



BALTIMORE CITY PUBLIC SCHOOLS

Presentation to the Education, Workforce, and Youth Committee of the Baltimore City Council

Reconnect. Restore. Reimagine.
The Recovery Plan for City Schools
UPDATE

May 19, 2022

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



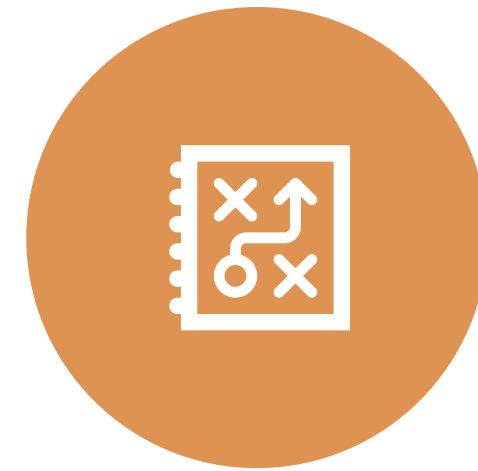
Presentation Overview



FRAMING



STAKEHOLDER
ENGAGEMENT

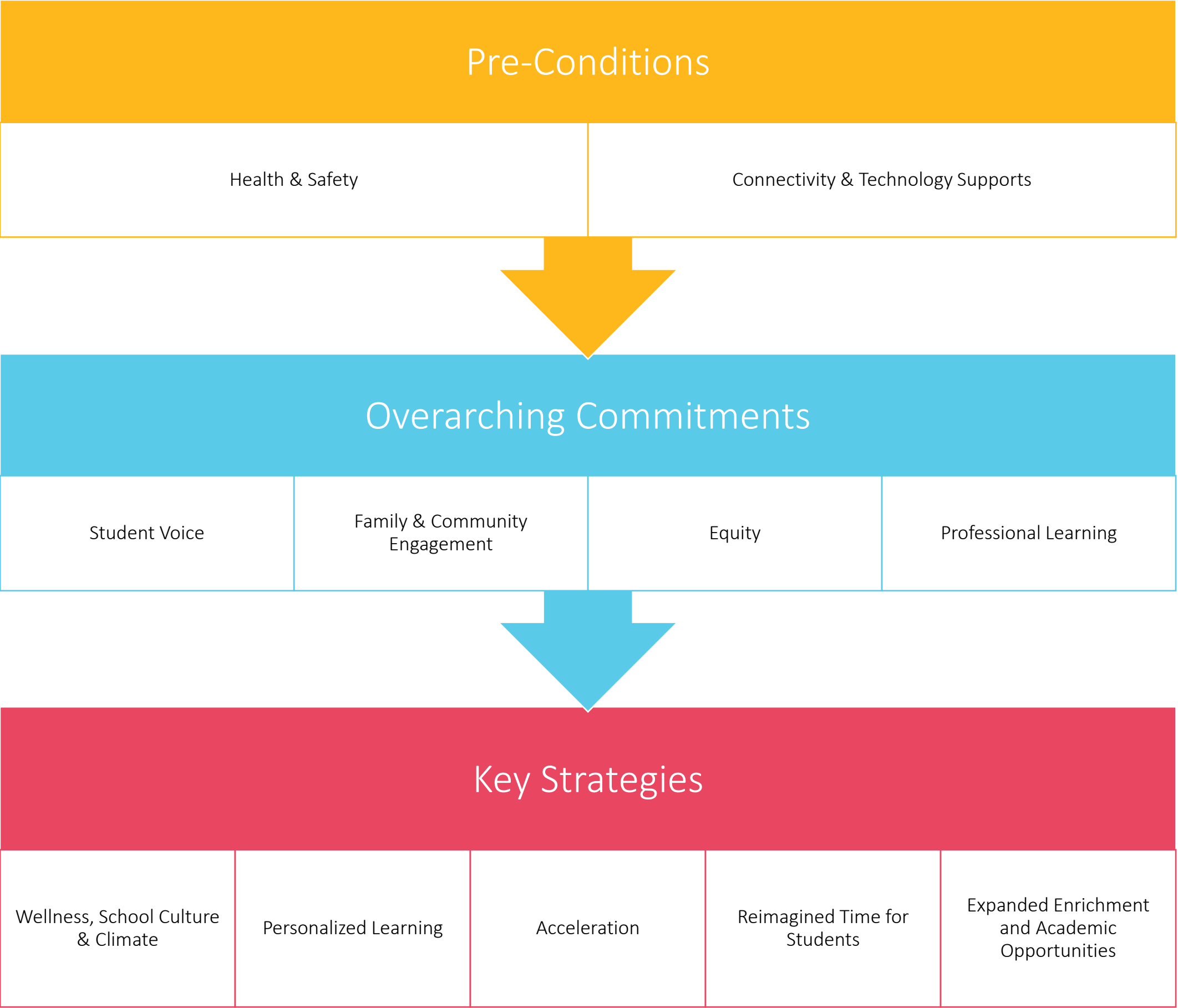


PLAN UPDATES



FRAMING

Reconnect.
Restore.
Reimagine.



Alignment with Board Strategic Priorities

Pre-Conditions	Health & Safety	Priority V
	Connectivity & Technology	Priorities III & V
Overarching Commitments	Elevating Student Voice	Priority IV
	Equity	Priorities V & VII
	Family & Community Engagement	Priority IV
	Professional Learning	Priorities I & II
Key Strategies	Wellness, School Culture & Climate	Priorities I, IV, & VII
	Expanded Enrichment and Academic Opportunities	Priorities I & VI
	Personalized Learning	Priorities I, IV, & VII
	Acceleration	Priorities I & VI
	Reimagined Time for Students	Priorities I & VI

Board Strategic Priorities

PRIORITY I: City Schools will ensure effective, relevant, and rigorous instruction is designed to engage and prepare students to be independent, creative, and compassionate leaders.

PRIORITY II: City Schools will actively recruit, retain, and support qualified educators, administrators, and staff who are prepared to accelerate the personal growth and academic excellence of each student.

PRIORITY III: City Schools will have high-quality, modernized facilities and resources that support the success of students, educators, administrators, and staff.

PRIORITY IV: City Schools will effectively engage all stakeholders which include parents, families, and caregivers in their child’s education and community partners who can contribute to the student’s success.

PRIORITY V: City Schools will provide equal access to district services, resources, and facilities to ensure the success of students, staff, and the surrounding community.

PRIORITY VI: City Schools will increase the number of educational programming of all types and levels throughout the city, while ensuring that all schools, including charters, guarantee a high-quality educational experience.

PRIORITY VII: City Schools will continuously work toward equity at all levels by implementing policies, practices, and procedures that create a welcoming and inclusive academic and professional environment.

STAKEHOLDER ENGAGEMENT



Stakeholder Engagement: SY2021-22 EOY Engagement

Public Updates: Board of School Commissioners Meetings

September 28, 2021: Public Meeting; R3 Update

October 5, 2021: Teaching & Learning Committee; Secondary Innovation Update

November 2, 2021: Teaching & Learning Committee; Wholeness Update

December 7, 2021: Teaching & Learning Committee; R3 ELA and Math Updates

January 4, 2022: Teaching & Learning Committee; R3 Virtual Learning Update

February 8, 2022: Public Meeting, Cabinet Leadership; R3 Update

April 5, 2022: Teaching & Learning Committee; R3 Wholeness

May 3, 2022: Teaching & Learning Committee; R3 ELA and Math

May 10, 2022: Public Meeting; R3 Update

June 7, 2022: Teaching & Learning Committee; R3 Comprehensive Update

Summer 2022/TBD: Public Meeting; SY2021-22 EOY Update

Surveys	EOY SY20-21	BOY SY21-22	EOY SY21-22 <i>GOAL*</i>
STUDENTS	5,445	14,025	25,000
TEACHERS	1,294	2,121	2,500
SCHOOL LEADERS	105	143	193
FAMILIES	15,190	11,996	15,000
DISTRICT OFFICE STAFF	1,234	820	890
SCHOOL-BASED STAFF (New for SY21-22)	N/A	426	490
TOTAL	23,268	29,531	44,073

**EOY goals are designed to build from earlier momentum and to use a variety of strategies to expand reach and boost participation.*

End-of-year survey administration schedules:

- **Students:** May 2-31
- **School-Based Educators:** May 8-20
- **School Leaders:** June 8-20
- **Families:** May 4-31
- **District Office Staff:** May 31-June 10
- **School-Based Support Staff:** May 31-June 20

To learn more about stakeholder engagement, please visit:
<https://www.baltimorecityschools.org/triple-r-2021>



Stakeholder Engagement

In addition to surveys, additional stakeholder engagement included:

Students

CEO Conversation with students, CEO Youth Leadership Advisory Council, Youth Board Forum, student feedback sessions on several district policies

Teachers and School-based Educators

Professional development sessions, teacher advisory, CEO Teacher Advisory, Educator Consultancy Group

School Leaders

Weekly academic stat and operational stat meetings including quick polls

Families

Family festivals, parent cafe, school family community council meetings, regular district office town halls for information sharing on current policies and practices

District Office Staff

Monthly district office staff meetings, townhall meetings for all staff for updates to district policies and practices

