Chapter 1

Primary School Methodology (Grades 1–5)

1.1 Primary School Educational Methodology

The Primary School Program provides the academic foundation for every student enrolled in the Baltimore Education Initiative. The program is designed to develop strong literacy, writing, mathematical reasoning, scientific thinking, creativity, physical development, character, and intellectual curiosity while preparing students for the increasing academic expectations of middle school and high school.

Each primary school is designed to provide a highly personalized learning environment. Every classroom enrolls approximately 20 students and is staffed by one Lead Teacher and one Associate Teacher throughout the school day. This instructional model allows teachers to provide continuous individual support, flexible small-group instruction, immediate feedback, and differentiated learning opportunities while maintaining high academic expectations for every student.

Supporting the classroom instructional team are Shared Intervention Teachers, who work across multiple classrooms to provide targeted academic assistance and enrichment. Students requiring additional support receive individualized or small-group instruction before learning gaps become significant barriers to achievement. Likewise, students demonstrating advanced mastery receive additional academic enrichment to ensure continuous intellectual growth.

Specialist teachers provide instruction in science, technology, art, music, and physical education according to the curriculum sequence established for each grade level. Classroom teachers, intervention teachers, and specialists work collaboratively to ensure that instruction remains coordinated and that every student receives a comprehensive educational experience.

The curriculum is intentionally progressive. Rather than introducing every academic subject in Grade 1, instruction expands as students mature academically and developmentally. The first two grades concentrate on building exceptional reading, writing, and mathematical skills while gradually introducing additional subjects. Beginning in Grade 3, students expand their studies to include United States history, geography, technology, and increasingly advanced scientific learning. By Grades 4 and 5, students participate in the complete primary curriculum while developing greater independence, analytical thinking, research skills, and academic responsibility.

Instruction emphasizes understanding rather than memorization. Students are expected to ask questions, solve problems, communicate effectively, collaborate with classmates, apply

knowledge to new situations, and demonstrate mastery before advancing to more complex concepts. Throughout the five primary grades, teachers combine direct instruction, guided practice, collaborative learning, independent work, hands-on activities, scientific investigation, educational technology, and continuous assessment to ensure that every student reaches his or her full academic potential.

1.2 Instructional Model and Daily Learning Structure

The instructional model in the primary grades is designed to ensure consistency, predictability, and academic rigor while allowing flexibility to meet individual student needs. Each school day is organized into structured learning blocks that balance core academic instruction, enrichment, intervention, and developmental activities.

Core instruction in literacy and mathematics occurs daily and forms the foundation of the academic program. These subjects receive the greatest instructional time allocation due to their importance in all future learning. Lessons are carefully sequenced to build conceptual understanding over time, with frequent opportunities for review, practice, and application.

Science, social studies, and interdisciplinary learning are introduced through thematic units that connect content across subject areas. This approach allows students to develop deeper understanding by exploring concepts in multiple contexts rather than in isolation. Hands-on experiments, reading materials, discussions, and project-based learning are used to strengthen comprehension and engagement.

Intervention and enrichment periods are embedded within the school day. During these times, students are grouped according to instructional need rather than grade level alone. This flexible grouping structure ensures that students receive targeted support when needed and are consistently challenged when ready to advance.

The school day also includes dedicated time for physical education, the arts, and social-emotional learning. These components are considered essential to the development of the whole child and are integrated into the broader educational experience rather than treated as separate or secondary subjects.

Assessment is continuous and multifaceted. Teachers use formative assessments, observations, student work samples, and periodic benchmarks to monitor progress and adjust instruction. This ongoing feedback loop ensures that

instruction remains responsive and that students are consistently supported in achieving mastery.

Through this structured yet adaptive instructional model, the primary program ensures that every student receives a balanced, rigorous, and supportive educational experience that prepares them for long-term academic success.

1.3 Curriculum Design and Academic Progression

The primary school curriculum is designed as a coherent, vertically aligned system in which each grade builds directly upon the knowledge and skills developed in the previous year. This progression ensures that students experience steady academic growth while avoiding unnecessary repetition or gaps in foundational learning.

In Grades 1 and 2, the curriculum prioritizes foundational literacy and numeracy. Students develop phonemic awareness, reading fluency, comprehension strategies, basic writing skills, and core mathematical concepts such as number sense, operations, and problem-solving. Instruction is highly structured and teacher-guided, with frequent modeling, repetition, and scaffolded practice to ensure mastery of essential skills.

As students transition into Grade 3, the curriculum expands to include more content-rich subjects such as United States history, geography, introductory technology, and more formalized scientific inquiry. At this stage, students begin to shift from learning primarily how to read and compute toward using reading and computation as tools for learning across disciplines. Writing becomes more structured, with increased emphasis on organization, evidence, and clarity of expression.

In Grades 4 and 5, students engage with a fully integrated academic program that emphasizes critical thinking, analysis, and independent learning. Text complexity increases, mathematical concepts become more abstract, and scientific study incorporates experimentation, data interpretation, and hypothesis testing. Students are expected to synthesize information from multiple sources, engage in structured research tasks, and communicate their understanding through extended written and oral responses.

Across all grade levels, curriculum design emphasizes coherence, rigor, and alignment with long-term academic expectations. Skills are revisited and reinforced over time, ensuring that students achieve both retention and deep understanding. Teachers collaborate across grade levels to ensure consistency in instructional pacing and to support smooth academic transitions as students advance through the program.

1.4 Literacy and Language Development

Literacy development is the central academic priority of the primary program. Reading and writing instruction are embedded throughout the school day and integrated across all subject areas to ensure continuous skill development.

Reading instruction focuses on five key components: phonics, phonemic awareness, fluency, vocabulary development, and comprehension. In early grades, explicit phonics instruction is used to build decoding skills, while guided reading and shared reading experiences support comprehension and fluency. As students progress, instruction shifts toward analyzing increasingly complex texts, identifying main ideas and supporting details, making inferences, and evaluating author purpose and perspective.

Writing instruction is structured to develop both technical accuracy and expressive ability. Students learn sentence structure, grammar, punctuation, and spelling alongside the development of paragraph and essay writing skills. Writing tasks are closely connected to reading and content-area learning, allowing students to demonstrate understanding through explanation, argumentation, and narrative expression.

Oral language development is also a key component of literacy instruction. Students are regularly engaged in structured discussions, presentations, and collaborative conversations. These activities are designed to strengthen vocabulary, listening comprehension, and the ability to articulate ideas clearly and confidently.

1.5 Mathematics Instruction

Mathematics instruction in the primary grades is designed to develop both procedural fluency and conceptual understanding. Students are taught to understand not only how to solve problems, but why mathematical procedures work.

In the early grades, instruction emphasizes number sense, addition and subtraction, place value, and foundational problem-solving strategies. Manipulatives, visual models, and real-world examples are used extensively to support conceptual development.

As students advance, they are introduced to multiplication, division, fractions, measurement, geometry, and data analysis. Instruction increasingly incorporates multi-step problem solving and mathematical reasoning, requiring students to explain their thinking and justify their solutions.

By Grades 4 and 5, students are expected to apply mathematical concepts in more abstract and complex contexts. They engage in multi-step word problems, interpret data sets, and begin to explore introductory algebraic thinking. Emphasis is placed on accuracy, efficiency, and the ability to select appropriate strategies for solving unfamiliar problems.

1.6 Science, Social Studies, and Interdisciplinary Learning

Science and social studies are taught through inquiry-based and thematic approaches that encourage curiosity and exploration. Rather than focusing solely on memorization of facts, students are guided to ask questions, investigate phenomena, and draw conclusions based on evidence.

Science instruction includes life science, physical science, earth science, and introductory engineering concepts. Students participate in hands-on experiments, observations, and structured investigations that develop scientific thinking and reasoning skills.

Social studies instruction introduces students to communities, geography, history, civics, and cultural understanding. As students progress, they study the history and structure of the United States, explore global perspectives, and develop an understanding of civic responsibility and democratic principles.

Interdisciplinary learning connects science, social studies, literacy, and mathematics through project-based experiences. These projects allow students to apply knowledge across subject areas, strengthening retention and promoting deeper understanding.

1.7 Student Support, Intervention, and Enrichment

The primary program is designed to ensure that all students receive the support necessary to achieve academic success. Intervention systems are proactive, data-driven, and integrated into daily instruction.

Students who require additional academic support receive targeted instruction in small groups or one-on-one settings. These interventions focus on specific skill gaps and are adjusted regularly based on ongoing assessment data. The goal is to ensure that students reach grade-level proficiency as quickly and effectively as possible.

At the same time, students who demonstrate advanced understanding are provided with enrichment opportunities that extend and deepen their learning. Enrichment may include advanced reading materials, complex problem-solving tasks, independent research projects, or accelerated instruction in specific subject areas.

This dual approach ensures that all students are appropriately challenged and supported, regardless of their starting point.

1.8 Social-Emotional Learning and Character Development

Social-emotional learning is an essential component of the primary school experience. The program is designed to help students develop self-awareness, self-regulation, empathy, responsibility, and positive relationship skills.

Students participate in structured lessons and daily routines that reinforce expectations for behavior, collaboration, and personal responsibility. Teachers model and reinforce respectful communication, perseverance, and problem-solving strategies for managing challenges.

Character development is integrated into academic instruction and school culture. Students are encouraged to demonstrate integrity, effort, respect, and resilience in all aspects of their learning. These values are reinforced consistently to support the development of responsible and engaged learners.

1.9 Assessment and Academic Monitoring

Assessment in the primary program is continuous, comprehensive, and instructionally focused. Teachers use a combination of formative assessments, classroom observations, student work analysis, and periodic benchmark assessments to monitor student progress.

Formative assessments are used daily to guide instruction and provide immediate feedback to students. Benchmark assessments are administered at regular intervals to evaluate mastery of key standards and identify areas requiring additional support or enrichment.

Data from all assessments is used to inform instructional planning, grouping decisions, and intervention strategies. This ensures that instruction remains responsive and that each student receives the appropriate level of challenge and support.

Through this ongoing system of assessment and adjustment, the primary program maintains a strong focus on academic growth, mastery, and continuous improvement for every student.

1.10 Specialist Instruction

Specialist instruction is integrated into the primary school program to provide students with learning experiences that extend beyond the traditional classroom while supporting the overall academic curriculum.

During **Grade 1**, students participate in **Art** and **Physical Education**. These subjects strengthen creativity, fine motor development, physical coordination, teamwork, confidence, and healthy habits while allowing students to adjust successfully to formal school routines.

Beginning in **Grade 2**, **Science** and **Music** become part of the regular instructional program. Science introduces students to observation, exploration, simple investigations, and the scientific method through age-appropriate, hands-on learning experiences. Music develops rhythm, listening skills, creativity, self-expression, and collaboration while supporting language development and memory.

Beginning in **Grade 3**, the curriculum expands to include **Technology**, **United States History**, and **Geography**. Technology instruction develops keyboarding, digital citizenship, educational

software proficiency, introductory research skills, and the responsible use of technology to support learning across all academic subjects.

