in support of networking and the urban debate league). A review of an email from Business Volunteers to the principal regarding a February 22, 2018 conference confirms this partnership. School leadership confirmed these partnerships and added Experience Corp (supports reading program and small group instruction), Kids Rock (facilitates summer camp, aftercare and tutoring), Towson University (promotes higher education and athleticism), Maryland Department of Education (MSDE)(donated laptops and school supplies), and faith-based organizations such as Epiphany Church (donates supplies for Fun Day), and Emanuel Lutheran Church (donates funds for school events). A review of the 2017-18 Business and Community Partners list confirms these organizations.

## Performance Level Rubric

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types<sup>3</sup> and multiple sources<sup>4</sup> of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.



Rating	Performance Level	Quality Standard
1	<b>Not Effective</b>	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or the level of adoption/implementation does not improve the school's effectiveness.
2	<b>Developing</b>	Evidence indicates that the key action (including some indicators) is a practice or system that is emerging at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be fully determined.
3	<b>Effective</b>	Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school, and is implemented at a level that is improving the school's effectiveness.
4	<b>Highly Effective</b>	Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school's effectiveness.

<sup>3</sup> "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

<sup>4</sup> "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

## Appendix A: Classroom Observation Data

The classroom visit tool is aligned to Baltimore City Schools Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was “evident”, “partially evident” or “not evident” for each of the 22 indicators. Below is the summary of the 9 classroom observations that were conducted.

<b>TEACH 1: Communicate Standards-Based Lesson Objectives</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Communication of objective	100%	0%	0%
Learning activities and resources align with lesson objective	100%	0%	0%
<b>TEACH 2: Present Content Clearly</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Accurate, grade-level content	100%	0%	0%
Alternate presentation of content	89%	0%	11%
Emphasis of Key Points	100%	0%	0%
<b>TEACH 3: Use Strategies and Tasks To Engage All Students In Rigorous Work</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Scaffolded and/or Differentiated Tasks	56%	22%	22%
Opportunities To Engage With Complex Texts and Tasks	67%	0%	33%
<b>TEACH 4: Use Evidence-Dependent Questioning</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Questions Requiring Justification	56%	44%	0%
Clear And Scaffolded Questions	89%	11%	0%
<b>TEACH 5: Check For Understanding and Provide Specific, Academic Feedback</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Informative Checks for Understanding	78%	11%	11%
Specific, Academic Feedback	67%	22%	11%
<b>TEACH 6: Facilitate Student-To-Student Interactions and Academic Talk</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Opportunities for student-to-student interaction	67%	22%	11%
Evidence-based discussions	33%	44%	22%
Student academic talk	100%	0%	0%



<b>TEACH 7: Implement Routines To Maximize Instructional Time</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Maximized instructional time	100%	0%	0%
Smooth routines and procedures	100%	0%	0%
<b>TEACH 8: Build A Positive, Learning-Focused Classroom Culture</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Teacher-to-student interactions	89%	11%	0%
Student-to-teacher interactions	100%	0%	0%
Student-to-Student interactions	100%	0%	0%
<b>TEACH 9: Reinforce Positive Behavior, Redirect Off-Task Behavior, and De-escalate Challenging Behavior</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
Reinforce positive behavior	89%	11%	0%
Off-task behavior	56%	44%	0%
Time impact of redirection/discipline or off-task behavior	100%	0%	0%

## Appendix B: School Report Comments

### Domain 1: Highly Effective Instruction

1.1 – School leadership reported that PARCC goal setting forms were incomplete for students newly enrolled at Yorkwood Elementary as PARCC data was unavailable.

1.4 – School leadership reported that oversight of units, lessons, and pacing occurred during learning walks and informal observations. School leadership also reported that request for lesson plans via email.

1.4 – School leadership reported that teachers participated in collaborative planning meetings twice weekly from October 2017- April 2018 and once weekly in May due to PARCC assessments. School leadership also reported that teachers were assigned to meet with different grade levels when necessary.

### Domain 2: Talented People

2.1 – School leadership reported receiving an email that denotes an early career teacher’s refusal to participate in the mentoring program.

2.2 – School leadership reported that all teachers received back via OPMS (Online Performance Management System).

### Domain 3: Vision and Engagement

### Domain 4: Strategic Leadership

## Appendix C: SER Team Members

The SER visit to the Yorkwood Elementary School was conducted on June 4-6, 2018 by a team of representatives from Baltimore City Public Schools.

**Reginald Trammell** is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Reginald began his career in education in 2000 as an elementary classroom teacher with Baltimore City Public Schools. After a decade of providing direct service to scholars, he transitioned to the Office of Teaching and Learning as the Education Associate for Elementary and Middle School Mathematics. In this role, he wrote curriculum, modelled instruction and facilitated professional development opportunities for math instructors. In 2011, Reginald continued to support Baltimore City Public Schools through the work of the Engagement Office. Here, he served as a Family and Community Engagement Specialist and subsequently secured the role as Parent Involvement Manager. His responsibilities included coordinating district-wide learning opportunities for school staff on engaging of families and community members and supporting the district's Title I Parent Involvement Program. Reginald is currently earning his Administrator I Certificate to continue his mission of improving public education.

**Brianna Kaufman** is the Manager for the School Effectiveness Reviews in the Office of Achievement and Accountability in Baltimore City Public Schools. Brianna began her career as an elementary art teacher in Bryan, TX. After obtaining her Master's degree, she interned and worked at a number of art museums in the education department including the: Dallas Museum of Art, The National Gallery of Art in DC, and the Walters Art Museum. In 2008, Brianna made the shift from art education to general education reform as a Program Manager at the Fund for Educational Excellence. There she managed a grant from the Bill and Melinda Gates Foundation that focused on College and Career Readiness. Prior to joining OAA, Brianna worked as the College and Career Readiness Education Specialist for Baltimore City Public Schools. Brianna holds a Bachelor's degree in elementary education from Texas Lutheran University, a Master's degree in Art Education from University of North Texas, and a Master's of Business Administration from Loyola University in Maryland.

**Suze Nathalie** is a Resident Principal in Baltimore City Public Schools. Suze began her career in education in 2008 as a High School Chemistry teacher in Baltimore City. She has served as a department chair, service learning coordinator, teacher mentor, and Instructional Leadership Team member. Her work has focused on curriculum development, to include the vertical alignment of scientific skills that students need to be college and career ready. After 9 years in the classroom, she transitioned into her current role as a Principal Resident at an Elementary school in Baltimore City Public Schools. Her responsibilities included coordinating school-wide behavior interventions, providing professional development for staff, creating and maintaining effective communication with scholars and their families, and providing informal/observations and coaching sessions for teachers. Suze is currently completing her leadership training and will continue to serve the children of Baltimore City Public Schools.

**Crystal Smith** is a Data Analyst with the Special Education data team in Office of Achievement and Accountability at Baltimore City Public Schools. Crystal is a native Baltimorean and a graduate of City Schools. In 1998, Crystal began her career as a Special Educator. She serviced students with disabilities within various settings, including self-contained and inclusion. Within this role, she developed and facilitated professional development training and activities for staff around best practices for educating students with disabilities. After 10 years of providing direct service to students, Crystal transitioned to Related Services within the Office of Special Education as a Prevention Plan Associate. This role allowed her to assist in the development and implementation of the prevention plan process, which ensured the timely provision of related services to students with disabilities. Crystal continues to support students with disabilities in her current role as a Data Analyst. This position involves analyzing student-level data to identify trends and highlight issues that require targeted technical support, training, and modification to district policies.