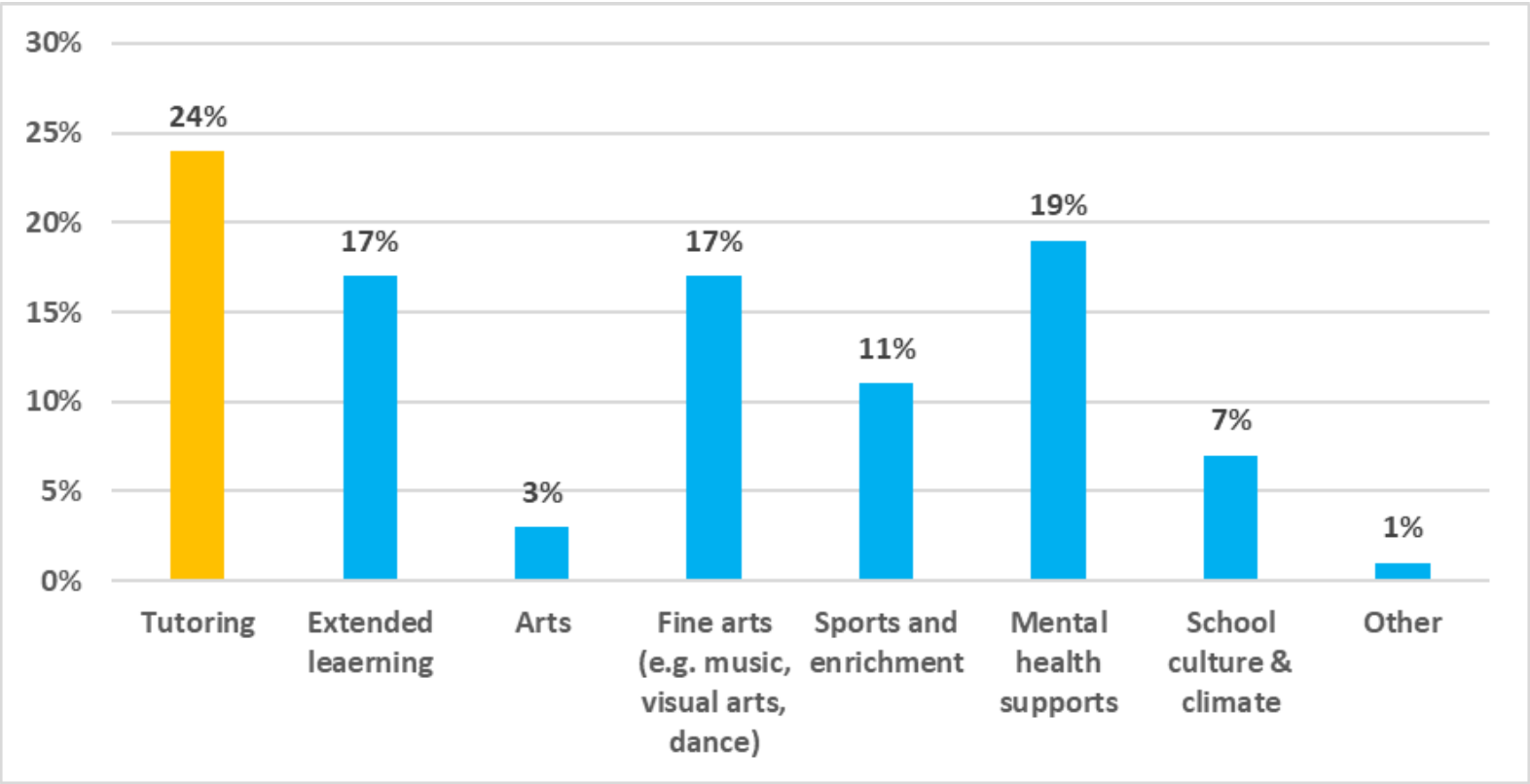
Family Engagement: POSSIP Poll Results

Stakeholder engagement between BOY and EOY

We are seeking input on school priorities for next year’s budget. List your TOP TWO priorities. (5,255 responses)

Most frequent responses:

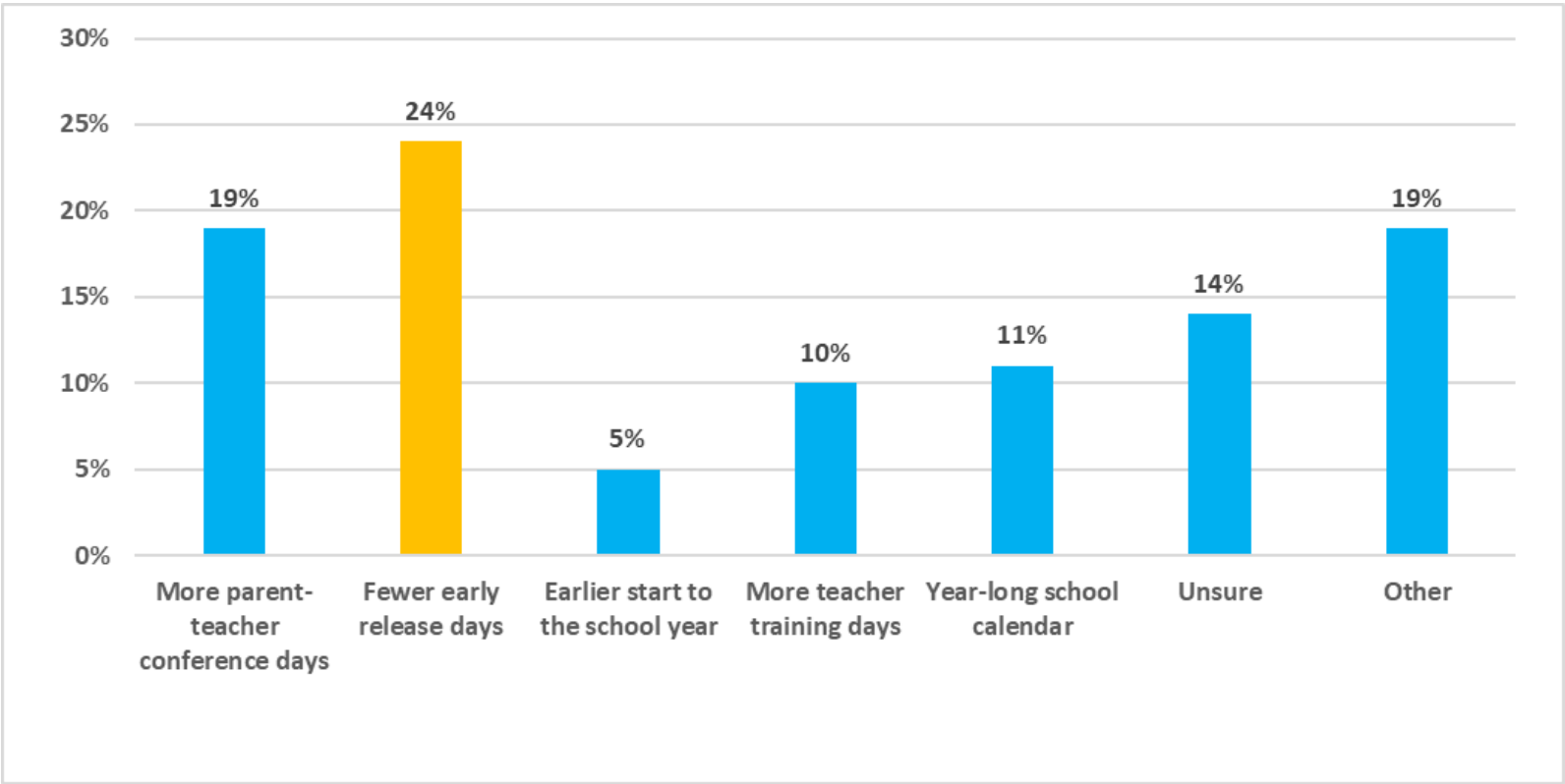
- Tutoring
- Mental health supports



What is most important to you for next year’s school calendar? (6,544 responses)

Most Frequent Response:

- Fewer early release days



Plan Update

Reconnect. Restore. Reimagine.



Pre-Conditions

Health & Safety: COVID Response

The COVID Response department is focused on making process improvements to promote health and safety while minimizing disruption to learning. Recent improvements include introducing "test to stay", streamlining and expediting the contact tracing process, and providing students and staff with at-home rapid tests for Spring Break.

"The contact tracing processes feel much more intentional. When I reach out for support or with a question, I get a prompt response from a team whose sole purpose is to support schools in this very important aspect of our new normal."

- Principal Smith, Margaret Brent Elementary/
Middle School

"The updates have been very helpful in keeping students in school and in reducing time out of school due to COVID. Parents have been glad that we implemented the test-to-stay protocol so close contacts who test negative can remain in school and students who test positive can return to school after just five days, following the latest CDC guidance."

- Principal Dendinger, Thomas
Johnson Elementary/ Middle School

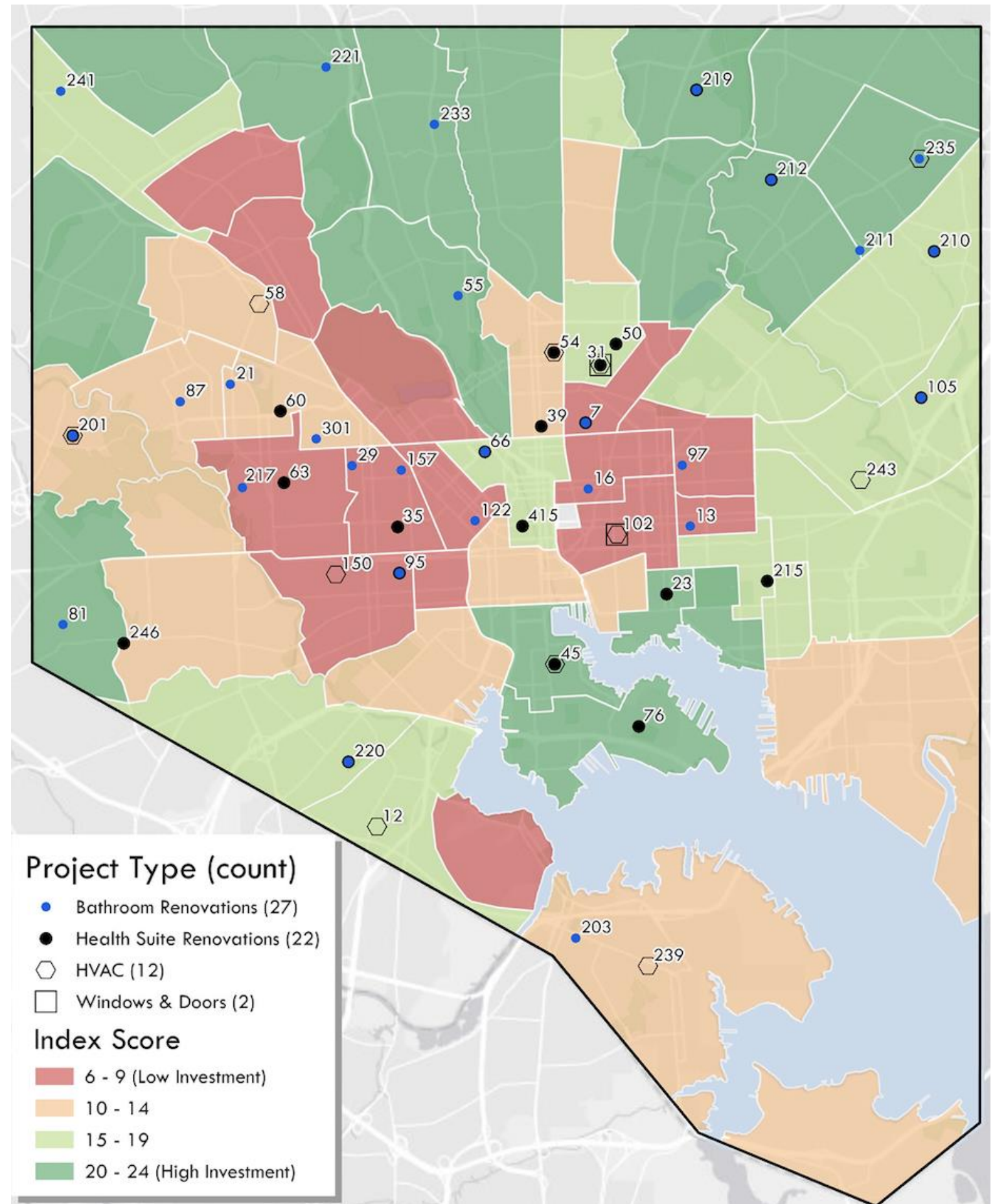
UPDATE ON FACILITY IMPROVEMENTS & SUPPORTS

Operations' Work in Support of Health and Safety



FACILITY UPGRADES

- **21** Health Suite upgrades are currently in design or design procurement
- **27** Schools in design for bathroom renovations
- **\$2.5M+** for critical HVAC repairs
- **\$28.8M** for HVAC capital projects with window and door replacement