United States History introduces students to the nation's development through a chronological approach appropriate to their reading level, while Geography develops map-reading skills, regional understanding, landforms, natural resources, and the relationship between geography and historical development.

During **Grades 4 and 5**, all specialist subjects continue with increasing depth and academic rigor. Students complete more advanced scientific investigations, technology-based research projects, historical analysis, geographic studies, artistic projects, musical performance, and physical education activities designed to prepare them for the departmental structure of middle school.

Specialist teachers meet regularly with classroom teachers and Shared Intervention Teachers to coordinate instruction, reinforce classroom learning, identify students requiring additional support or enrichment, and maintain continuity across all areas of the curriculum.

1.11 Transition to Middle School

The Primary School Program is intentionally designed to prepare students for the increased academic expectations and departmental instructional model of middle school.

By the completion of Grade 5, students are expected to demonstrate proficiency in reading comprehension, written communication, mathematical reasoning, scientific inquiry, research skills, technology, historical understanding, and geographic knowledge. Students also develop organizational skills, personal responsibility, collaboration, and independent learning habits that support success in the middle grades.

This gradual progression ensures that students leave the Primary School Program academically prepared, intellectually curious, and confident as they transition into the next stage of the Baltimore Education Initiative, where they begin Spanish, advanced science, world history, world geography, and increased academic specialization.

1.12 Primary School Staffing Requirements

The staffing model for the Primary School Program has been developed to support the educational methodology outlined throughout this chapter. Staffing levels are based on maintaining approximately 20 students per classroom, a two-teacher instructional model, shared intervention services, specialist instruction, and administrative leadership capable of effectively supporting large primary school campuses.

To accommodate varying enrollment projections, two staffing models have been developed.

Model A – Four Primary Schools

Under the four-school model, each primary school serves approximately **3,500–4,250 students** across Grades 1 through 5.

Instructional Staff (Per School)

Position	Staffing
Lead Teachers	175–213
Associate Teachers	175–213
Shared Intervention Teachers	35–43
Science Teachers	18–22
Art Teachers	13–18
Music Teachers	10–15
Physical Education Teachers	13–18
Technology Teachers	10–15
Permanent Relief Teachers	8–10

Total Instructional Staff: 447–567

School Leadership (Per School)

Position	Staffing
Principal	1
Assistant Principals	5

Model B – Five Primary Schools

Under the five-school model, each primary school serves approximately **2,800–3,400 students**

across Grades 1 through 5.

Instructional Staff (Per School)

Position	Staffing
Lead Teachers	140–170
Associate Teachers	140–170
Shared Intervention Teachers	28–34
Science Teachers	15–18
Art Teachers	10–14
Music Teachers	8–12
Physical Education Teachers	10–14
Technology Teachers	8–12
Permanent Relief Teachers	6–8

Total Instructional Staff: 365–452

School Leadership (Per School)

Position	Staffing
Principal	1
Assistant Principals	5

Permanent Relief Teachers

Each primary school employs Permanent Relief Teachers to ensure instructional continuity throughout the academic year. Rather than relying primarily on external substitute teachers, these educators provide immediate classroom coverage during staff absences while remaining fully familiar with the school’s curriculum, instructional expectations, and educational philosophy.

Operational and Administrative Staff (Per Primary School)

In addition to instructional personnel, each primary school requires operational staff to ensure the safe, efficient, and uninterrupted daily operation of the campus. Operational staffing levels are based on the size of each primary school, the projected student enrollment, and the shared facilities incorporated into the Baltimore Education Initiative.

Position	Four-School Model	Five-School Model
Principal	1	1
Assistant Principals	5	5
Administrative Assistants	4	4
School Counselors	6	5
School Nurses	3	2
Psychologists	2	2
Social Workers	3	2
Attendance & Family Engagement Coordinators	2	2
Receptionists	2	2
Security Officers	16–20	12–16
Cafeteria Manager	1	1
Cafeteria Staff	20–24	16–20
Custodial Manager	1	1
Custodians	14–18	10–14
Maintenance Technicians	3	2
Groundskeepers	3	2
Warehouse / Supply Clerk	1	1
Transportation Coordinator	1	1
IT Support Specialists	2	

These staffing levels ensure that instructional personnel can focus on teaching while administrative, student support, food service, transportation, maintenance, technology, and campus operations are managed efficiently. Together with the instructional staffing model, these operational positions provide the personnel necessary to operate a large primary school campus safely and effectively throughout the academic year.

Chapter 2

Middle School Methodology (Grades 6–8)

2.1 Middle School Educational Methodology

The Middle School Program serves students in Grades 6 through 8 and bridges the transition between the highly structured learning environment of the Primary School Program and the increased academic rigor of the High School Program. During these three years, students develop greater academic independence while strengthening analytical thinking, organization, communication, leadership, and personal responsibility.

Unlike the Primary School Program, where students remain with the same classroom instructional team for most of the school day, middle school operates under a **departmental instructional model**. Students rotate between classrooms while teachers specialize in individual academic disciplines. This structure allows students to receive instruction from educators with advanced subject expertise while preparing them for the departmental organization of high school.

2.2 Middle School Curriculum

The Middle School Program provides students with a balanced academic curriculum that strengthens the knowledge and skills developed during the primary years while preparing them for the rigorous academic expectations of high school. The curriculum is designed to progressively increase students' analytical thinking, scientific understanding, communication, research, leadership, and problem-solving abilities throughout Grades 6 through 8.

Students study the following subjects throughout the middle school program:

Core Academic Subjects

- English Language Arts
- Mathematics
- Science
- World History
- Geography
- Spanish

Technology

- Technology
- Computer Science

Enrichment Subjects

- Art
- Music
- Physical Education

Student Development

- Leadership Development
- Community Service

Each subject follows a three-year progression. Concepts introduced in Grade 6 are expanded in Grade 7 and mastered at a higher level in Grade 8, ensuring that students enter high school with the academic foundation necessary for advanced coursework.

Each teacher instructs **five class periods per day**, allowing adequate time for lesson preparation, student support, intervention, professional collaboration, and communication with families. Classroom enrollment remains approximately **20 students per class**, ensuring individualized instruction and meaningful teacher-student relationships.

The curriculum expands significantly during the middle school years. Students study six core academic subjects each day:

- English Language Arts
- Mathematics
- Science
- World History
- Geography
- Spanish

Spanish instruction begins in Grade 6 and continues through high school, allowing students to develop fluency over a seven-year sequence. Instruction emphasizes listening, speaking, reading, and writing while introducing students to Hispanic cultures and global communication.

In addition to the core curriculum, students participate in Technology, Art, Music, Physical Education, Leadership Development, and Community Service throughout the academic year. Art is provided twice each week, Technology twice each week, Music once each week, and Physical

Education once each week. Community service and leadership development are integrated into the educational experience to strengthen civic responsibility, teamwork, and character.

Instruction moves beyond memorization and emphasizes critical thinking, analytical writing, scientific investigation, historical interpretation, geographic reasoning, collaborative learning, and independent problem-solving. Students are expected to communicate ideas clearly, support conclusions with evidence, complete research assignments, and increasingly manage their own academic responsibilities.

Shared Intervention Teachers continue to provide academic support for students requiring additional assistance, while enrichment opportunities challenge students performing above grade-level expectations. Academic progress is monitored continuously to ensure that every student remains prepared for the academic demands of the High School Program.

By the conclusion of Grade 8, students are expected to possess the academic knowledge, organizational skills, personal responsibility, and intellectual maturity necessary to successfully transition into the Baltimore Education Initiative High School Program.

2.3 English Language Arts

English Language Arts is the foundation of the middle school curriculum. Instruction is designed to strengthen reading comprehension, analytical thinking, written communication, research, public speaking, and critical analysis. Throughout Grades 6 through 8, students transition from reading to understand information toward reading to evaluate, interpret, compare, and communicate ideas using evidence and logical reasoning.

Grade 6

Grade 6 focuses on strengthening the literacy skills developed during the primary years while introducing students to more complex reading and writing.

Students study:

- Classical and contemporary literature
- Short stories
- Novels
- Informational texts
- Biographies and autobiographies
- Scientific and historical articles
- Grammar and sentence structure
- Vocabulary development
- Reading comprehension
- Paragraph writing
- Narrative writing

- Descriptive writing
- Oral communication
- Introduction to research

Students learn to identify themes, analyze characters, summarize information, distinguish fact from opinion, support written responses with textual evidence, and participate confidently in classroom discussions.

Grade 7

Grade 7 emphasizes analytical reading and more sophisticated written communication.

Students study:

- American and world literature
- Poetry
- Drama
- Historical documents
- Informational and technical writing
- Literary analysis
- Grammar refinement
- Academic vocabulary
- Essay writing
- Persuasive writing
- Informative writing
- Research techniques
- Public speaking
- Debate

Students compare multiple texts, evaluate author purpose and point of view, recognize bias, develop persuasive arguments, and produce well-organized essays supported by evidence from credible sources.

Grade 8

Grade 8 prepares students for the academic expectations of high school English by emphasizing independent reading, analytical thinking, and advanced communication.

Students study:

- Classical literature
- World literature

- Modern literature
- Literary criticism
- Rhetorical analysis
- Argumentative writing
- Research papers
- Technical writing
- Media literacy
- Speech and presentation
- Independent reading
- Academic discussion

Students complete extended research projects, analyze complex literary works, evaluate multiple perspectives, construct evidence-based arguments, and deliver formal presentations. By the completion of Grade 8, students are expected to read independently, write clearly and persuasively, conduct academic research, and communicate confidently in both written and oral formats, providing a strong foundation for honors-level and college-preparatory English courses in high school.

Grade 6

Grade 6 bridges elementary mathematics and pre-algebra by strengthening computational skills while introducing abstract mathematical thinking.

Students study:

- Whole numbers
- Integers
- Fractions
- Decimals
- Percentages
- Ratios and proportions
- Order of operations
- Exponents
- Variables and simple algebraic expressions
- Basic equations
- Geometry
- Area, perimeter, surface area, and volume
- Statistics
- Graphing
- Probability
- Financial mathematics

Students solve multi-step problems, analyze data, interpret graphs, and begin using algebraic reasoning to solve real-world mathematical situations.

Grade 7

Grade 7 expands algebraic thinking while increasing mathematical reasoning and analytical problem-solving.

Students study:

- Advanced ratios and proportions
- Linear equations
- Inequalities
- Functions
- Coordinate geometry
- Geometry
- Circles
- Similarity
- Transformations
- Statistics
- Probability
- Financial literacy
- Data interpretation
- Multi-step mathematical modeling

Students learn to solve increasingly complex mathematical problems, justify solutions, interpret data, and apply mathematics to scientific investigations and practical situations.

Grade 8

Grade 8 prepares students for the transition into high school Algebra, Geometry, and advanced mathematics.

Students study:

- Algebra
- Linear functions
- Systems of equations
- Quadratic concepts (introduction)
- Coordinate geometry
- Geometric proofs (introduction)
- Pythagorean Theorem
- Irrational numbers
- Statistics
- Probability
- Mathematical modeling
- Financial mathematics

- Problem-solving strategies

Students apply mathematical reasoning to engineering challenges, scientific investigations, economics, and technology while developing the analytical skills necessary for advanced high school mathematics. By the completion of Grade 8, students are expected to demonstrate confidence in algebraic reasoning, geometric analysis, mathematical communication, and independent problem-solving, ensuring readiness for rigorous high school mathematics courses.

