




**BALTIMORE CITY**  

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**PUBLIC SCHOOLS**

**Presentation to the Baltimore City Council**

Council Resolution 21-0057R  
*School Performance Improvement*



Dr. Sonja Brookins Santelises  
Chief Executive Officer, Baltimore City Public Schools

# Purpose of Tonight's Discussion

## Council Resolution 21-0057R

- **WHEREAS**, The City Council recognizes during the 2020/2021 academic school year Baltimore City Public School staff and students faced unprecedented challenges that negatively impacted student performance tremendously; and
- **WHEREAS**, The City Council needs to know what BCPSS plans to do this academic school year to improve student performance.
- **NOW, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF BALTIMORE**, That the City Council invites the CEO of the Baltimore City Public School System [and other relevant stakeholders] to discuss how BCPSS plans to improve student performance during the 2021/2022 academic school year.

# Framing the Conversation

- **Health and Safety: Overview**
- **What We Know: Lessons from Summer**
- **Plans to Improve Student Performance**
  - Wellness: School Culture and Climate**
  - Personalized Learning: Student Learning Plans**
  - Looking Ahead: Additional Supports**

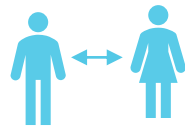


A row of colorful pencils standing upright against a light blue background. The pencils are in various colors including brown, red, orange, yellow, green, and blue. The text 'Health and Safety' is overlaid on the pencils.

# Health and Safety

Our first priority, above all else.

City Schools is committed to implementing rigorous Health and Safety Protocols to keep students and staff safe



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Asymptomatic Testing



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Wearing a face covering, effectively, at all times



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Handwashing



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Vaccinations



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Cohorting groups of staff and students



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Health Screening



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Air Filtration



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Cleaning Protocols



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COVID-19 Dashboard

# Asymptomatic Testing

## Testing resumed last week:

- Testing in K-8 schools yielded a positivity rate of 0.19%, which is lower than the positivity rate of 0.26% we had from March 1 – June 15.
- Testing in middle and high schools yielded a positivity rate of 0.42%, which is lower than the positivity rate of 0.6% we had from March 1 – June 15.

The [Baltimore City] school system is now one of the city's largest COVID testing sources, and has become a model for districts around the country.

*~ Baltimore Sun, May 2021*

“Baltimore City is the only district in the area implementing surveillance testing of students and staff. That effort begins this week. Other districts, namely Anne Arundel County, have said they are considering such a regimen.

In the meantime, city school officials are more likely to catch and report a greater number of positive tests, given their more frequent testing.”

*~ Baltimore Sun, September 2021*

Baltimore City Public Schools (City Schools) has been a leader in leveraging breakthroughs in Covid-19 testing technology to help reopen K-12 schools. Since December 2020, City Schools has successfully offered daily, on-site symptomatic testing of all in-person students, teachers, and staff. In March 2021, City Schools added weekly, asymptomatic testing in all its schools, aligning with The Rockefeller Foundation's K-12 National Testing Action Program (NTAP), a critical roadmap that operationalizes the funds from the Biden administration's recent \$10 billion allocation from the American Rescue Plan.

*~ PR Newswire, April 2021*



# What We Know

Lessons from Summer

# Summer Learning Strategy

Summer 2021 Options for City Schools students prioritized in-person opportunities designed to ensure that:

- Social Emotional Learning (SEL) was foundational in all programs.
- Relationships with adults and other students were emphasized.
- Student profiles were matched with the appropriate programming.

Historically we have served approximately 9,000 students during summer. This year we supported more than 17,000 students through districtwide programming.