Connectivity & Technology Supports

Connectivity

- Hotspots - Continued support for families that require them (i.e., over 21,000 in the field)
- Internet Connections – 99% complete of our upgrade for a 10x increase in internet speed
- Classroom Access Point (AP) – ~33% complete on a 2.5x increase of wireless access points (i.e., 2,000 of 6,000 new APs) *Note: Potential delays in manufacturer delivery of hardware*

Technology

- Devices – Approaching 100% device-to-student ratio (final reconciliation underway)
- Implemented device tracking capabilities to assist in managing device assignment & usage
- Coordinating with schools to ensure the collection of devices from seniors are a part of the "graduation checklist"
- Initiating a program to have devices checked, cleaned and repaired/refreshed over the summer
- Budgeted for additional full-time technical support to handle increased support needs

Systems

- Implemented a Learning Management System to support Virtual Learning Program
- Integrated additional Ed-Tech solutions to support after school learning (i.e., Seesaw, Amplify etc.)
- Enhanced payroll system to process payroll and taxes for out of state teachers



Overarching Commitments

Updates: Elevating Student Voice

Youth Board Forum – Planned for May 2022 (virtual)

- Expecting approximately 100 participants
- Topic: School Climate and Culture

Youth Ambassador Program

- 20 students
- May 2022 launch of program – foundational advocacy & leadership development training
- Summer Leadership Intensive - August 2022
- Fall 2022 – Launch of BMore Me Clubs and student-led advocacy impact projects
- **Participating high schools:** Ben Franklin, Patterson, Vivien T. Thomas, Baltimore Design School
- **Participating middle schools:** Montebello, Armistead Gardens, Cherry Hill, and Fort Washington

CEO's Youth Leadership Advisory Council

- Currently recruiting for school year 2022-2023
- Summer Leadership Intensive – August 2022
- Launch September 2022 with monthly meetings

Updates: Elevating Student Voice

Strengthening and Enhancing Student Government

Goal: To strengthen, enhance, and expand Student Government, an important leadership development opportunity for our students.

- **Landscape Analysis:** Understand current SGA configuration and student representation, identify key indicators of success, determine most effective alignment between SGA and ASCBC
- **Scaling:** Identify challenges with strengthening SGAs and strategies to mitigate
- **Equity:** Identify important equity considerations for an SGA strategy
- **Measuring Impact:** Identify how best to measure the effectiveness of the district's student government opportunities

Staffing and Support:

- Hiring Youth Engagement Specialist to focus on Student Government (6/2022)
- Distinguished Principal Project – Principal James Dendinger (4/2022–12/2022)

Upcoming Opportunities

- Family University Event – May 24, 2022
- FACE Advisory Group: School Family Community Council/Student Workgroup – ongoing monthly meetings
- School Police Student Advisory Team – Launch May 2022 (OCEE & Schools Office)
- EOY Survey – May/June 2022

Parent Cafes

- **Parent-led** safe and welcoming spaces for families to **build community, access resources** and **provide input/feedback**
- 119 school-based **staff** and **parent leaders** trained across 67 schools
- Programming available in **Spanish, Swahili and Arabic**

School Family and Community Councils

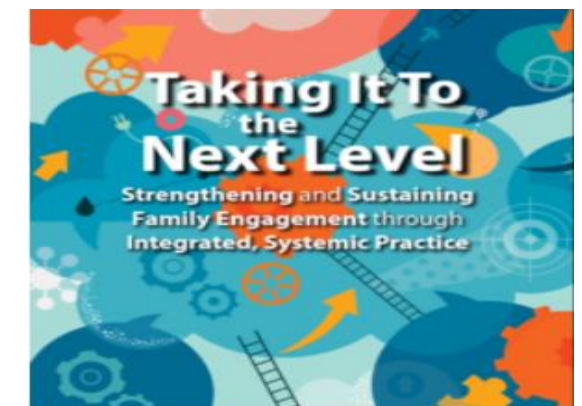
- Relaunching and rebranding SFC Councils
- **Trained 125 SFC Council Chairs** and **Principals** in requirements and best practices
- Hired FTE to **lead strategy** and implementation
- Providing ongoing coaching and guidance to school teams and stakeholders

Citywide FACE Advisory

- Led by—**parents, youth, staff, neighborhood leaders, teachers, partners**
- Co-creating guidance and implementation plan for revised FCE-KCA Policy
- Focus areas: two-way communication, youth engagement, language access, capacity building, **partnerships** and **volunteers, neighborhood engagement, evaluation** and **assessment** (*e.g. policy rubric, family survey development, etc.*)

FACE Fellowship

- **Intensive coaching, strategy guidance** and planning on **building trusting relationships** and **academic partnerships with families**
- **24 school teams**—parents, leaders, staff, SFC Council Chairs, and community school coordinators/site specialist have been 1) trained in **high-impact** FCE strategies, 2) developed School-Family Compact Plans for SY22-23
- 2nd cohort launches in Fall 2022





SY 21-22 Professional Learning for Teachers & Leaders

Systemic Professional Development

- February 18th – Focus on accelerated learning, small group instruction, personalized learning platforms (½ day wellness)
- May 13th - Upcoming

School Leader STAT Meetings

- January – May
 - Instructional and Assessment shifts
 - Intermittent Virtual Learning Guidance
 - Student Wellness Teams
 - Stakeholder Engagement
 - Budget Guidance
 - SLP
 - Summer 2022
 - 9-12 ELA Curriculum
 - EOY & MCAP
 - MOY Data

Summer Institute Dates/Windows

What	When
Leadership Institute	June 21 – 23
Summer Learning Institute <i>(Teachers)</i>	July 11 – 14 AND July 25 – 28
Operations Institute	Week of August 8 th
CEO Institute	Week of August 15 th



Opportunity Culture Initiative

Overview

- Opportunity Culture (OC), currently in 20 City Schools, and projected to be in 22 schools next year, provides tailored development and support for excellent teachers to lead from their seats by: Impacting more students; Supporting their Team Teacher colleagues through instructional coaching; and Partnering with Instructional Leadership Teams to promote equity and excellence for all.

Impact

- IReady scores from BOY to MOY have increased on average by 14 points in math and 7 points in ELA in classrooms taught by Opportunity Culture staff and their Team Teachers.
- DIBELS scale scores from BOY to MOY have increased on average by 74 points in classrooms taught by Opportunity culture staff and their Team Teachers.
- 17 of 20 OC schools outperformed the district's average attendance rate from BOY to MOY, which includes non-Title I schools.
- 88% of staff at OC schools agree or strongly agree that they want Opportunity Culture to continue in their school.
- 89% of staff at OC schools agree or strongly agree that teachers receive feedback that helps improve teaching.

On the Horizon

- Increase in number of OC roles in schools for SY 22-23
- Expansion to science and social studies MCLs, including a possible partnership with Johns Hopkins University in support of secondary science MCLs

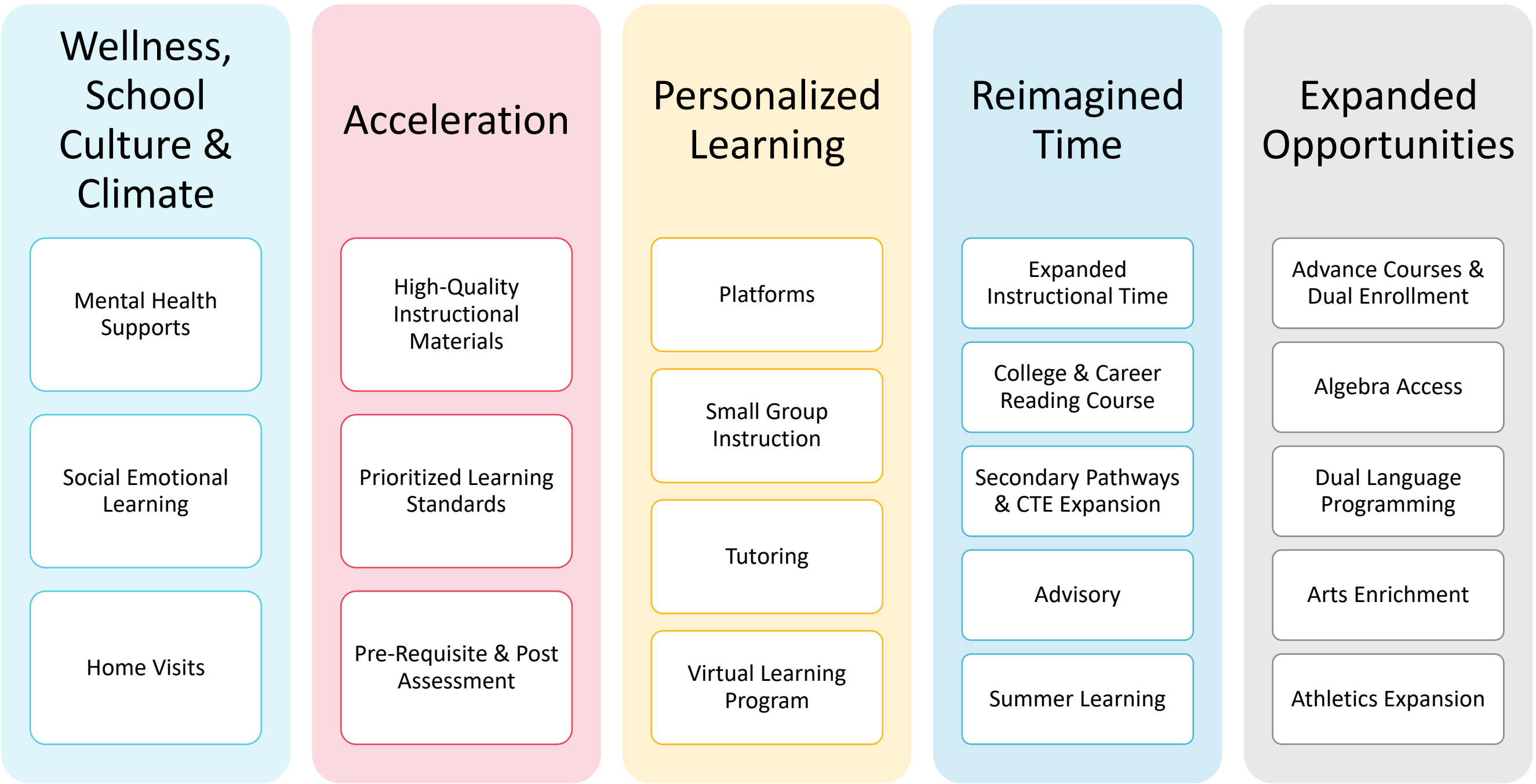




Key Strategies

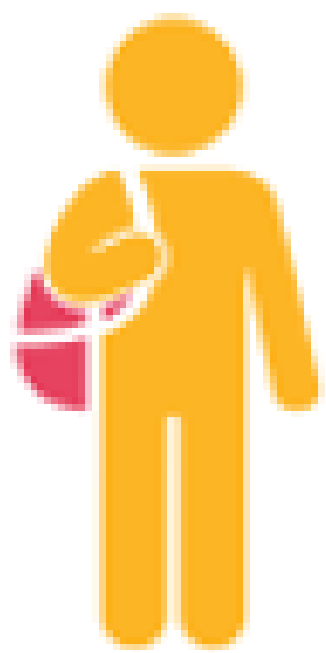


Unpacking the R3 Key Strategies



In service of & with alignment to...