2.5 Science

Science is one of the core academic pillars of the Middle School Program. The curriculum introduces students to the major scientific disciplines that they will continue studying throughout high school. Rather than presenting science as a collection of isolated facts, instruction emphasizes scientific inquiry, laboratory investigation, engineering design, critical thinking, observation, experimentation, and evidence-based reasoning.

Students study Biology, Physics, Chemistry, Earth and Space Science, and Environmental Science through progressively challenging coursework designed to prepare them for advanced high school science.

2.5.1 Biology

Grade 6

Biology begins with an introduction to living organisms and the fundamental principles of life.

Students study:

- Characteristics of living organisms
- Cell structure and function
- Plant and animal cells
- Human body systems
- Nutrition
- Genetics and heredity
- Ecosystems
- Biodiversity
- Food chains and food webs
- Adaptation
- Environmental relationships

Students conduct laboratory investigations using microscopes, observations, dissections (where appropriate), specimen studies, and environmental field activities.

Grade 7

Students expand their understanding of biological systems by studying more complex relationships within living organisms.

Students study:

- Cell division
- DNA
- Genetics
- Evolution
- Human anatomy and physiology
- Immune system
- Microorganisms
- Ecology
- Population dynamics
- Environmental conservation

Students perform laboratory investigations, analyze biological data, and complete research projects related to human health and environmental science.

Grade 8

Biology prepares students for high school laboratory science.

Students study:

- Molecular biology
- Advanced genetics
- Human physiology
- Biotechnology
- Evolutionary biology
- Biodiversity
- Ecosystem management
- Conservation biology
- Scientific research

Students design investigations, analyze scientific evidence, prepare laboratory reports, and complete independent biological research projects.

2.5.2 Physics

Grade 6

Students receive their first formal introduction to physics through practical, hands-on investigations.

Students study:

- Force
- Motion
- Speed
- Velocity
- Energy
- Work
- Simple machines
- Sound
- Light
- Electricity
- Magnetism

Instruction emphasizes experimentation rather than mathematical formulas, allowing students to understand physical principles through observation and engineering activities.

Grade 7

Students deepen their understanding of physical laws.

Students study:

- Newton’s Laws of Motion
- Gravity
- Friction
- Momentum
- Energy transformation
- Heat transfer
- Electricity
- Circuits
- Magnetism
- Waves
- Engineering applications

Students build models, conduct laboratory experiments, and solve practical engineering challenges.

Grade 8

Students prepare for high school physics.

Students study:

- Motion analysis
- Advanced energy concepts
- Mechanical systems
- Electricity and circuits
- Electromagnetism
- Waves
- Optics
- Scientific measurement
- Engineering design
- Applied physics investigations

Students complete laboratory investigations and engineering projects requiring scientific reasoning, mathematical analysis, and technical reporting.

2.5.3 Chemistry

Chemistry introduces students to the structure, properties, and behavior of matter while developing laboratory skills, scientific reasoning, and an understanding of how chemistry influences everyday life. Instruction progresses from basic concepts in Grade 6 to more advanced chemical principles in Grade 8, preparing students for high school Chemistry.

Grade 6

Students receive their first formal introduction to chemistry by exploring the materials that make up the world around them.

Students study:

- What is chemistry?
- Laboratory safety
- Scientific measurement
- Matter
- Physical and chemical properties
- States of matter
- Atoms
- Elements
- Molecules
- Compounds
- Mixtures
- Physical and chemical changes

- The Periodic Table (introduction)

Students conduct simple laboratory investigations involving observation, measurement, separation of mixtures, density, melting and freezing, evaporation, and basic chemical reactions.

Grade 7

Students expand their understanding of atomic theory and chemical interactions.

Students study:

- Atomic structure
- Protons, neutrons, and electrons
- Atomic models
- Periodic Table organization
- Chemical bonding
- Ionic and covalent compounds
- Chemical formulas
- Acids and bases
- Solutions
- Physical versus chemical reactions
- Conservation of matter

Students perform laboratory investigations involving acids, bases, indicators, solutions, crystal formation, reaction observation, and laboratory analysis while learning accurate scientific recording and data interpretation.

Grade 8

Grade 8 prepares students for high school Chemistry by strengthening both conceptual understanding and laboratory investigation.

Students study:

- Advanced atomic theory
- Chemical equations
- Balancing chemical equations
- Types of chemical reactions
- Oxidation and reduction (introduction)
- Organic chemistry (introduction)
- Chemical energy
- Environmental chemistry

- Applications of chemistry in medicine, engineering, agriculture, and manufacturing

Students conduct more advanced laboratory investigations requiring hypothesis development, experimental design, quantitative measurement, scientific analysis, and formal laboratory reports.

2.5.4 Earth and Space Science

Earth and Space Science develops students' understanding of the planet they live on and the universe beyond it. Students investigate Earth's systems, weather, climate, geology, oceans, astronomy, and space exploration while learning how scientific discoveries continue to shape modern society.

Grade 6

Students study:

- Earth's structure
- Rocks and minerals
- Plate tectonics
- Volcanoes
- Earthquakes
- Weather
- Climate
- Oceans
- Natural resources
- Solar System
- Moon
- Planets
- Introduction to astronomy

Students participate in weather observations, geological investigations, map interpretation, and Earth science laboratory activities.

Grade 7

Students study:

- Atmosphere
- Weather systems
- Climate change
- Hydrologic cycle

- Renewable and non-renewable resources
- Natural disasters
- Ocean systems
- Earth’s changing surface
- Space exploration
- Galaxies

Students investigate environmental issues, interpret weather data, analyze satellite imagery, and complete Earth science research projects.

Grade 8

Students study:

- Earth’s history
- Geological time
- Fossils
- Evolution of Earth
- Advanced astronomy
- Stars
- Galaxies
- Black holes
- Space exploration
- Climate science
- Environmental sustainability

Students complete scientific investigations, research projects, and presentations while applying scientific evidence to global environmental and space-related issues.

2.5.5 Technology and Computer Science

Technology and Computer Science prepare students to become confident users, creators, and innovators of technology rather than simply consumers of digital devices. The curriculum develops computational thinking, programming skills, digital citizenship, engineering design, and problem-solving while preparing students for advanced computer science courses in high school.

Grade 6

Students study:

- Computer hardware

- Computer software
- Keyboarding proficiency
- Digital citizenship
- Internet safety
- Productivity applications
- Online research
- File management
- Introduction to coding
- Computational thinking
- Robotics (introduction)
- Engineering design challenges

Students complete coding activities, collaborative technology projects, and introductory programming exercises using age-appropriate software.

Grade 7

Students study:

- Programming fundamentals
- Algorithms
- Data organization
- Computer networks
- Cybersecurity fundamentals
- Robotics
- Website design
- Multimedia production
- Digital collaboration
- Engineering problem-solving

Students create computer programs, design digital projects, solve programming challenges, and strengthen logical reasoning through increasingly complex computational tasks.

Grade 8

Students study:

- Advanced programming concepts
- Software development
- Data analysis
- Artificial Intelligence (introduction)
- Cybersecurity

- Databases
- Robotics and automation
- Engineering design
- Digital innovation
- Technology ethics

Students complete independent programming projects, collaborative engineering challenges, research assignments, and technology presentations while developing the computational thinking skills necessary for advanced high school computer science.

2.6 World History

World History introduces students to the development of civilizations, cultures, governments, religions, economies, and societies throughout human history. The curriculum follows a chronological progression, allowing students to understand how historical events influenced one another and how civilizations shaped the modern world. Students are encouraged to analyze historical evidence, compare civilizations, recognize patterns throughout history, and understand both the achievements and failures of humanity.

Grade 6

Grade 6 introduces the earliest civilizations and the foundations of human society.

Students study:

- Prehistoric civilizations
- Mesopotamia
- Ancient Egypt
- Ancient Israel
- Ancient India
- Ancient China
- Ancient Greece
- Ancient Rome
- Early African civilizations
- Early American civilizations
- The origins of government
- The development of writing
- Early trade routes
- Ancient religions
- Scientific and technological discoveries of the ancient world

Students examine how geography, agriculture, religion, leadership, trade, and innovation influenced the rise of civilizations.

Grade 7

Grade 7 examines the transition from the ancient world to the modern era.

Students study:

- Byzantine Empire
- Islamic civilizations
- Medieval Europe
- African kingdoms
- Asian empires
- The Renaissance
- The Reformation
- Age of Exploration
- Scientific Revolution
- Enlightenment
- Colonial expansion
- Growth of international trade

Students analyze how exploration, scientific discovery, religion, economics, and political change transformed societies around the world.

Grade 8

Grade 8 focuses on the modern world and prepares students for the more advanced historical analysis required in high school.

Students study:

- Industrial Revolution
- American Revolution (global significance)
- French Revolution
- Nationalism
- Imperialism
- World War I
- World War II
- Cold War
- Decolonization
- Globalization
- International organizations
- Modern political systems
- Contemporary world issues

Students evaluate historical decisions, compare political systems, analyze primary and secondary sources, conduct historical research, and examine how historical events continue to influence modern society.

2.7 Geography

Geography is taught alongside World History to help students understand how physical landscapes, natural resources, climate, population, culture, and economics influence civilizations and global development. Rather than memorizing maps alone, students learn how geography shapes history, politics, trade, and human interaction.

Grade 6

Students study:

- Continents
- Oceans
- Major countries
- World regions
- Physical geography
- Landforms
- Rivers
- Mountains
- Climate zones
- Map-reading
- Latitude and longitude
- Population distribution
- Natural resources

Students develop strong geographic literacy while learning how physical geography influenced the development of early civilizations.

Grade 7

Students study:

- Political geography
- Economic geography
- Human geography
- Migration
- Agriculture

- Transportation
- International trade
- Urbanization
- Environmental geography
- Regional geography of Europe, Asia, Africa, and the Americas

Students investigate how geography influences culture, government, economics, and historical development.

Grade 8

Students study:

- Global economics
- International relations
- Environmental sustainability
- Climate change
- Energy resources
- Geopolitics
- Global population
- Development
- International organizations
- Geographic challenges facing the modern world

Students analyze maps, satellite imagery, demographic data, and geographic information while developing a deeper understanding of global interdependence.

2.8 Spanish

Spanish is introduced in Grade 6 and continues throughout middle school as the beginning of a seven-year language program that extends through Grade 12. The objective is not simply to complete language courses, but to develop students who can communicate confidently in Spanish through listening, speaking, reading, and writing.

Instruction emphasizes daily conversation, practical communication, pronunciation, grammar, vocabulary, culture, and real-world application. Students are encouraged to use Spanish regularly in the classroom rather than relying primarily on memorization or translation.

Grade 6

Students build a strong foundation in spoken Spanish.