## 406 Summer Graduates

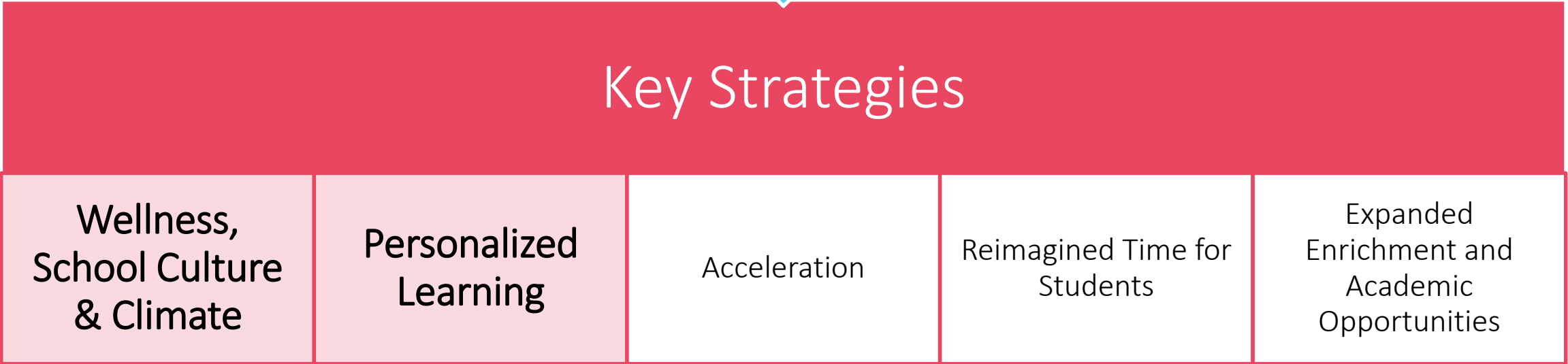
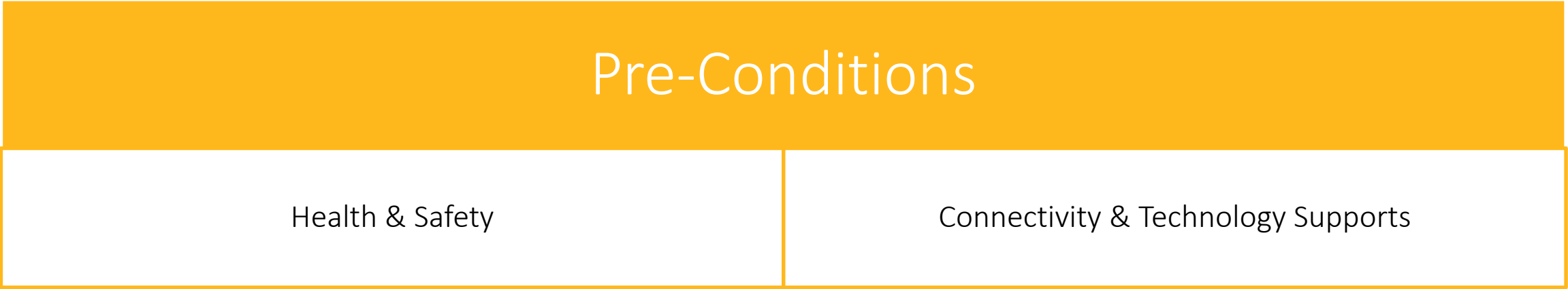
*This represents a 75% increase from last year and 120% increase from two summers ago.*