SLP





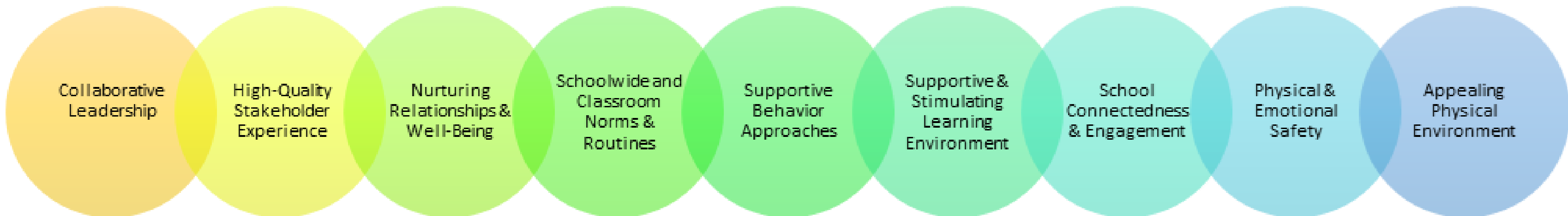
Wellness, School Culture & Climate

School Culture and Climate

Commitment: Every school will ensure a welcoming, inviting atmosphere for all students and families that begins at the front door or front office greeting and extends to all interactions

Progress:

- School culture and climate plans
- Professional development
- Climate walk tool
- 24 focus schools
- Bullying prevention and response



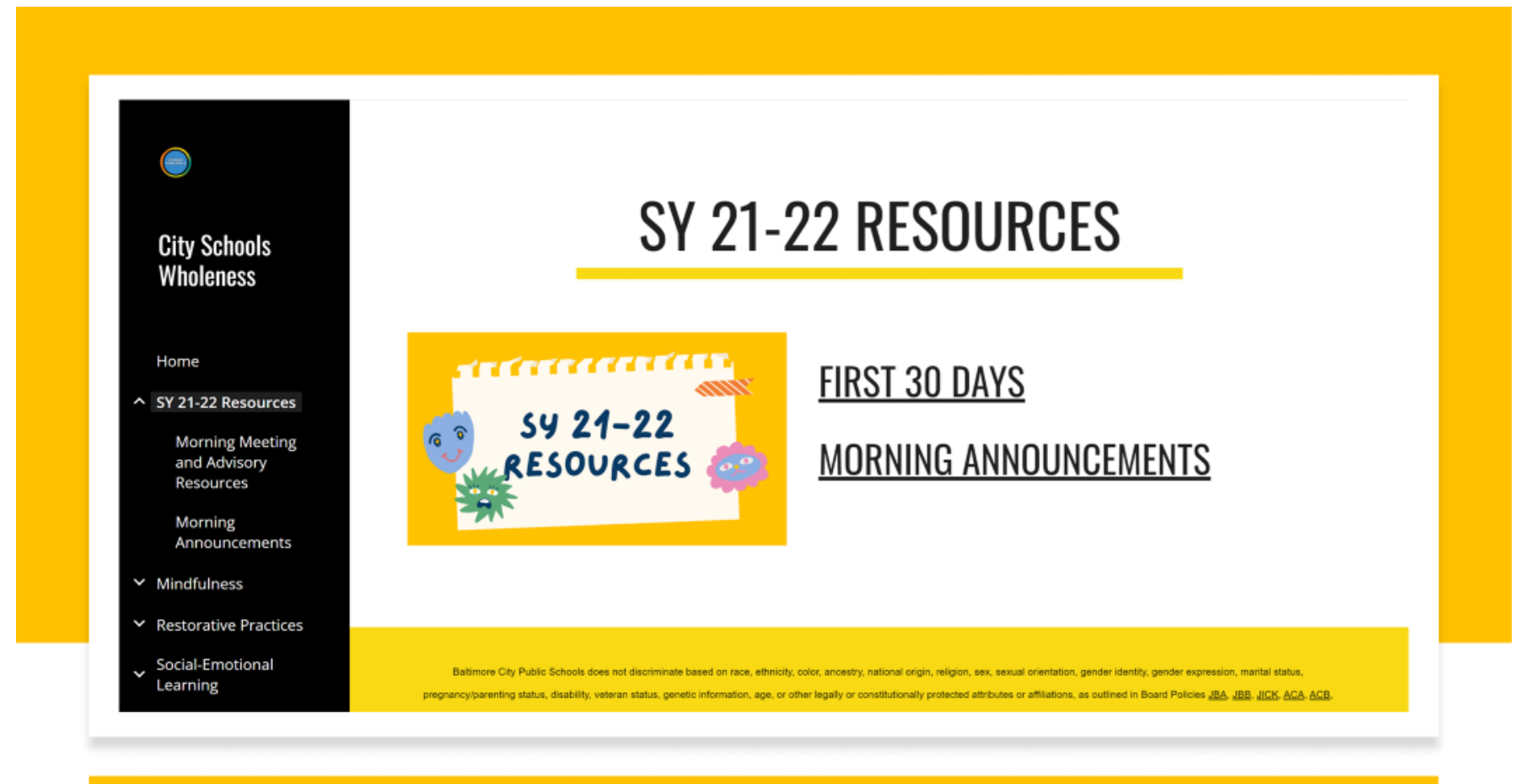
School Culture and Climate- SEL

Commitment:

Every student will engage in morning meeting or advisory activities that promote empathy, understanding and active listening so that relationship-building sits at the core of the school's culture

Progress:

- Custom-made morning meeting and advisory resources
- Training of advisory champions
- PD for school-based staff on advisory, restorative practices, adult wholeness



Wellness – Mental Health

Commitments:

Every parent and student will know the mental and counseling staff available in their child's school, the supports they provide, and how to access them

Every student will have access to additional mental health supports

Progress:

- 85% of schools have functioning Student Wellness Support Teams
- SWSTs lead assemblies, morning announcements, classroom activities, family resources
- 5,823 served by ESBH clinicians in 111 schools (7/1/21-3/3/22)
- 82 staff in-service trainings offered by ESBH clinicians



Focus on Staff Wellness

Provided additional ½ days throughout the school year to support staff well-being.

- November 5th
- December 8th
- March 18th
- May 16th

Wellness days will continue in SY 22-23 as part of the official school year calendar!



Staff Wellness

- BE Well Pilot programs for 18 schools
- Identified wellness champions with Renaissance Academy and Frederick Douglas-classes are scheduled around mental health, physical activity, and nutrition for April & Mid-June
- Blood Pressure Kiosk in the District Office Café
- Ongoing revitalization of the Café
- Wellness Wednesday Events
- Presented at the Baltimore Curriculum Project, Secretary PD, Principal and Assistance Principal Meetings, and for College and Career Readiness Teams
- Participated in all New Hire Orientation Sessions - typically 5-15 participants/class
- Burnalong supports 2,100 employees
- District Office Wellness Events
- Continue to publish and distribute monthly wellness newsletter





Expanded Athletics

Fine Arts

Dual Enrollment

AP Expansion

Algebra Access

Expanded Enrichment & Academic Opportunities

Expanded Athletics

Commitment: Every student will have more sports offerings through clinics, clubs, and intramurals resulting in more camps, game, and skill development opportunities

Progress:

- K-8 resource guide/office hours
- Launch of spring MS competitions (21 schools participating)- bball, bocce, track
- Successful fall and winter HS seasons (18 HS programs)
- MS sports landscape analysis with Under Armour
- Athletics expansion strategy



Fine Arts Expansion

Commitments:

- Every student will have a full-time Fine Arts teacher in their school.
- Every student will have access to additional fine arts programs through additional funding and partnerships with arts-focused organizations.

Progress

- As of fall, 61% of schools offer visual arts and music in alignment with Fine Arts strategic plan
- Increased staffing across visual art, music, dance, theater
- 190 staff trained in Arts as Healing
- String instruments at Abbottston
- Fine arts resource mapping
- Fine arts summer camp will serve 200 students in grades K-8



Dual Language Initiative

- Establishing Program Design
- Engaging in Intentional Outreach
- Bringing on Expert support