Students study:

- Alphabet and pronunciation
- Greetings and introductions
- Everyday conversations
- Numbers
- Days and months
- Family
- School vocabulary
- Colors
- Food
- Clothing
- Time
- Basic grammar
- Present-tense verbs
- Listening comprehension
- Speaking activities
- Hispanic cultures and traditions

Students participate in conversations, role-playing, pronunciation exercises, and classroom discussions to build confidence in spoken communication.

Grade 7

Students expand their communication skills while strengthening reading and writing.

Students study:

- Expanded vocabulary
- Sentence construction
- Verb conjugation
- Reading short stories
- Writing paragraphs
- Listening comprehension
- Oral presentations
- Intermediate conversations
- Geography of Spanish-speaking countries
- Hispanic history and culture

Students begin expressing opinions, writing short compositions, and participating in longer conversations using increasingly accurate grammar and pronunciation.

Grade 8

Students prepare for high school Spanish by strengthening fluency across all four language skills.

Students study:

- Advanced grammar
- Reading authentic materials
- Essay writing
- Extended conversations
- Oral presentations
- Spanish literature (introduction)
- Current events
- Cultural studies
- Translation activities
- Listening comprehension
- Public speaking in Spanish

By the completion of Grade 8, students should communicate comfortably in everyday situations while possessing the vocabulary, grammatical foundation, and confidence necessary for continued language study throughout high school.

2.9 Art

Art education develops creativity, imagination, visual communication, and artistic appreciation while strengthening observation, problem-solving, and critical thinking.

Grade 6

Students study:

- Drawing
- Painting
- Color theory
- Design principles
- Perspective
- Sculpture
- Introduction to art history

Grade 7

Students expand artistic techniques through:

- Mixed media
- Digital art
- Graphic design
- Ceramics
- Printmaking
- Artistic composition
- Historical art movements

Grade 8

Students refine artistic skills while developing personal expression through:

- Portfolio development
- Advanced drawing
- Painting
- Sculpture
- Graphic design
- Architecture
- Photography (introduction)
- Independent artistic projects

2.10 Music

Music education develops creativity, discipline, collaboration, and cultural appreciation while strengthening listening skills and musical performance.

Grade 6

Students study:

- Music theory
- Rhythm
- Vocal performance
- Instrument exploration
- Music appreciation
- World music

Grade 7

Students expand their musical understanding through:

- Harmony
- Ensemble performance
- Music history
- Composition
- Instrumental performance
- Choral music

Grade 8

Students strengthen musical performance and creativity through:

- Advanced performance
- Composition
- Conducting (introduction)
- Music technology
- Performance evaluation
- Independent musical projects

2.11 Physical Education

Physical Education promotes lifelong health, physical fitness, teamwork, leadership, and sportsmanship. Competitive athletics are offered after school, while Physical Education develops overall fitness and healthy lifestyles.

Grade 6

Students study:

- Physical fitness
- Flexibility
- Coordination
- Teamwork
- Sports fundamentals
- Health education
- Nutrition

Grade 7

Students continue developing:

- Strength
- Endurance
- Sports skills
- Team sports
- Individual sports
- Personal fitness planning

Grade 8

Students prepare for high school athletics and lifelong wellness through:

- Advanced fitness
- Leadership in sports
- Injury prevention
- Personal wellness
- Exercise science (introduction)
- Lifetime physical activities

2.12 Leadership Development and Community Service

Leadership and Community Service are integrated throughout the middle school curriculum to develop responsibility, integrity, teamwork, and civic engagement.

Grade 6

Students learn:

- Personal responsibility
- Teamwork
- Respect
- Volunteerism
- School leadership opportunities

Grade 7

Students participate in:

- Community service projects
- Leadership workshops
- Peer mentoring
- Group problem-solving
- Civic responsibility

Grade 8

Students assume greater leadership responsibilities through:

- Student leadership roles
- Community partnerships
- Service-learning projects
- Public presentations
- Planning and leading volunteer initiatives

By the completion of Grade 8, students are expected to demonstrate the leadership, communication, citizenship, and service-oriented mindset that prepares them for the expanded leadership opportunities offered throughout the High School Program.

2.13 Middle School Teacher Staffing Requirements

The Middle School Teacher Staffing Model has been developed to support the instructional methodology described throughout this chapter. Staffing levels are based on departmental instruction, an average class size of approximately 20 students, five instructional periods per teacher each day, shared intervention services, and specialized subject instruction.

To accommodate projected student enrollment, three staffing models have been developed.

Model A – Two Middle School Campuses

Each campus serves approximately one-half of the middle school student population.

Teacher Staffing (Per Campus)

Position	Staffing
English Language Arts Teachers	36–42
Mathematics Teachers	36–42
Science Teachers	36–42

Position	Staffing
World History Teachers	36–42
Geography Teachers	18–21
Spanish Teachers	18–21
Technology & Computer Science Teachers	8–10
Art Teachers	6–8
Music Teachers	4–6
Physical Education Teachers	6–8
Shared Intervention Teachers	15–18
Permanent Relief Teachers	8–10

Model B – Three Middle School Campuses

Each campus serves approximately one-third of the middle school student population.

Teacher Staffing (Per Campus)

Position	Staffing
English Language Arts Teachers	24–28
Mathematics Teachers	24–28
Science Teachers	24–28
World History Teachers	24–28
Geography Teachers	12–14
Spanish Teachers	12–14
Technology & Computer Science Teachers	6–8
Art Teachers	4–5
Music Teachers	3–4

Position	Staffing
Physical Education Teachers	4–5
Shared Intervention Teachers	10–12
Permanent Relief Teachers	6–8

Model C – Four Middle School Campuses

Each campus serves approximately one-fourth of the middle school student population.

Teacher Staffing (Per Campus)

Position	Staffin
English Language Arts Teachers	18–21
Mathematics Teachers	18–21
Science Teachers	18–21
World History Teachers	18–21
Geography Teachers	9–11
Spanish Teachers	9–11
Technology & Computer Science Teachers	4–5
Art Teachers	3–4
Music Teachers	2–3
Physical Education Teachers	3–4
Shared Intervention Teachers	8–10
Permanent Relief Teachers	4–6

2.14 Middle School Administrative Staffing

Strong instructional leadership is essential to maintaining consistency across all middle school campuses. Administrative staffing supports academic excellence, student well-being, teacher development, and effective school operations.

Administrative Staffing (Per Campus)

Position	Staffing
Principal	1
Assistant Principals (Grades 6, 7 and 8)	3
Administrative Assistants	4
School Counselors	6
School Psychologists	2
Social Workers	3
School Nurses	2
Attendance & Family Engagement Coordinators	2
Receptionists	2

The administrative team works collaboratively with instructional staff to maintain academic standards, support student achievement, oversee school operations, strengthen family engagement, coordinate intervention services, and ensure that every student receives the guidance and support necessary for a successful transition into the High School Program.

Middle School Staffing Totals

Model A – Two Middle School Campuses

Per Campus

Category	Total Staffing
Teachers	**227–270**
Administrators	**25**

Category	Total Staffing
Total Staff	**252–295**

Across Both Campuses

Category	Total Staffing
Teachers	**454–540**
Administrators	**50**
Total Staff	**504–590**

Model B – Three Middle School Campuses

Per Campus

Category	Total Staffing
Teachers	**153–182**
Administrators	**25**
Total Staff	**178–207**

Across All Three Campuses

Category	Total Staffing
Teachers	**459–546**
Administrators	**75**
Total Staff	**534–621**

Model C – Four Middle School Campuses

Per Campus

Category	Total Staffing
Teachers	**114–138**
Administrators	**25**
Total Staff	**139–163**

Across All Four Campuses

Category	Total Staffing
Teachers	**456–552**
Administrators	**100**
Total Staff	**556–652**

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Chapter3: High School Educational Methodology

Section 1 – Educational Philosophy and Methodology

The purpose of the Baltimore Education Initiative high school is not simply to prepare students to graduate. Its purpose is to prepare young men and women to become leaders, innovators, professionals, entrepreneurs, educators, scientists, engineers, physicians, public servants, and responsible citizens capable of improving their communities and contributing to the continued strength of the United States.

The traditional American high school curriculum is frequently organized around completing individual courses. Students study a subject for one academic year, receive a passing grade, and then move to another subject the following year. While this structure introduces students to a wide range of disciplines, it often limits long-term mastery because many concepts are not revisited in a systematic way. Students may successfully complete a course while gradually losing proficiency in knowledge and skills that are no longer practiced.

The Baltimore Education Initiative adopts a different philosophy.

Rather than viewing education as a sequence of isolated courses, the initiative views education as a process of **continuous intellectual development**. Every major academic discipline is designed to progress throughout all four years of high school, allowing students to revisit previous knowledge, deepen their understanding, strengthen long-term retention, and continuously develop more advanced skills.

Learning is therefore viewed as a continuum rather than a series of disconnected educational experiences.

This philosophy reflects a fundamental belief that excellence is achieved through consistent practice, increasing complexity, and continuous application rather than through one-time exposure to academic content.

The curriculum is organized into academic departments rather than isolated courses. Each department is responsible for guiding students through a structured four-year progression that builds upon previous learning while continually introducing more advanced concepts and practical applications.

This departmental model allows students to experience continuous academic growth while maintaining clear educational expectations throughout high school.

The educational program also recognizes that preparing future leaders requires more than academic knowledge alone. Students must develop the ability to think critically, communicate effectively, solve complex problems, work collaboratively, demonstrate personal discipline, understand different cultures, and contribute positively to society.

For that reason, the curriculum integrates rigorous academics with leadership development, multilingual education, scientific inquiry, technological literacy, physical wellness, creative expression, and community service.

Each component serves a specific educational purpose, and together they form a comprehensive educational model designed to prepare students for success in higher education, professional careers, civic life, and lifelong learning.

Unlike many traditional schools, the Baltimore Education Initiative does not seek to reduce expectations in response to poverty. Instead, it operates from the belief that children living at or below the Federal Poverty Level deserve access to one of the highest-quality educational experiences available. High expectations, combined with appropriate academic support, strong teaching, and long-term continuity, provide students with opportunities that have historically been unavailable to many children growing up in economically disadvantaged communities.

The curriculum is therefore intentionally ambitious.

Students continue developing their abilities in English, mathematics, science, history, geography, world languages, technology, leadership, and physical education throughout their high school years rather than completing these subjects once and moving on.

This continuity creates stronger academic foundations while preparing graduates to compete successfully for admission to highly selective colleges and universities, enter demanding professions, and assume leadership roles within their communities.

The extended school day is a deliberate component of this philosophy. Rather than increasing teacher workload, additional instructional time provides students with greater opportunities for laboratory work, language conversation, research, collaborative projects, leadership seminars, tutoring, and individualized academic support. Teachers continue teaching a maximum of five instructional periods each day, allowing sufficient time for planning, collaboration, mentoring students, communicating with families, and continuously improving instructional quality.

The Baltimore Education Initiative therefore measures success not only by graduation rates or standardized test scores, but by the long-term development of knowledgeable, ethical, physically healthy, multilingual, technologically capable, and civically engaged graduates prepared to lead lives of purpose and service.