# Student Performance

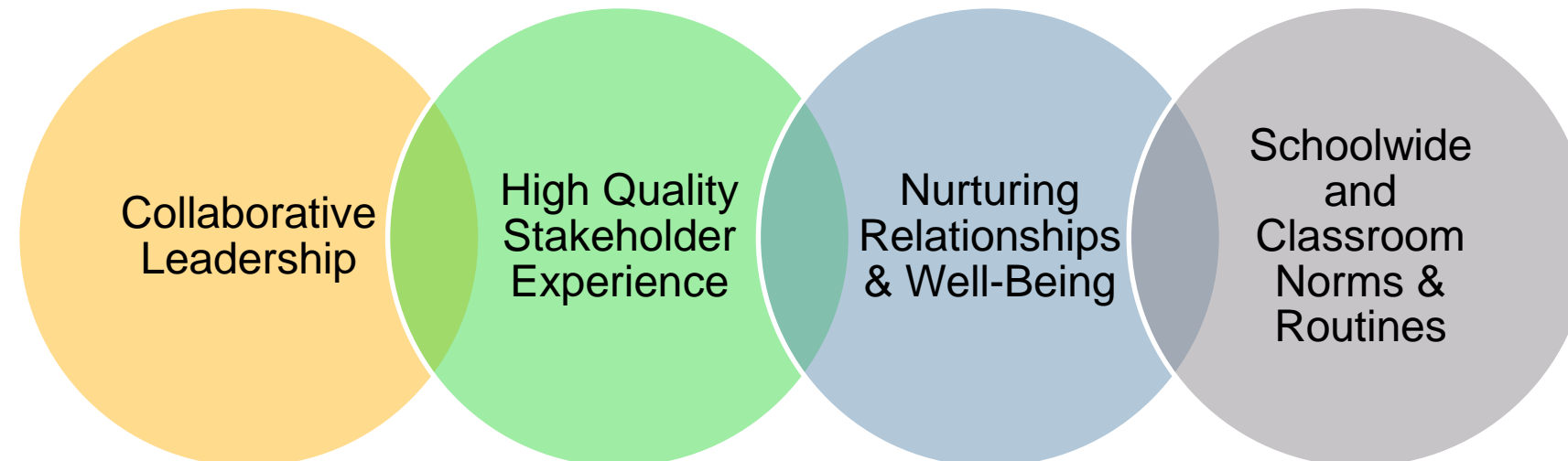
Culture & Climate, Personalized Learning, Additional Supports



# Wellness, Culture & Climate

## What we have done:

- Established nine Culture and Climate domains
- Provided stipends to schools to support bringing team members back early to develop plans
- Developed a culture and climate action plan template; embedded it into the School Performance Plan
- Provided training for school leaders, teachers, and other staff to introduce the domains and share strategies for implementing the two required domains (high-quality stakeholder experiences and nurturing relationships and well-being).



# Culture & Climate Plan

- Identify goals and actions steps for 3-5 domains
- Must be inclusive of High-Quality Stakeholder Experience and Nurturing Relationships & Well-Being
- Plans submitted by August 23rd ; feedback provided by wholeness team no later than October 15th
- Schools record and update progress on goals at 30-60-90 and 180-day checkpoints
- Each school will receive \$10,000 to support implementation of the Culture & Climate plan

## Domain 2: Nurturing Relationships & Well-Being (must be included in the plan)

Goal Statement/Outcome Statement: (Describe how this domain will look, feel and sound in your school.)

How will we know we are successful?

ACTION		OWNER(S)	TIMELINE
<b>CHARTING OUR PROGRESS</b>			
<b>30 DAY MARKER</b>	<b>60 DAY MARKER</b>	<b>90 DAY MARKER</b>	<b>180 DAY MARKER</b>

# A Focus on Nurturing Relationships- Teachers

- Provided best practices for instituting advisory (6th- 8th grades) and morning meeting (Pre-K- 8th grades)
- Guidance released for scheduling and structuring advisory and morning meeting
  - Morning meeting held for 20 minutes daily for students in Pre-K- 8th grades
  - Advisory held for 30 minutes weekly for students in 6th- 8th grades
  - Advisory held for a minimum of 45 minutes weekly for students in 9th- 12th grades
- Provided the First 30 Days toolkit of Wholeness activities

**Week One: Self-Awareness** Who am I

**Week Two: Social Awareness** Who Are We?

**Week Three: Relationship Skills** Community Connections

**Week Four: Self-Management** Goal- Setting



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# STUDENT LEARNING PLAN (SLP) USER GUIDE *DRAFT*

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Please continue to access the [link](#) to this guide as updates (highlighted in yellow) will be provided regularly.