Next Steps

April 2022

- DLI Pilot School Application Released

May 2022

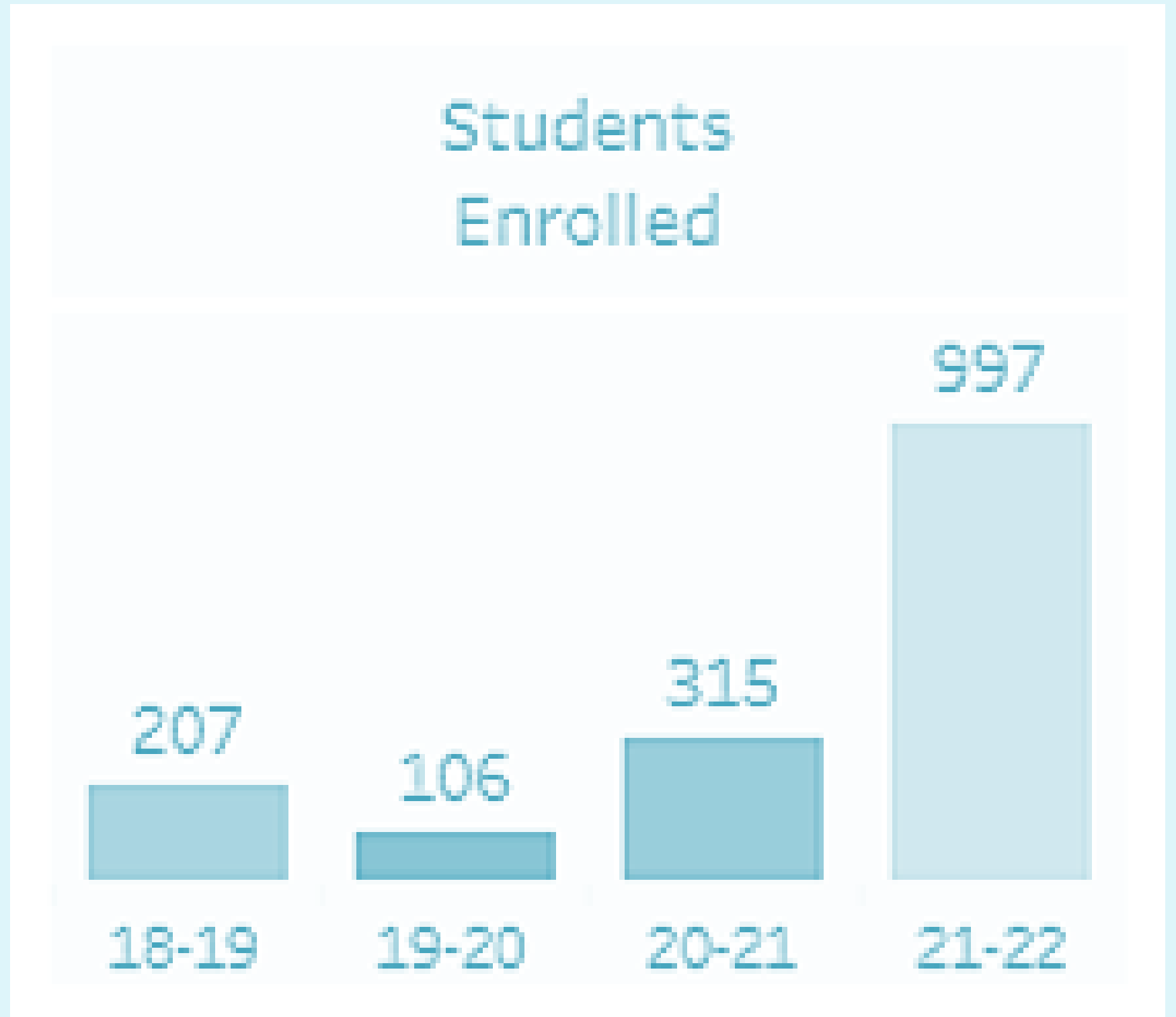
- Establish district operations team
- DLI Applications Due

June-July 2022

- Schools Selected for Planning Year to Being DLI SY23-24
- PreK Exploratory Activities developed for SY 22-23
- Secure and train staff

Dual Enrollment

Participation in Dual Enrollment has **increased by 682 students** since SY 20-21.



Advanced Placement (AP) Expansion

Category	2017-18	2018-19	2019-20	2020-21	2021-22
# of Sections	128	138	164	229	252
# of Seats	3,005	3,270	3,819	4,835	5,119
# of AP teachers	86	84	105	150	160
# of Schools	24	22	28	30	31
% African American	62%	65%	67%	67%	N/A*
% LatinX	8%	9%	8%	11%	N/A*

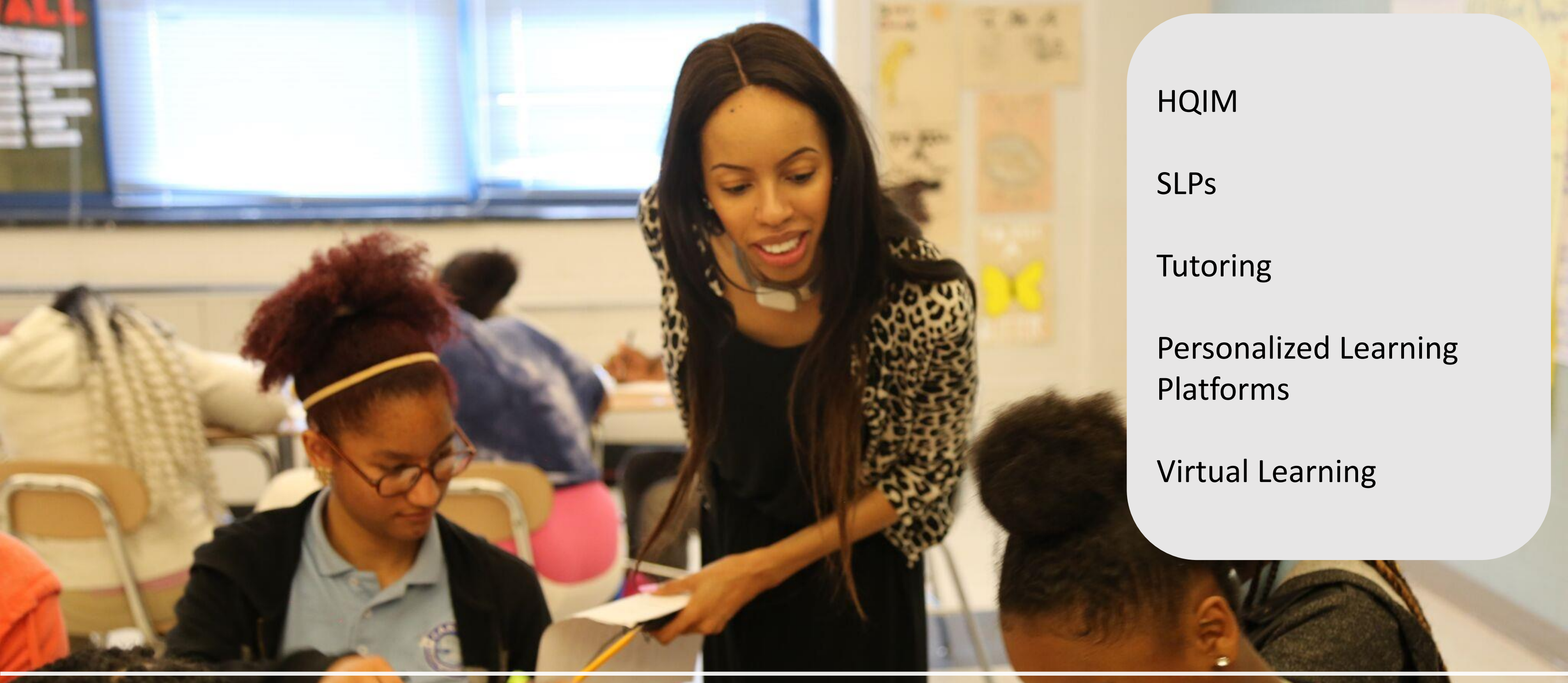
- Currently 37 teachers from 15 different schools registered for AP training this summer at Goucher.
- Currently 9 teachers registered for AP Capstone training this summer.
- Pre-AP expansion from 1 current school to approximately 10 schools this fall.

Algebra Expansion Over Time: SY 16-17 to SY 21-22

Since SY 2016-2017, we have supported 5,808 students access Algebra I or Intensified Algebra, during the school year.

We see a year over year increase in access, signaling interest and growth even during the pandemic!

School Year	Count of 8 th Grade Students	% change from year to year
16-17	677	-
17-18	764	13%
18-19	907	19%
19-20	975	7%
20-21	1209	24%
21-22	1276	6%
TOTAL	5808	