Section 2 – Academic Department Structure

The Baltimore Education Initiative organizes its high school curriculum around academic departments rather than isolated one-year courses. Each department is responsible for guiding students through a carefully designed four-year educational progression that builds knowledge continuously while increasing academic expectations each year.

The purpose of this structure is to ensure that students strengthen previously learned skills rather than allowing important knowledge to fade after completing a single course. Every department contributes to the overall objective of developing graduates who possess strong academic foundations, critical thinking abilities, effective communication skills, leadership qualities, and the capacity to succeed in higher education and professional careers.

Although each department has its own curriculum and instructional methods, all departments work together toward a common educational mission. Teachers collaborate regularly to coordinate instruction, reinforce common skills, and ensure that learning in one discipline supports learning in another.

This interdisciplinary approach encourages students to recognize connections between mathematics and science, history and geography, language and culture, technology and engineering, and leadership and community service.

Rather than functioning as independent subjects competing for instructional time, departments become partners in developing well-rounded, intellectually curious students.

English Department

The English Department serves as the academic foundation of the entire high school curriculum.

Strong reading, writing, speaking, and analytical abilities influence every other academic discipline. Students cannot effectively study science, mathematics, history, geography, technology, or foreign languages without first developing advanced literacy skills.

For this reason, English remains a required subject throughout all four years of high school.

Rather than repeating similar material each year, instruction progresses from foundational analytical skills toward increasingly sophisticated academic communication.

Students continually strengthen their abilities in:

- Reading comprehension
- Literary analysis

- Academic writing
- Research
- Public speaking
- Debate
- Critical thinking
- Persuasive communication
- Professional writing
- College-level composition

The curriculum gradually introduces more challenging literature representing different historical periods, cultures, and perspectives while continuing to emphasize clear written communication.

Students also learn practical writing skills including reports, proposals, research papers, professional correspondence, presentations, and public speeches.

The department emphasizes communication rather than memorization.

Graduates should be capable of expressing complex ideas clearly, defending their opinions using evidence, conducting independent research, evaluating sources critically, and communicating confidently in both academic and professional environments.

These abilities become essential throughout university education and future careers.

Mathematics Department

Mathematics is treated as a continuous discipline rather than a collection of separate courses.

Each year builds directly upon previous knowledge while introducing increasingly advanced mathematical reasoning.

Students continue studying mathematics every year because mathematical proficiency develops through continuous practice rather than isolated instruction.

The department focuses on:

- Numerical reasoning
- Algebraic thinking
- Geometry
- Statistics
- Probability
- Mathematical modeling
- Functions
- Pre-calculus

- Calculus or other advanced mathematics
- Practical financial mathematics

Instruction emphasizes understanding rather than memorization.

Students learn not only how to solve problems but also why mathematical principles work and how they apply to engineering, economics, technology, medicine, architecture, finance, and scientific research.

Problem-solving, logical reasoning, and analytical thinking become central objectives throughout the four-year program.

Science Department

The Science Department represents one of the most distinctive features of the Baltimore Education Initiative.

Traditional high schools often organize science as separate one-year courses.

Students complete Biology during one year, Chemistry during another, and Physics during another. Once the course ends, many students rarely revisit those concepts.

The Baltimore Education Initiative adopts a different approach.

Biology, Chemistry, and Physics continue throughout all four years of high school.

Students develop increasingly advanced understanding in each scientific discipline while continuously reinforcing previous learning.

This approach recognizes that scientific knowledge is interconnected.

Understanding chemistry improves understanding of biology.

Understanding physics strengthens chemistry.

Together, these disciplines provide students with a more complete understanding of the natural world.

Instruction combines classroom learning with laboratory investigation.

Students are expected to:

- Design experiments.

- Collect and analyze data.
- Interpret scientific evidence.
- Apply mathematical reasoning.
- Solve engineering challenges.
- Conduct research.
- Present scientific findings.

Laboratory experiences become progressively more sophisticated each year.

Rather than following predetermined experiments alone, upper-level students increasingly participate in independent investigations and collaborative research projects that develop creativity, critical thinking, and scientific inquiry.

The objective is not simply preparing students to pass science examinations.

The objective is to develop future physicians, engineers, researchers, inventors, environmental scientists, technology leaders, and scientifically literate citizens capable of solving complex problems throughout their lives.

History and Geography Department

The History and Geography Department builds directly upon the historical and geographical foundation established during middle school.

By the time students enter high school, they have already studied the development of ancient civilizations, the rise and fall of early empires, the foundations of world religions, exploration, colonization, and the major historical events that shaped the modern world.

High school expands that foundation through advanced analysis rather than repetition.

The department examines how historical events continue to influence modern societies, international relations, economics, diplomacy, technological advancement, and global security.

Students move beyond learning **what happened** to understanding **why it happened, how it happened, and what lessons modern societies can learn from it.**

Topics include:

- Modern geopolitical developments.
- International relations.
- Comparative political systems.
- Democracy, authoritarianism, and constitutional government.
- Global economics.
- Industrialization and technological revolutions.
- The causes and consequences of major international conflicts.

- Decolonization.
- Globalization.
- International organizations.
- Contemporary global challenges.
- Emerging economic and political powers.

Students analyze historical evidence, evaluate competing interpretations, compare different political systems, and develop independent conclusions supported by research and evidence.

Historical study becomes increasingly interdisciplinary, integrating economics, geography, science, technology, diplomacy, and public policy.

Advanced Geography

Geography also progresses beyond basic map knowledge.

Students are expected to already recognize continents, oceans, major regions, and the locations of countries.

High school geography focuses on understanding **how geography influences the modern world.**

Topics include:

- Global trade networks.
- Transportation systems.
- Population movement.
- Urbanization.
- Natural resources.
- Climate systems.
- Environmental sustainability.
- Energy production.
- Food security.
- Strategic geography.
- International borders.
- Economic development.
- Human geography.
- Geopolitical regions.

Students examine why certain nations become economic powers while others struggle, how geography influences military strategy, how access to natural resources shapes international relationships, and how climate and environmental changes affect global stability.

Graduates should leave high school not simply knowing where countries are located, but understanding how geography continues to shape international politics, economics, security, and human development.

Leadership and Community Service Department

The Baltimore Education Initiative believes that academic excellence alone does not create exceptional leaders. Knowledge becomes meaningful when it is applied in service to others.

For this reason, Community Service and Leadership Development form a permanent department within the high school curriculum rather than serving as optional extracurricular activities.

Every student participates in community service throughout high school.

The objective is not simply to complete a required number of volunteer hours. The objective is to develop a lifelong understanding of civic responsibility, leadership, empathy, and service.

Students participate in projects that may include:

- Tutoring younger students.
- Assisting nonprofit organizations.
- Supporting community improvement initiatives.
- Environmental conservation.
- Food security programs.
- Senior citizen assistance.
- Healthcare outreach.
- Literacy initiatives.
- Neighborhood improvement projects.
- Public service activities.

Community service is integrated into classroom reflection and leadership instruction.

Students analyze the social challenges they encounter, evaluate possible solutions, and consider how education, public policy, business, science, and community leadership can contribute to long-term improvement.

Leadership instruction emphasizes:

- Ethical decision-making.
- Teamwork.
- Public speaking.
- Conflict resolution.
- Project management.

- Civic responsibility.
- Professional conduct.
- Service-oriented leadership.

Graduates are expected to understand that leadership is measured not by authority but by responsibility and the ability to improve the lives of others.

Creative Arts Department

The Baltimore Education Initiative recognizes that creativity is an essential component of intellectual development.

Students therefore select one creative pathway throughout high school.

Students may choose either:

Visual Arts

Students develop artistic abilities through:

- Drawing.
- Painting.
- Sculpture.
- Graphic design.
- Digital illustration.
- Photography.
- Portfolio development.

Instruction emphasizes creativity, observation, design, visual communication, and artistic expression.

Students regularly exhibit their work while developing both technical skill and creative confidence.

Music

Students choosing the music pathway receive continuous instruction in:

- Music theory.
- Performance.
- Choir.
- Band.
- Orchestra.

- Ensemble participation.
- Music appreciation.

Students perform individually and collaboratively while developing discipline, creativity, confidence, teamwork, and artistic excellence.

Both pathways encourage creativity, innovation, self-expression, discipline, and appreciation of the arts while supporting the broader educational mission of developing well-rounded graduates.

Physical Education Department

Physical education remains a required component of the curriculum throughout all four years of high school.

Every student participates in physical education **once each week**.

The purpose extends beyond physical fitness.

Instruction develops:

- Healthy lifestyles.
- Physical fitness.
- Teamwork.
- Leadership.
- Self-discipline.
- Stress management.
- Personal responsibility.
- Lifelong wellness.

The department recognizes the close relationship between physical health and academic performance.

Healthy students are better prepared to concentrate, manage stress, solve problems, and maintain the stamina necessary for rigorous academic study.

Physical education therefore supports both academic success and long-term personal well-being.

Competitive Athletics

Competitive athletics operate separately from the academic curriculum.

Participation is voluntary and occurs after the regular school day.

Students may participate in:

- Basketball.
- Soccer.
- Football.
- Baseball.
- Softball.
- Volleyball.
- Tennis.
- Track and Field.
- Swimming.
- Wrestling.
- Cross Country.
- Lacrosse.

Athletic participation promotes discipline, teamwork, perseverance, leadership, resilience, and school community.

Student-athletes remain subject to the same academic expectations as every other student.

Academic excellence remains the first priority.

Athletics provide opportunities for personal development, competition, and, for some students, college recruitment and scholarships.

An Integrated Educational System

The Baltimore Education Initiative does not view departments as isolated parts of the school.

Every department contributes to one unified educational mission.

English strengthens communication throughout every discipline.

Mathematics supports science, technology, and engineering.

Science reinforces analytical thinking.

History and geography provide historical perspective and global understanding.

Foreign languages prepare students for international communication and cultural awareness.

Technology supports innovation across every department.

Leadership and community service connect education with civic responsibility.

Creative arts encourage imagination, discipline, and self-expression.

Physical education develops healthy minds and healthy bodies.

Together, these departments create an educational system designed to prepare graduates who are academically accomplished, physically healthy, ethically responsible, culturally aware, technologically capable, multilingual, and committed to improving their communities.

The Baltimore Education Initiative therefore measures success not only by graduation rates or standardized test scores, but by the quality of the individuals its schools help develop. The ultimate objective is to graduate young adults who possess the knowledge, character, leadership, and determination necessary to strengthen their communities, contribute to their nation, and compete successfully in an increasingly interconnected world.

Section 6 – Daily Educational Implementation

The Baltimore Education Initiative is designed around the principle that learning should be continuous, purposeful, and interconnected. Every school day is intentionally organized so that students develop academically, physically, socially, and ethically rather than simply moving from one unrelated class to another.

Unlike many traditional high schools, where subjects often function independently, every department within the Baltimore Education Initiative supports a common educational mission. Teachers regularly collaborate to reinforce shared concepts, coordinate major projects, and help students recognize the relationships between different academic disciplines.