Updated 8.18.21



Please continue to access the link to this guide as updates will be provided regularly.

## Personalized Learning & Student Learning Plans (SLPs)

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### What we have done:

- Established a form and a process for completion
- Provided SLP training for ALL teaching staff
- Defined the alignment of this plan with other important students plans, such as IEPs, 504s, ILPs, and the Plan2Bmore.

### What we will be doing:

- Providing time on Sept 24<sup>th</sup> for teachers to complete their SLPs
- Including SLPs as part of the initial parent/teacher conferences
- Finalizing SLPs for ALL students by the end of the 1<sup>st</sup> quarter

# SLP Form

## Sections

- Part I: About Me
- Part II: Student Needs
- Part III: Student Personalized Learning Supports & Enrichments
- Part IV: Family Collaboration
- Part V: Participation

For me, one of the best parts of these Individualized Student Learning Plans is speaking w/ parents. They're sharing all of this amazing insight about their child's strengths, as well as what supports they'd like to see for their child and why.

Parents are liking this, too.

~ Sidney Thomas, Middle School Social Studies Teacher

Holabird Academy

### Student Learning Plan

School Year:  1

Student Name:  School Name:  Grade:

Homeroom Teacher:  Additional Plans:  IEP  504  GAL/ILP  ESOL  
 SST  Attendance

**Part I: About Me**  
*What makes you uniquely you? What information do you want to share with your team about your strengths, interests, motivations, and hopes and dreams? How can the team best support you as you learn this year?*

Who makes up my family?	<input type="text"/>
What am I most proud of about myself?	<input type="text"/>
What are 3 strengths that I have?	<input type="text"/>
What activities or interests do I have outside of school?	<input type="text"/>
Who is my biggest motivator? Why?	<input type="text"/>
How do I like to learn? <i>(by myself, with a partner, in a small group, projects, writing, etc.)</i>	<input type="text"/>
How do I know that my teachers care about me?	<input type="text"/>
What upsets or frustrates me? What, if anything, do I need when I am upset or frustrated?	<input type="text"/>
What do I want to be when I grow up?	<input type="text"/>
What is my goal (academic, social, etc.) for this year? What do I want to see myself grow in?	<input type="text"/>
What actions can I take to achieve this goal? <ul style="list-style-type: none"> <li>○ How can my teacher(s) help me?</li> <li>○ How can my family help me?</li> </ul>	<input type="text"/>
What are some of the things that could prevent me from reaching my goals?	<input type="text"/>

# SLP Process

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## Identifying Staff



- **Navigator:**

A school staff member who will work in partnership with the student and family to co-create the Student Learning Plan (ex: teacher, school counselor, social worker, ILT, etc.). While this role can be assumed by a variety of staff, the teacher of record or advisory teacher are most likely to lead the SLP completion for assigned students.



- **SLP Ambassador:**

Someone who can lead school-based efforts on SLP implementation and completion. The SLP Ambassador is someone who can support your school in identifying opportunities to complete, revisit, and revise plans throughout the year. Additionally, as the district becomes more adept with these plans and aligns with our systems and structures, the SLP Ambassador can serve as a point of contact at the school for updates and support



# SLP Process

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## Deliverables and Timelines

- By **November 4, 2021**, the end of the 1st quarter, EVERY student should have a completed Beginning of Year (BOY) Student Learning Plan
- By **March 14, 2022**, Middle of Year (MOY) updates should be completed
- By **June 3, 2022**, End of Year (EOY) updates should be completed



# Additional Supports

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- Tutoring
- Extended Day
- Acceleration (*not* Remediation)
- Expansion of school wellness and behavioral health supports



# Questions

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Dr. Joan Dabrowski, Chief Academic Officer

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John Davis, Chief of Schools

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Tina Hike-Hubbard, Chief Communications and  
Community Engagement Officer

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Theresa Jones, Chief Achievement and Accountability  
Officer

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