HQIM

SLPs

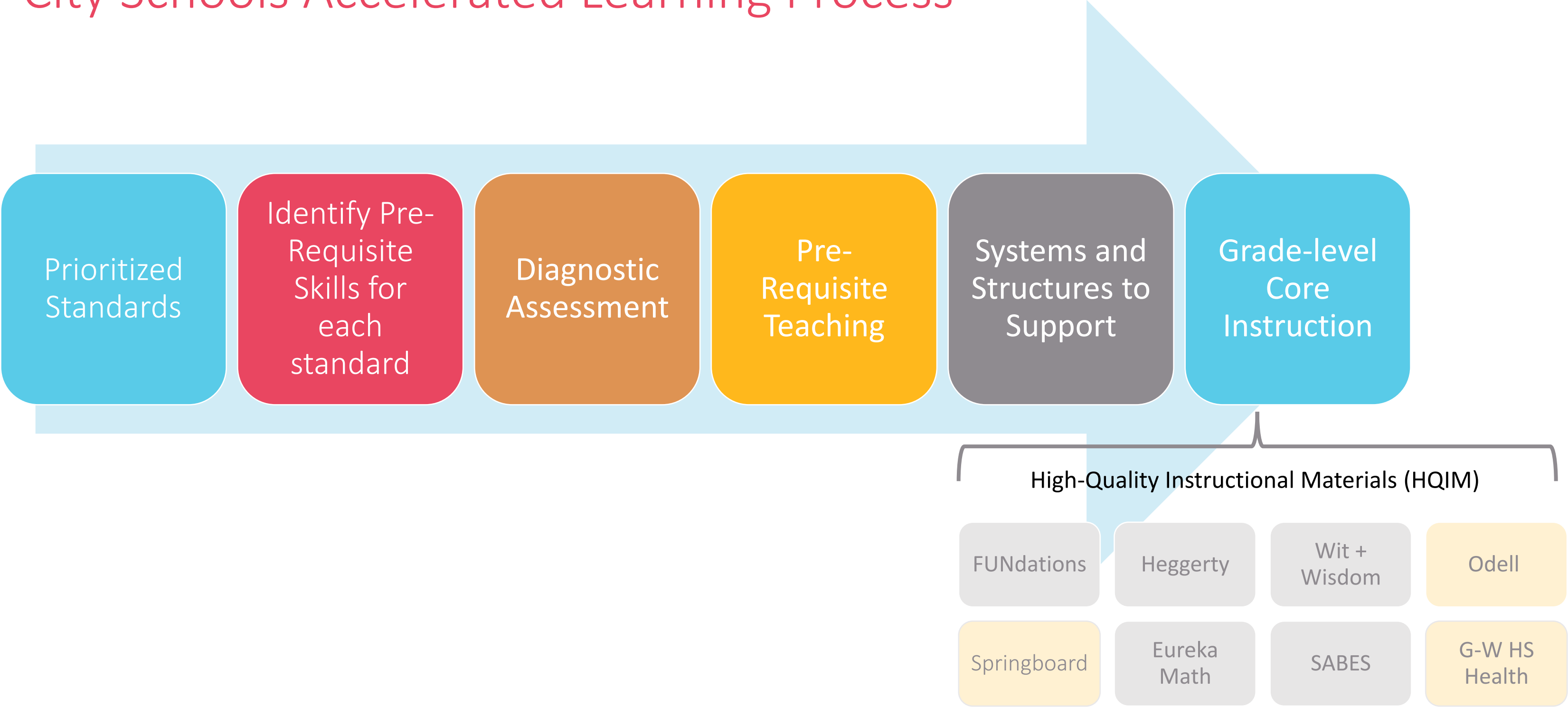
Tutoring

Personalized Learning
Platforms

Virtual Learning

Acceleration & Personalized Learning

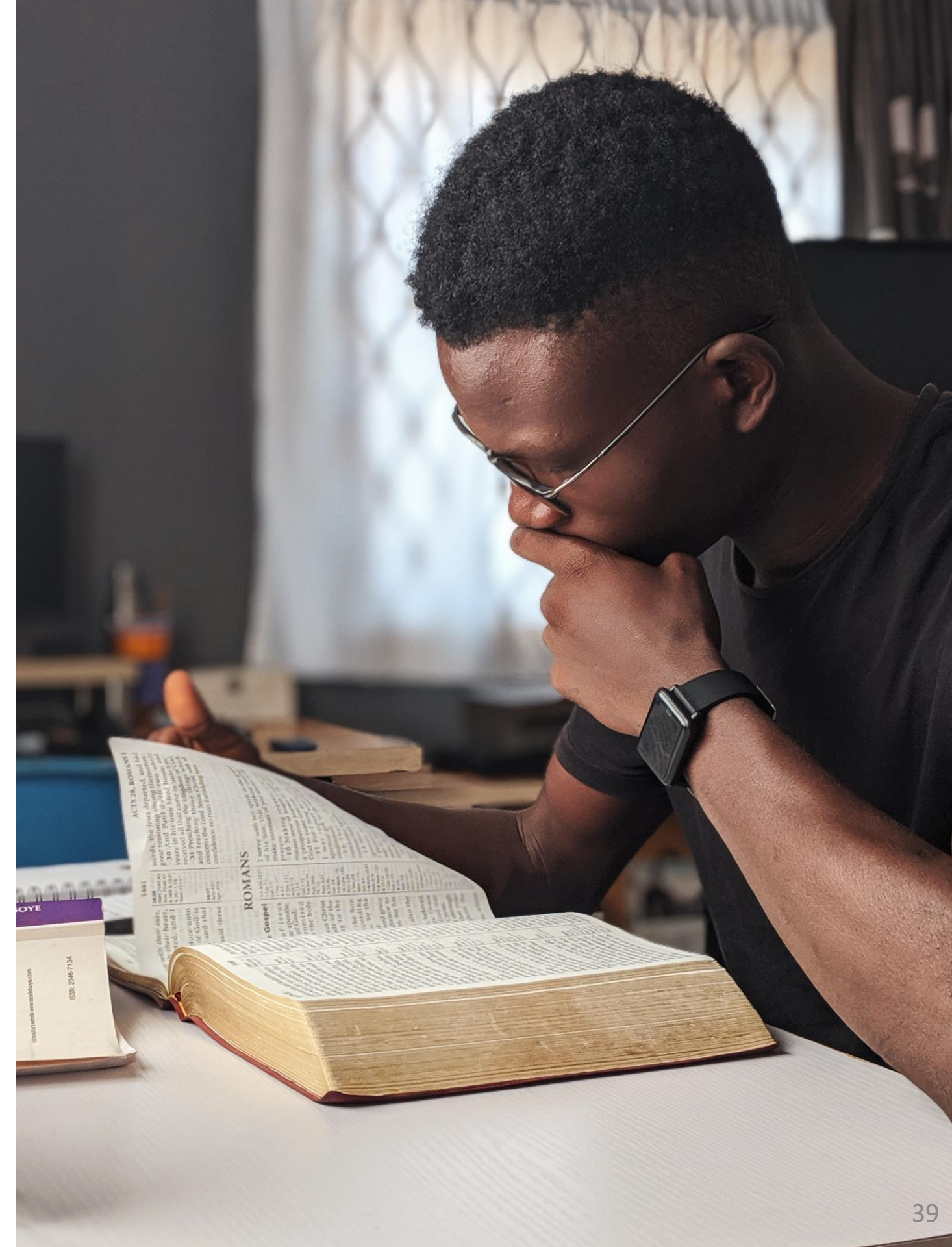
City Schools Accelerated Learning Process



9-12 ELA Curriculum

High school educators and leaders will select between Odell & Springboard:

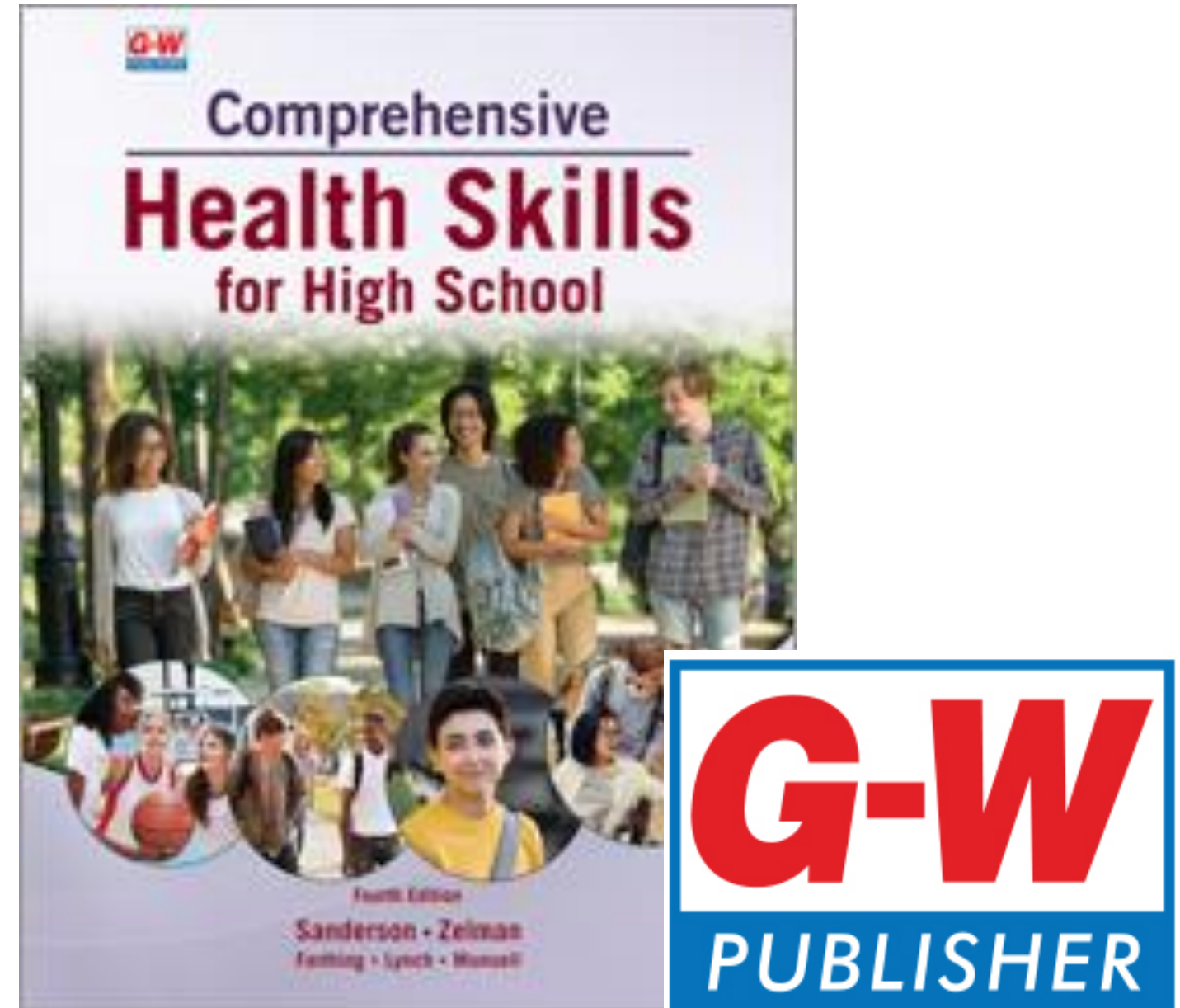
- Review the HQIM Selection Guidance and choice parameters.
- Engage in experiences to deepen understanding of *both* HQIM and how each fit students' context and needs.
- Select the HQIM that will best meet students' needs by May 20th.



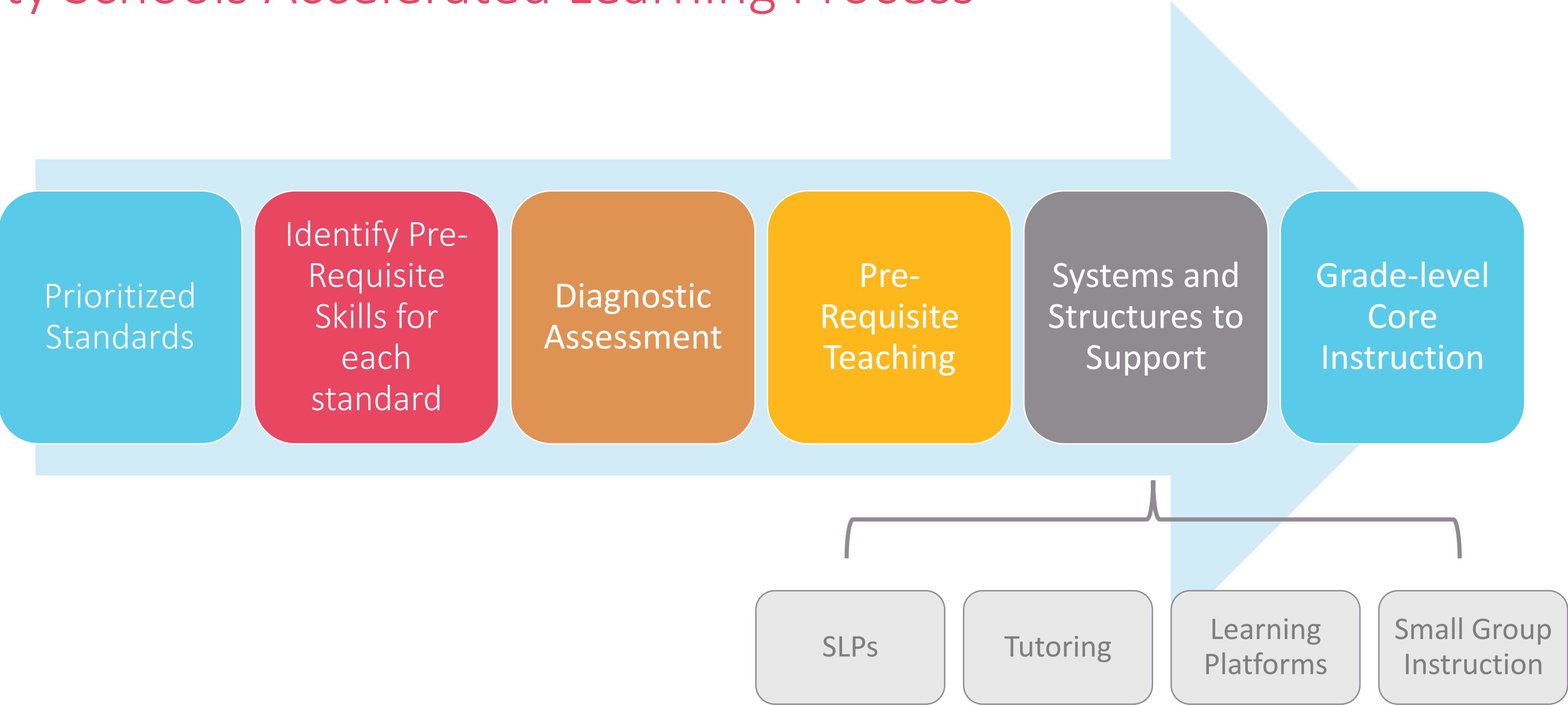
NEW High School Health Curriculum

After a robust RFP and vetting process, City Schools has identified a high-quality high school health curriculum.