A lesson studied in science may later appear in mathematics through data analysis. Historical events examined in World History may be discussed in foreign-language classes through cultural perspectives. Artificial Intelligence projects may require students to apply mathematical reasoning, scientific knowledge, research skills, and written communication simultaneously.

Learning therefore becomes integrated rather than fragmented.

The Student Experience

Students begin each school day prepared to engage in rigorous academic work while also participating in activities that develop leadership, creativity, communication, and physical well-being.

Throughout the school year, every student continuously develops in:

- Communication
- Mathematical reasoning
- Scientific inquiry
- Historical understanding
- Global awareness
- Multilingual communication
- Technological literacy
- Leadership
- Physical wellness
- Creative expression

Instead of viewing education as completing individual courses, students experience each year as another stage of intellectual growth.

Every department builds upon previous learning while preparing students for increasingly advanced academic work during the following year.

Knowledge is reinforced rather than replaced.

Department Collaboration

Departments are expected to collaborate regularly.

Examples include:

English and History

Students research historical events, evaluate primary sources, and prepare analytical essays and presentations.

Science and Mathematics

Students apply mathematical concepts while conducting laboratory investigations, analyzing experimental results, and interpreting scientific data.

Technology and Science

Programming, robotics, artificial intelligence, engineering, and scientific investigation become integrated through project-based learning.

Foreign Languages and Geography

Students explore cultures, governments, economies, and global issues while developing practical communication skills in Spanish, French, and German.

Leadership and Community Service

Students identify community challenges, research possible solutions, organize service projects, and reflect upon the impact of their work.

Learning therefore becomes interdisciplinary while maintaining academic rigor within every department.

Teacher Collaboration

Teachers are expected to function as professional educational teams rather than isolated classroom instructors.

The extended school day provides dedicated time for:

- Collaborative lesson planning.
- Reviewing student progress.
- Coordinating interdisciplinary projects.
- Parent communication.
- Student mentoring.
- Professional development.
- Curriculum improvement.
- Academic intervention planning.

Teachers remain responsible for a maximum of five instructional periods each day, allowing sufficient time to maintain high-quality instruction while supporting individual student needs.

The Baltimore Education Initiative views teacher preparation and collaboration as essential components of educational excellence rather than activities completed outside the school day.

Student Support

Academic excellence requires continuous support.

Students experiencing academic difficulty receive assistance before falling significantly behind.

Support may include:

- Individual tutoring.
- Small-group instruction.
- Teacher conferences.
- Intervention specialists.
- Academic mentoring.
- Peer tutoring.
- Extended learning opportunities.

Likewise, students demonstrating advanced academic ability receive enrichment opportunities through research projects, advanced coursework, leadership activities, competitions, and independent study.

Every student is expected to continue growing regardless of current achievement level.

Assessment Philosophy

Assessment extends beyond traditional examinations.

Student progress is measured through multiple forms of evaluation, including:

- Written examinations.
- Research projects.
- Laboratory investigations.
- Oral presentations.
- Debates.
- Team projects.
- Problem-solving activities.
- Community service participation.
- Leadership performance.
- Long-term academic growth.

The objective is to evaluate understanding, application, communication, creativity, and critical thinking rather than memorization alone.

Educational Culture

The Baltimore Education Initiative seeks to establish a culture of excellence built upon respect, responsibility, discipline, integrity, and service.

Students are encouraged to challenge themselves academically while supporting one another as members of a unified learning community.

Teachers serve not only as instructors but also as mentors, role models, and leaders committed to helping every student reach his or her full potential.

The ultimate purpose of the high school is not merely to prepare students for graduation.

Its purpose is to prepare graduates who possess the knowledge, character, discipline, compassion, leadership, and confidence necessary to improve their communities, strengthen the nation, and contribute positively to an increasingly interconnected world.

Section 7 – Graduate Outcomes

The Baltimore Education Initiative defines success by the quality of the graduates it develops rather than by graduation rates alone. A diploma represents more than the completion of academic requirements. It represents a student's successful preparation for higher education, professional careers, responsible citizenship, and lifelong learning.

Every graduate is expected to leave high school with the academic knowledge, personal character, practical skills, and leadership abilities necessary to compete successfully in an increasingly complex and interconnected world.

The Initiative establishes high expectations because it believes that children living at or below the Federal Poverty Level deserve educational opportunities equal to those available in the nation's strongest schools. High expectations, combined with exceptional instruction, continuous support, and long-term educational planning, provide students with the greatest opportunity to break the cycle of generational poverty.

Academic Excellence

Graduates will demonstrate mastery of a rigorous academic curriculum that has been continuously strengthened throughout four years of high school.

Students will be able to:

- Read, analyze, and evaluate complex texts.
- Communicate effectively through writing and public speaking.
- Apply advanced mathematical reasoning to solve real-world problems.
- Conduct scientific investigations using observation, experimentation, and evidence.
- Understand historical events within their broader global context.
- Analyze contemporary international issues through historical, political, economic, and geographical perspectives.
- Apply technology responsibly to solve problems and create innovative solutions.

Academic excellence is measured not only by examination performance but by a student's ability to think independently, communicate clearly, and apply knowledge in practical situations.

Multilingual Communication

Graduates will possess meaningful communication skills in multiple languages.

Students will:

- Demonstrate advanced proficiency in Spanish developed through continuous study beginning in middle school.
- Demonstrate strong proficiency in French through four years of high school instruction.
- Develop practical communication skills in German beginning in Grade 11.

- Understand the cultures, histories, and traditions associated with the languages they study.

Language instruction emphasizes real communication rather than memorization alone. Graduates should possess the confidence to communicate with people from different cultures in academic, professional, and international settings.

Scientific and Technological Competence

Graduates will understand the scientific principles that shape the modern world while demonstrating the ability to apply technology responsibly.

Students will possess experience in:

- Biological sciences.
- Chemistry.
- Physics.
- Computer science.
- Artificial intelligence.
- Engineering concepts.
- Research methodology.
- Data analysis.
- Problem-solving.

Graduates should understand both the opportunities and the responsibilities associated with scientific discovery and technological advancement.

Global Awareness

Graduates will possess a broad understanding of world history, geography, governments, cultures, and international relationships.

Students will recognize how historical events continue to influence modern political systems, economic development, environmental challenges, and global cooperation.

Graduates should understand that leadership increasingly requires international awareness as well as national responsibility.

Leadership and Character

Academic ability alone does not define successful leadership.

Graduates will demonstrate:

- Integrity.

- Personal responsibility.
- Self-discipline.
- Respect for others.
- Ethical decision-making.
- Teamwork.
- Service to their communities.
- Commitment to lifelong learning.

Leadership is understood as the ability to improve the lives of others through knowledge, responsibility, and service rather than through position or authority alone.

Physical and Personal Well-Being

Graduates will understand the importance of maintaining physical health throughout their lives.

Weekly physical education, combined with opportunities for competitive athletics, promotes:

- Physical fitness.
- Healthy habits.
- Stress management.
- Teamwork.
- Discipline.
- Resilience.

Students are encouraged to recognize the relationship between physical wellness, academic performance, and long-term personal success.

Creative Development

Students completing the Visual Arts or Music pathway will graduate having developed creativity, discipline, and confidence through sustained artistic practice.

Creative education strengthens observation, innovation, communication, perseverance, and problem-solving while enriching the overall educational experience.

College and Career Readiness

Graduates will be prepared to pursue:

- Four-year colleges and universities.
- Community colleges.
- Technical education.
- Military service.
- Entrepreneurship.
- Professional careers.

- Public service.

Regardless of the path chosen after graduation, students will possess the academic preparation, work ethic, and confidence necessary to continue learning and contributing throughout their lives.

The Baltimore Education Initiative Graduate

The ultimate objective of the Baltimore Education Initiative is not simply to produce graduates with strong academic records.

Its objective is to develop individuals who think critically, communicate effectively, act ethically, lead responsibly, serve their communities, value education, respect different cultures, maintain healthy lifestyles, and continue striving for excellence throughout their lives.

Every graduate should leave the Initiative understanding that education is not merely a pathway to personal success, but a lifelong responsibility to strengthen families, communities, and the nation.

The Baltimore Education Initiative therefore measures its success by the quality of the lives its graduates build, the leadership they demonstrate, the communities they strengthen, and the opportunities they create for future generations.

Section 8 – Organizational Structure and Department Collaboration

A curriculum of this scope cannot succeed through excellent teachers working independently. It requires an organizational structure in which every department understands its responsibilities while working collaboratively toward common educational objectives.

For this reason, the Baltimore Education Initiative is designed as a single, unified educational system spanning all grade levels from primary school through high school. All schools operate under one coherent structure, one instructional philosophy, and one set of academic expectations. Curriculum design, instructional standards, assessment practices, and student performance measures remain consistent across every level of the system.

This means that whether a student is in early elementary school or completing high school, they are part of the same educational continuum. Instruction is developmentally appropriate at each stage, but the expectations for quality, rigor, and mastery are aligned across the entire system. This ensures that students experience a seamless academic progression without gaps, inconsistencies, or shifts in standards as they advance through grade levels.

Although each school level has its own daily operations and age-appropriate instructional methods, all schools function as one coordinated academic institution with shared goals, shared benchmarks, and shared accountability.

For this reason, the Baltimore Education Initiative is organized around academic departments rather than isolated classrooms. Each department is responsible for maintaining curriculum continuity across all grade levels while ensuring that instruction remains aligned with the Initiative’s overall educational mission.

Although each department possesses specialized expertise, no department operates independently. Students are encouraged to recognize that knowledge is interconnected and that meaningful solutions to real-world problems often require the integration of multiple disciplines.

Department Leadership

Each academic department is led by an experienced Department Coordinator.

The Department Coordinator is responsible for:

● Maintaining curriculum continuity across all grade levels.

● Ensuring instructional consistency among teachers.

● Coordinating assessments and academic expectations.

● Supporting new teachers through mentoring.

● Organizing professional development.

● Reviewing student achievement data.

● Recommending curriculum improvements.

● Coordinating interdisciplinary projects with other departments.

Department Coordinators remain classroom educators whenever possible, ensuring they remain actively engaged in teaching while providing instructional leadership.

Interdisciplinary Learning

Students frequently encounter challenges that cannot be solved through one academic discipline alone.

For that reason, departments regularly collaborate on integrated projects.

Examples include:

Science and Mathematics

Students apply mathematical modeling while conducting scientific investigations, interpreting experimental data, and evaluating research findings.

Science and Technology

Engineering projects combine biology, chemistry, physics, computer science, robotics, and artificial intelligence to solve practical problems.

English and History

Students research historical topics, evaluate primary sources, write analytical papers, and deliver formal presentations supported by evidence.

Geography and Languages

Students examine cultures, international trade, migration, diplomacy, and regional development while strengthening practical communication skills in Spanish, French, and German.

Leadership and Community Service

Students identify community challenges, research possible solutions, organize service projects, evaluate outcomes, and present recommendations for future improvement.

This integrated approach demonstrates that learning extends beyond individual classrooms and prepares students to solve complex problems requiring knowledge from multiple disciplines.