- Board votes May 10th
- Implementation SY 22-23



City Schools Accelerated Learning Process





Student Learning Plans are being Implemented

Celebrating Growth & Progress

Schools with 80% + SLP Completion Rate by MOY Target

School Type	# of Schools	% of Schools
Elementary Schools	32	84.2%
Elementary/Middle Schools	43	79.6%
Middle Schools	3	100%
Middle/High Schools	6	85.7%
High Schools	6	20%

77.7% of students in City Schools have a completed SLP in Infinite Campus



What we Heard:

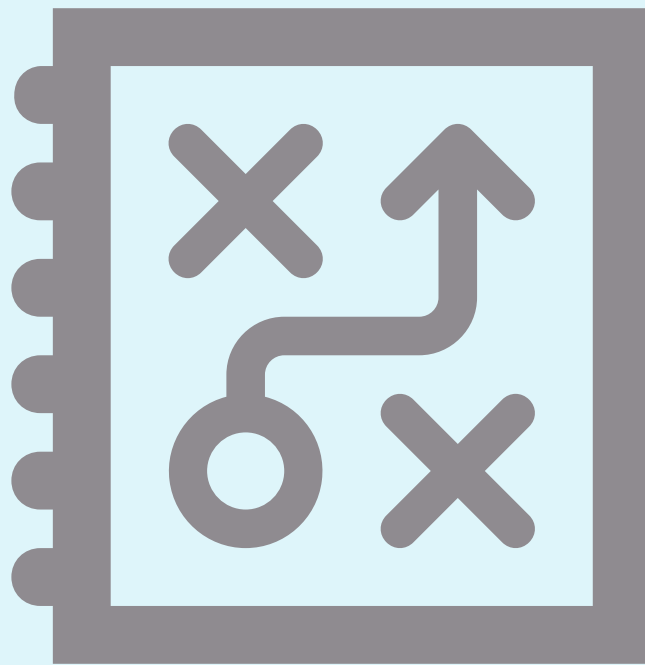
SLP Implementation in SY 21-22



- Staff need time to complete and engage students/families in the SLP
- The SLP needs to be user friendly
- The SLP needs to be streamlined with other student plans (e.g., IEP, ILP, SST)
- Professional learning and guidance is needed on engaging parents

What we are Doing:

SLP Implementation for SY 22-23



- Increasing time to support completion and conference opportunities
- Involving teachers and students in streamlining and guidance development
- Providing professional development and learning opportunities to support strong implementation across all stakeholders



Personalized Learning Makes a Difference

Defining High-Dosage Tutoring

High-dosage tutoring is a proven, effective strategy for increasing student outcomes, with a strong research base

- Provided during the school day
- Intensive and at least 2-3 times per week
- Provided by a qualified tutor
- Individualized
- Data-driven
- Provides opportunities for teacher/tutor collaboration

High-dosage tutoring provides students with personalized support while accelerating learning

1,159 students in the TSI Pilot – CLN 2 & 3



High-Dosage Tutoring

Student Engagement

- Attendance rates for students in our high-dosage tutoring model exceeds the rates of other tutoring models (85% vs. 65%)

Student Outcomes

- High-dosage tutoring is statistically correlated with accelerated learning, which could lead to large increases in grade-level attainment if continued over multiple years.

Defining Personalized Learning Platforms

Supporting students' individualized needs so that they can access content through responsive instructional practices and learning experiences that support acceleration.

These platforms are:

- Adaptive
- Can be utilized by students at home and in school
- Are tailored to meet the needs of students

The personalized learning platforms remained the same from SY 20-21 to avoid students and teachers having to learn a new platform this year.

✓ *ELA: Amplify, i-Ready, Achieve3000*

✓ *Math: Zearn, i-Ready, Imagine Math*



Personalized Learning Platform Use

Take-away: Students that are engaging with and approaching ideal usage of personalized learning platforms have higher than district average scores on curriculum aligned assessments.



Key District Platforms aligned to City Schools Curriculum:

- Zearn
- Imagine Math
- Amplify



Small Groups help us focus on Foundational Literacy Skills



Defining Small Group Instruction

- Students are strategically identified and the personalized instruction aligns to student learning needs.
- Reinforces or reteaches specific skills and concepts in a smaller group.
- Provide a dynamic space for learning where students can receive accelerated support to access grade level instruction.

Focusing Small Group Instruction to support Foundational Literacy Skills

What do we mean by foundational literacy skills...

- Letter naming & sounds
- Print concepts
- Decoding
- Fluency
- Vocabulary

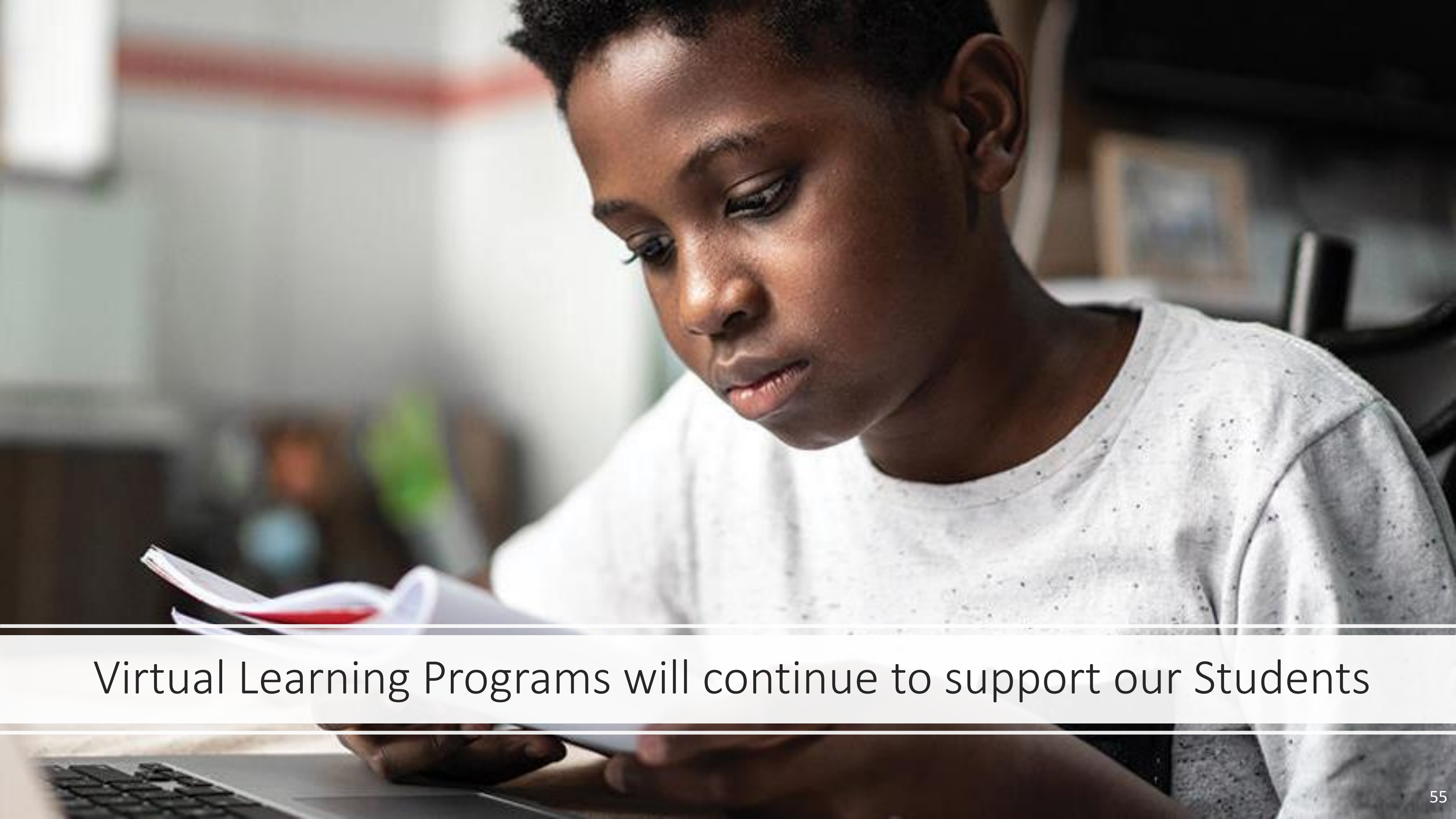


Foundational Literacy Moving Forward

- Reimagining time in the Literacy Block to support a focus on small group instruction
- Emphasizing strategic and sequential foundational literacy instruction through 3rd grade
- Providing coaching on small group instruction with ACLs, ILEDs, and ILS coaches
- Triangulating data with a focus on curriculum based assessments (foundation) in order to focus in on student needs

To Accelerate the work we are already doing:

Applying for the MD Leads Grant - Science of Reading Strategy to expand learning and build literacy leadership capacity and coaching