Professional Learning Community

Teachers are expected to function as members of one professional learning community.

Regular collaboration allows educators to:

● Share instructional strategies.

● Coordinate assignments.

● Identify students requiring additional support.

● Develop enrichment opportunities.

● Improve instructional quality.

● Maintain consistent academic expectations throughout the entire school system.

The extended school day intentionally provides time for these responsibilities without increasing daily teaching loads.

Educational excellence depends not only upon strong classroom instruction but also upon continuous professional collaboration.

Student Mentoring

Every student is assigned a faculty mentor.

The mentoring relationship continues throughout a student's academic journey across all school levels whenever possible, allowing educators to understand each student's academic development, personal goals, leadership growth, and college or career aspirations.

Faculty mentors assist students with:

- Academic planning.
- Goal setting.
- Time management.
- Leadership development.
- Community service planning.
- College preparation.
- Career exploration.
- Personal growth.

This long-term relationship strengthens trust between students and educators while providing consistent guidance throughout their entire educational experience.

Academic Intervention

Students experiencing academic difficulty receive assistance as early as possible.

Rather than waiting until students fail a course, educators across all school levels regularly review academic performance and coordinate timely intervention.

Support may include:

- Individual tutoring.
- Small-group instruction.
- Teacher conferences.

● Academic mentoring.

● Additional practice sessions.

● Parent conferences.

● Personalized improvement plans.

Likewise, students demonstrating exceptional achievement receive opportunities for advanced research, leadership experiences, academic competitions, university partnerships, and independent study.

The objective is to ensure that every student continues progressing toward his or her highest potential.

Educational Accountability

The success of the Baltimore Education Initiative depends upon continuous evaluation and improvement across the entire system.

All schools, from primary through high school, participate in the same accountability framework. This ensures that performance is measured consistently, expectations remain uniform, and progress can be tracked clearly across all grade levels.

Departments regularly review:

● Student academic growth.

● Curriculum effectiveness.

● Instructional quality.

● Graduation readiness.

● College preparedness.

● Community service outcomes.

● Leadership development.

● Department collaboration.

The curriculum is therefore viewed as a living educational framework that continues improving as research, experience, and educational innovation identify opportunities to strengthen student learning.

Educational excellence is not treated as a destination but as an ongoing commitment to continuous improvement for both students and educators.

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Section 9 – Four-Year Academic Progression

The Baltimore Education Initiative does not organize education around completing individual courses. Instead, it organizes learning around continuous academic progression. Every department is responsible for helping students build upon previous knowledge while steadily increasing the complexity, depth, and application of what they learn throughout high school.

Each academic year represents another stage of intellectual development rather than the completion of isolated subjects.

The curriculum is intentionally designed so that students strengthen previous knowledge before introducing increasingly advanced concepts. This philosophy recognizes that long-term mastery is achieved through continuous practice, reinforcement, and application rather than through one-time exposure.

Students therefore enter each academic year with a strong foundation while continuing to expand their understanding within every department.

Grade 9 – Building the Foundation

The ninth-grade year establishes the academic expectations and work habits that will guide students throughout high school.

Students transition from middle school into a more rigorous academic environment while strengthening:

● Advanced reading and writing.

● Mathematical reasoning.

● Scientific investigation.

● Historical analysis.

● Geographic understanding.

● Spanish communication.

● French language acquisition.

● Computer science and artificial intelligence fundamentals.

● Leadership and community responsibility.

Students also select either the Visual Arts or Music pathway, which continues throughout high school, while participating in Physical Education once each week and beginning structured community service.

The primary objective of Grade 9 is to establish strong academic habits while preparing students for increasingly advanced work.

Grade 10 – Expanding Knowledge

The tenth-grade year deepens the academic foundation established during Grade 9.

Students continue strengthening every department while applying knowledge to more complex situations.

Instruction places greater emphasis on:

● Independent research.

● Analytical writing.

● Laboratory investigation.

● Mathematical modeling.

● Historical interpretation.

● Global awareness.

● Language fluency.

● Technology applications.

● Collaborative problem-solving.

Students assume greater responsibility for managing long-term projects while continuing to develop leadership through community service.

Grade 11 – Advanced Development

During Grade 11, students enter the advanced stage of the curriculum.

German is introduced, expanding the multilingual program while students continue Spanish and French.

Academic expectations increase significantly.

Students complete more sophisticated:

● Research projects.

● Scientific investigations.

● Engineering challenges.

● Historical analysis.

● Geographic case studies.

● Technology development.

● Leadership initiatives.

Instruction increasingly resembles university-level learning by emphasizing independent thinking, collaboration, and evidence-based decision-making.

Students begin preparing for higher education, professional careers, military service, entrepreneurship, or other post-secondary opportunities.

Grade 12 – Leadership and Transition

The final year of high school emphasizes mastery, leadership, and preparation for life beyond graduation.

Students continue developing within every academic department while demonstrating the ability to integrate knowledge from multiple disciplines.

Senior students are expected to:

● Conduct substantial research.

● Complete advanced interdisciplinary projects.

● Mentor younger students when appropriate.

● Demonstrate leadership through community service.

● Present professional-quality written and oral work.

● Apply technology responsibly.

● Communicate confidently in multiple languages.

The objective is not merely to complete graduation requirements but to demonstrate readiness for university study, professional employment, military service, entrepreneurship, and lifelong leadership.

High School Instructional Staffing Calculations

The Baltimore Education Initiative high school staffing model is based upon the same educational principles established throughout the Initiative:

- Maximum class size of **20 students**.
- Teachers instruct a maximum of **five instructional periods per day**.
- Five-day instructional week.
- Extended school day to support rigorous academics, teacher collaboration, mentoring, and student support.
- Continuous four-year curriculum rather than one-year courses.

Unlike the primary schools, where each classroom is assigned one Lead Teacher and one Associate Teacher, high school teachers are departmental specialists who teach multiple classes throughout the day. This allows one teacher to provide instruction to several groups of students while maintaining the Initiative's twenty-student classroom limit.

The staffing calculations are based on the projected enrollment of approximately **2,800–3,400 students per grade**, or **11,200–13,600 students across Grades 9–12**.

Systemwide Instructional Staffing

Department	Estimated Teache
English	112–136
Mathematics	112–136
Science (Biology, Chemistry, Physics)	112–136
Advanced World History	68–82
Advanced Geography	45–55
Spanish	112–136
French	112–136
German (Grades 11–12)	56–68

Technology, Computer Science & Artificial Intelligence	68–82
Visual Arts & Music (combined)	45–55
Physical Education	23–28
Community Service & Leadership	23–28

Total Instructional Teachers Systemwide: Approximately 888–1,078

These figures represent instructional educators only and do not include principals, assistant principals, department coordinators, counselors, librarians, nurses, psychologists, intervention specialists, administrative personnel, or operational staff.

Two High School Campuses

Each campus would serve approximately:

- **5,600–6,800 students**
- **1,400–1,700 students per grade**

Instructional Teachers Per Campus

Approximately 444–539

Systemwide Total

Approximately 888–1,078 instructional teachers

Three High School Campuses

Each campus would serve approximately:

- **3,733–4,533 students**
- **933–1,133 students per grade**

Instructional Teachers Per Campus

Approximately 296–360

Systemwide Total

Approximately 888–1,080 instructional teachers

Four High School Campuses

Each campus would serve approximately:

- **2,800–3,400 students**
- **700–850 students per grade**

Instructional Teachers Per Campus

Approximately 222–270

Systemwide Total

Approximately 888–1,080 instructional teachers

Staffing Philosophy

The Baltimore Education Initiative invests heavily in instructional staff because educational excellence depends upon providing students with direct access to highly qualified teachers throughout their high school years.

Every department is expected to provide continuous academic progression from Grade 9 through Grade 12 while maintaining high instructional quality, individualized support, and interdisciplinary collaboration.

High School Additional Staffing and Student Support Structure

The Baltimore Education Initiative requires more than classroom teachers to operate an effective high-school system. Students also need academic intervention, counseling, health services,

college and career guidance, family support, technology assistance, library services, and consistent administrative oversight.

The additional staffing model is based on a projected enrollment of approximately **11,200–13,600 students across Grades 9–12**.

These positions are separate from the previously calculated **888–1,078 instructional teachers**.

Unified High School Leadership

To maintain one educational culture, one set of rules, and one system of accountability, the high schools operate under unified leadership across all campuses.

Systemwide Leadership

- **High School Principal:** 1
- **Assistant Principals:** 4
    - One responsible for Grade 9
    - One responsible for Grade 10
    - One responsible for Grade 11
    - One responsible for Grade 12
- **Board of Advisors:** Advisory and oversight body; not included in employee totals

The principal and assistant principals establish consistent academic, behavioral, and operational expectations across every campus.

Individual campuses do not create separate rules or independent school cultures.

Department Coordinators

Each major academic area requires a Department Coordinator responsible for curriculum consistency, teacher collaboration, assessment standards, and professional development.

Recommended systemwide coordinators:

- English
- Mathematics
- Science
- Advanced World History
- Advanced Geography
- Spanish
- French
- German
- Technology, Computer Science, and Artificial Intelligence
- Visual Arts and Music

- Physical Education and Athletics
- Community Service and Leadership

Total Department Coordinators: 12

Whenever practical, coordinators may continue teaching a limited number of classes so they remain connected to students and classroom instruction.

Grade and Student-Culture Deans

Because each grade contains approximately 2,800–3,400 students across the system, assistant principals require operational support.

Grade or student-culture deans assist with:

- Attendance
- Student conduct
- Family conferences
- Academic concerns
- School culture
- Coordination between campuses
- Implementation of common rules

Recommended staffing:

14–17 deans systemwide

These deans work under the four assistant principals and do not establish separate campus policies.

School Counselors

A strong counseling model should provide approximately one counselor for every 200 students.

Counselors assist with:

- Academic planning
- Personal and social support
- Graduation requirements
- Course placement
- Crisis response
- Family communication
- Student mentoring

Recommended School Counselors: 56–68

College and Career Counselors

College and career planning requires specialized attention separate from general student counseling.

These counselors support:

- College applications
- Financial-aid applications
- Scholarships
- Standardized-test planning
- Career exploration
- Apprenticeships
- Military pathways
- Internship opportunities
- University partnerships

Using approximately one specialist for every 400 students:

Recommended College and Career Counselors: 28–34

Social Workers

School social workers support students and families experiencing barriers that may interfere with education.

Responsibilities include:

- Family crisis support
- Housing instability
- Food insecurity
- Child welfare concerns
- Community-service referrals
- Attendance barriers
- Coordination with outside agencies

Using approximately one social worker for every 400 students:

Recommended Social Workers: 28–34

School Psychologists

School psychologists provide:

- Psychological assessments

- Learning evaluations
- Behavioral consultation
- Crisis intervention
- Mental-health support
- Special-education evaluations
- Teacher and family consultation

Using approximately one psychologist for every 500 students:

Recommended School Psychologists: 23–28

School Nurses and Health Staff

Each campus must have continuous health coverage throughout the extended school day and during major student activities.

Recommended systemwide staffing:

15–19 nurses and health professionals

Larger campuses may require several nurses operating from more than one health office.

Reading and Writing Intervention Specialists

Even in high school, some students will require targeted literacy support.

These specialists provide:

- Reading comprehension intervention
- Academic vocabulary development
- Writing support
- Research and composition assistance
- Small-group instruction

Using approximately one literacy intervention specialist for every 300 students:

Recommended Literacy Intervention Specialists: 38–46

Mathematics Intervention Specialists

Mathematics specialists provide:

- Foundational skill intervention
- Algebra support
- Geometry support

- Advanced mathematics tutoring
- Small-group instruction
- Examination preparation

Using approximately one mathematics intervention specialist for every 300 students:

Recommended Mathematics Intervention Specialists: 38–46

Total Academic Intervention Specialists

76–92

Special Education Teachers

The final number of special education teachers must eventually be based on verified student needs and Individualized Education Programs.

For preliminary planning, assuming approximately 12–15 percent of students may require special-education services and an average teacher caseload of approximately 15 students:

Estimated Special Education Teachers: 90–136

This estimate should be revised when reliable enrollment and student-service data become available.

Additional related-service providers—such as speech-language pathologists, occupational therapists, physical therapists, and behavior specialists—must be calculated separately from actual student needs.

Library and Research Staff

The extended and research-focused curriculum requires strong library and media services.

Recommended staffing:

- **Librarians and Media Specialists:** 12–14
- **Library and Research Assistants:** 23–28

These staff members support:

- Academic research
- Digital databases
- Source evaluation
- Media literacy
- Reading programs

- Research projects
- Collaboration with academic departments

Family Engagement Coordinators

Family engagement coordinators strengthen communication between schools and families.

Responsibilities include:

- Parent orientation
- Family workshops
- Communication support
- Connecting families with school services
- Supporting parent participation
- Resolving barriers to engagement

Recommended Family Engagement Coordinators: 15–19

Attendance Coordinators

Attendance must be addressed rapidly because chronic absence can undermine even the strongest educational program.

Attendance coordinators:

- Monitor daily attendance
- Contact families
- Identify attendance patterns
- Coordinate interventions
- Work with counselors and social workers
- Support safe return-to-school plans

Recommended Attendance Coordinators: 23–28

Registrars and Student-Data Personnel

These employees manage:

- Enrollment records
- Course schedules
- Transcripts
- Graduation records
- Student transfers
- Academic data
- State and institutional reporting

Recommended Registrars and Student-Data Staff: 15–19

Administrative Assistants

Administrative assistants support the principal, assistant principals, departments, student services, and campus offices.

Recommended Administrative Assistants: 23–28

Information Technology Support

Technology support staff maintain:

- Student and teacher devices
- Classroom technology
- Networks
- Cybersecurity systems
- Educational software
- Artificial-intelligence platforms
- Technical support systems

Recommended Information Technology Staff: 23–28

These positions are separate from teachers in the Technology, Computer Science, and Artificial Intelligence Department.

Permanent Substitute and Floating Teachers

A permanent substitute pool prevents instructional disruption caused by illness, professional development, emergencies, or extended absence.

A reserve equal to approximately five percent of instructional teaching staff is recommended.

Permanent Substitute and Floating Teachers: 44–54

Total Additional Professional Staffing

Staffing Area	Estimated Employees
Principal and Assistant Principals	5
Department Coordinators	12
Grade and Student-Culture Deans	14–17

Staffing Area	Estimated Employees
School Counselors	56–68
College and Career Counselors	28–34
Social Workers	28–34
School Psychologists	23–28
Nurses and Health Professionals	15–19
Academic Intervention Specialists	76–92
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Library and Research Assistants	23–28
Family Engagement Coordinators	15–19
Attendance Coordinators	23–28
Registrars and Student-Data Staff	15–19
Administrative Assistants	23–28
Information Technology Support	23–28
Permanent Substitute and Floating Teachers	44–54

Total Additional Professional Staff: Approximately 525–663

Distribution Across Campus Models

The total systemwide staffing requirement remains generally similar because the same number of students is being served. The number assigned to each campus changes depending on whether the system uses two, three, or four campuses.

Two-Campus Model

Each campus serves approximately **5,600–6,800 students**.

Average campus-based additional staff:

Approximately 254–323 per campus

Unified leadership and department coordinators remain systemwide.

Three-Campus Model

Each campus serves approximately **3,733–4,533 students**.

Average campus-based additional staff:

Approximately 169–216 per campus

Unified leadership and department coordinators remain systemwide.

Four-Campus Model

Each campus serves approximately **2,800–3,400 students**.

Average campus-based additional staff:

Approximately 127–162 per campus

Unified leadership and department coordinators remain systemwide.

Combined High School Professional Workforce

Previously calculated instructional teachers:

Approximately 888–1,078

Additional professional and student-support staff:

Approximately 525–663

Combined Total

Approximately 1,413–1,741 high-school instructional, leadership, academic-support, health, counseling, administrative, and technology employees

This combined figure does not yet include:

- Cafeteria employees
- Custodians
- Building engineers
- Maintenance employees

- Grounds staff
- Transportation employees
- Security personnel
- Athletic coaches
- Athletic trainers
- Facilities management
- Warehouse and supply staff

Those operational positions must be calculated separately because their numbers depend on building size, campus design, transportation routes, athletic facilities, meal-service structure, and security requireme

High School & Middle School Campus Operational Staffing

Position	2 Campuses (per campus)	3 Campuses (per campus)	4 Campuses (per campus)
Food Service Director	1	1	1
Assistant Food Service Managers	3	2	2
Head Cooks	4	3	2
Cooks	28–34	20–24	15–18
Kitchen Assistants	28–34	20–24	15–18
Food Service Workers	35–42	25–30	18–22
Receiving / Inventory Staff	3	2	2
Custodial Supervisor	2	2	1
Day Custodians	18–22	13–16	10–12
Evening Custodians	18–22	13–16	10–12
Maintenance Manager	1	1	1
Maintenance Technicians	10–12	8–10	6–8

Position	2 Campuses (per campus)	3 Campuses (per campus)	4 Campuses (per campus)
Electricians	2	2	1
Plumbers	2	2	1
HVAC Technicians	2	2	1
Grounds Supervisor	1	1	1
Groundskeepers	8–10	6–8	4–6
Security Director	1	1	1
Security Supervisors	3	2	2
Security Officers	28–34	20–24	15–18
Transportation Manager	1	1	1
Transportation Dispatchers	2	2	1
Fleet Mechanics	4	3	2
Athletic Director	1	1	1
Assistant Athletic Directors	2	2	1
Certified Athletic Trainers	4	3	2
Equipment Managers	2	2	1

Central Leadership Structure

The Baltimore Education Initiative is designed as **one unified educational system** serving students from Grade 1 through Grade 12. Rather than operating as independent schools with separate leadership structures, every primary school, middle school, and high school functions as part of one coordinated educational organization with a shared mission, common academic standards, and consistent expectations for students, educators, and administrators.

To maintain this unity, the Initiative is led by **one Superintendent** who serves as the chief executive officer of the entire K–12 educational system. The Superintendent is responsible for providing strategic leadership, ensuring academic excellence, overseeing operations, managing long-term planning, and preserving the educational philosophy of the Baltimore Education Initiative across every school and campus.

Reporting directly to the Superintendent are the senior administrative leaders responsible for the major operational areas of the Initiative:

- Director of Primary Education
- Director of Middle School Education
- Director of High School Education
- Chief Academic Officer
- Chief Operations Officer
- Chief Financial Officer

These leaders work collaboratively to ensure that curriculum, instruction, staffing, budgeting, facilities, transportation, technology, and student services remain fully aligned throughout the entire educational system.

School Leadership

Each educational level operates under a single principal to maintain consistency in leadership, policies, and educational expectations.

Primary Schools

- One Principal responsible for all primary schools.
- Five Assistant Principals, with one assigned to each grade level (Grades 1–5).

Middle Schools

- One Principal responsible for all middle school campuses.
- Three Assistant Principals, with one assigned to each grade level (Grades 6–8).

High Schools

- One Principal responsible for all high school campuses.
- Four Assistant Principals, with one assigned to each grade level (Grades 9–12).

This leadership structure ensures that every student experiences the same educational philosophy, academic expectations, behavioral standards, and organizational culture regardless of which school or campus they attend.

The Baltimore Education Initiative intentionally avoids creating separate leadership structures that could result in inconsistent policies, different educational standards, or varying school cultures. Instead, the Initiative operates as one coordinated educational system with unified leadership, shared accountability, and a common commitment to educational excellence.

This organizational model strengthens collaboration among schools, improves curriculum continuity from Grade 1 through Grade 12, and supports the Initiative's mission of providing every eligible student with a consistent, high-quality educational experience.

Baltimore Education Initiative

Central Administration and District Services

These employees do **not** belong to one school or one campus.

They support the **entire Baltimore Education Initiative**.

Because this is one unified educational system, you only need **one central administration** regardless of whether you build:

- 4 or 5 primary schools.
- 2, 3, or 4 middle-school campuses.
- 2, 3, or 4 high-school campuses.

Executive Leadership

- Executive Director / Superintendent — 1
- Deputy Superintendent — 1
- Chief Academic Officer — 1
- Chief Operations Officer — 1
- Chief Financial Officer — 1

Curriculum and Instruction

- Director of Curriculum — 1
- Primary Curriculum Coordinators — 3
- Middle School Curriculum Coordinators — 2
- High School Curriculum Coordinators — 2

- Assessment Director — 1
- Professional Development Director — 1

Human Resources

- HR Director — 1
- HR Specialists — 4–6
- Recruiting Specialists — 2–3
- Payroll Specialists — 2–3

Finance

- Finance Director — 1
- Accountants — 4–6
- Purchasing Specialists — 3–4
- Budget Analysts — 2–3

Technology

- IT Director — 1
- Network Engineers — 3–4
- Cybersecurity Specialists — 2–3
- Systems Administrators — 2–3

Facilities

- Facilities Director — 1
- Construction Manager — 1
- Capital Projects Manager — 1
- Safety Director — 1

Transportation Administration

- Transportation Director — 1
- Fleet Manager — 1
- Routing Specialists — 2–3

Food Services Administration

- Food Services Director — 1
- Nutrition Coordinator — 1
- Purchasing Coordinator — 1

Communications

- Communications Director — 1
- Community Relations Specialists — 2
- Graphic Designer / Publications — 1

Legal

- General Counsel — 1
- Legal Assistant — 1

Research and Accountability

- Director of Research — 1
- Data Analysts — 3–4
- Institutional Researchers — 2–3

Estimated Central Administration

Approximately:

60–80 employees

Final Staffing Picture

When we combine everything we've planned, the Baltimore Education Initiative begins to look like a complete educational organization.

Primary Schools

Approximately **1,800–2,220 instructional educators**, plus campus administration and operations.

Middle Schools

Approximately **624–780 instructional educators**, plus administration and operations.

High Schools

Approximately **888–1,078 instructional educators**, plus administration, student support, and operations.

Central Administration

Approximately **60–80 employees**.