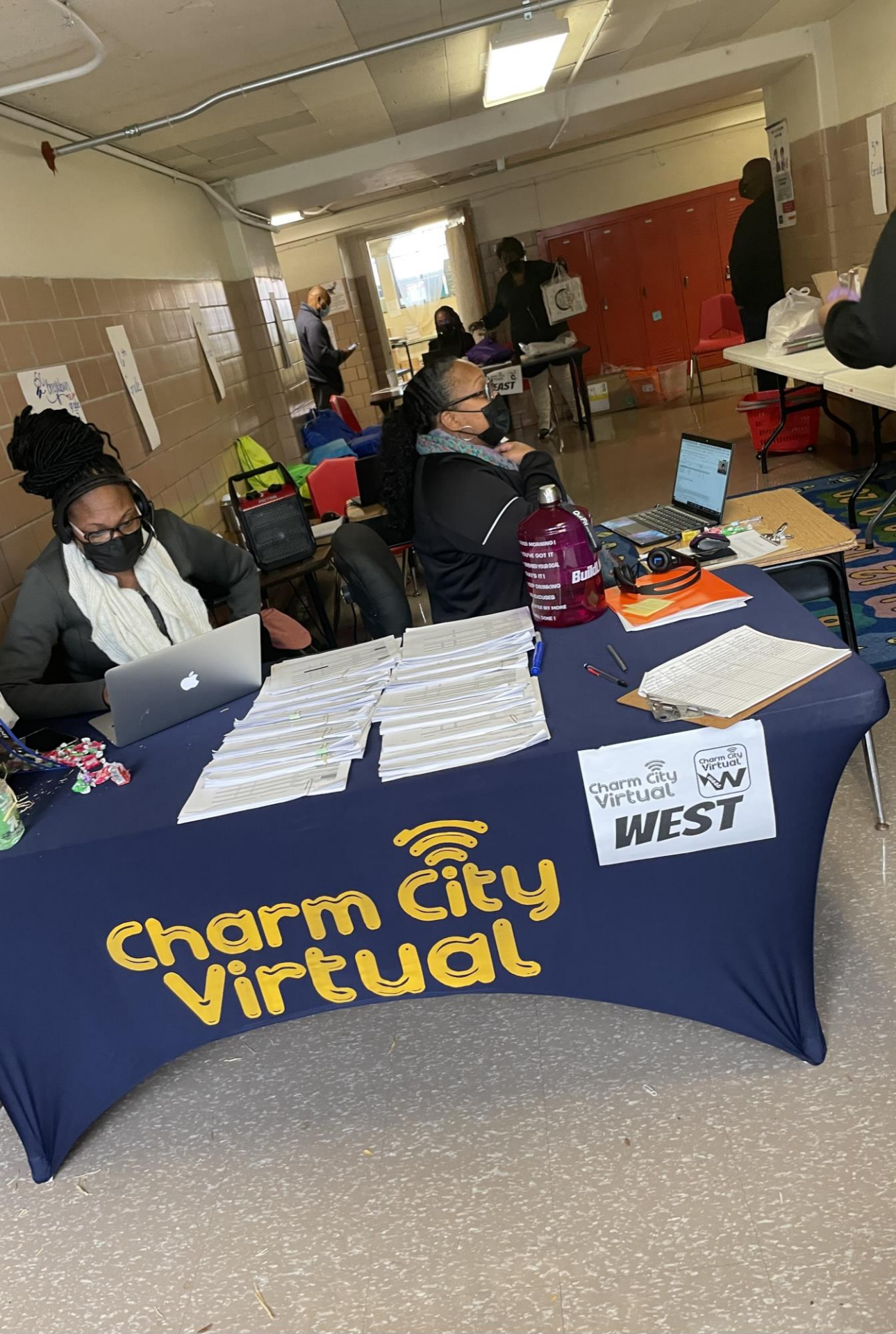


Virtual Learning Programs will continue to support our Students

SY 21/22 VLP Highlights

- Charm City and Port serve nearly 1300 students across K-12 grades
- Overall strong attendance at 93%
- Charm City Virtual
 - 434 students participating in after school tutoring and acceleration opportunities
 - 97% SLP upload and completion
- Virtual Port
 - Community service hours provided: students earned a cumulative total of 60 service-learning hours .
 - VLP students are college bound: 244 total college applications; 50% completed at least 1 application





SY 22/23 Virtual Learning Program Updates

- **Program design**

- Charm City VLP will serve students in grades 3-8
- Port VLP serve students in grades 9-12

- **Student Composition**

- Returning students in grades 1-12 meeting attendance and academic requirements
- New students in grades 3-12 meeting attendance and academic requirements
- Students with special circumstances either short term or long term

- **Application window open in Infinite Campus**

- Returning student window closed April 22; notification in May
- New student window closes May 6; notification in June



College & Career
Readiness

Extended & Summer
Learning

Reimagined Time

College & Career Readiness



Continued implementation of Career Readiness Plan
Facilities upgrades on track for this summer
Equipment refresh for Construction pathways



Saturday School held at 3 school sites for credit-earning opportunities (650 students participating in Spring 2022)



Postsecondary advisors hired to support student transition to college and career

Centralized Graduation

City Schools will continue its approach to centralized graduations.

- Coordinated in 2020 due to the pandemic
- Takes significant burden of logistics and planning off schools
- Schools able to opt-out if they want their own ceremony/date/location
- Graduation Ceremonies throughout the year to celebrate student success:
 - June, August, and February

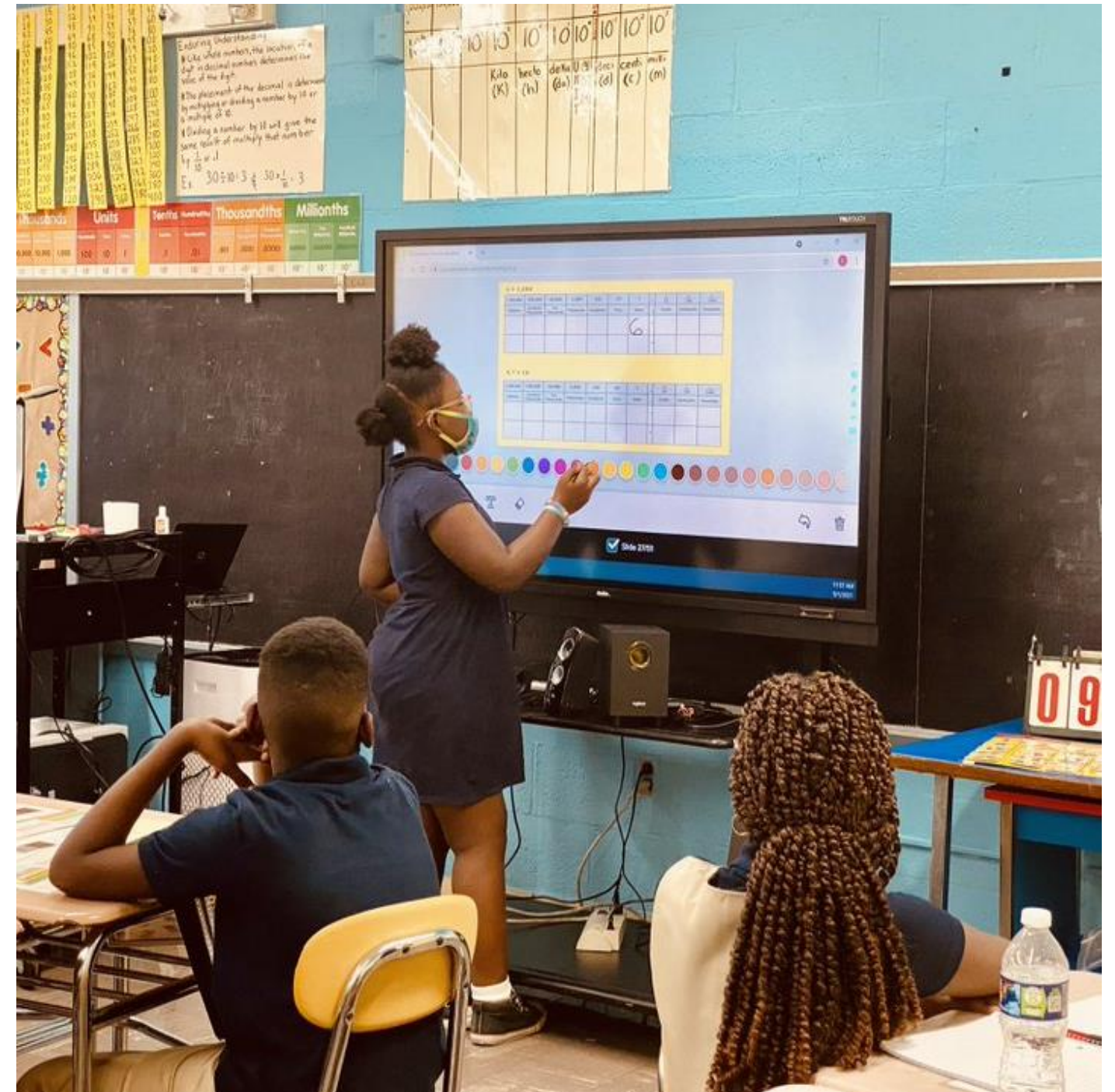


Extended Learning Program

The purpose of the extended school day strategy is to provide additional access and opportunities for targeted students to receive academic and social emotional support that meets the needs of each students' personalized learning plans as a result of unfinished learning.

98 Programs

- 27 Credit Recovery –ELP & Saturday
- 30 Springboard
- 41 Math and/or ELA
- Embedded SEL in all programs



School-based Summer Learning Programs

School-Based Programs are focused on academic recovery and enrichment, are staffed by City Schools teachers and staff, and are designed to be anchored in our curriculum.

54 Schools will be supporting their students and families in summer!!

School-based program run in addition to our partner-led and centralized programs.



BALTIMORE CITY PUBLIC SCHOOLS

BOARD OF SCHOOL COMMISSIONERS

Johnette A. Richardson, *Chair*
Ronald S. McFadden, *Vice-Chair*
Dr. Michelle Harris Bondima
Dr. Durrelle Brooks
Linda M. Chinnia
Ateira Griffin
Vernon A. Reid, Jr.
Shantell L. Roberts
Robert Salley
Ezra Horwitz, *Student Commissioner*
Christian Gant, Esq., *Board Executive Officer*

SENIOR MANAGEMENT TEAM

Dr. Sonja Brookins Santelises, *Chief Executive Officer*
Angela D. Alvarez, *Executive Director-Office of New Initiatives*
Joshua I. Civil, *Chief Legal Officer*
Dr. Joan Dabrowski, *Chief Academic Officer*
John L. Davis, Jr., *Chief of Schools*
Sarah Diehl, *Interim Chief Human Capital Officer*
Christopher Doherty, *Chief Financial Officer*
Dr. Tracey L. Durant, *Executive Director-Equity*
Tina Hike-Hubbard, *Chief of Communications, Engagement, and Enrollment*
Theresa D. Jones, *Chief Achievement and Accountability Officer*
Thomas T. Jones, *Chief Information Technology Officer*
Alison Perkins-Cohen, *Chief of Staff*
Dr. Lynette Washington, *Chief Operating Officer*
Dr. Jennie Wu, *Executive Director-Strategy & Continuous Improvement*



APPENDIX

City Schools' Health and Safety Protocols: Core Components



Asymptomatic Testing



Diagnostic Testing



Face Coverings for recently exposed or recovered individuals



Hand Hygiene



At-Home Symptom Monitoring



Physical Distancing to the Extent Possible



Ventilation and Filtration



Cleaning and Disinfecting



Vaccinations



COVID-19 Response (Contact Tracing and Quarantining)

District & Grant Funding

ESSER

Kirwan

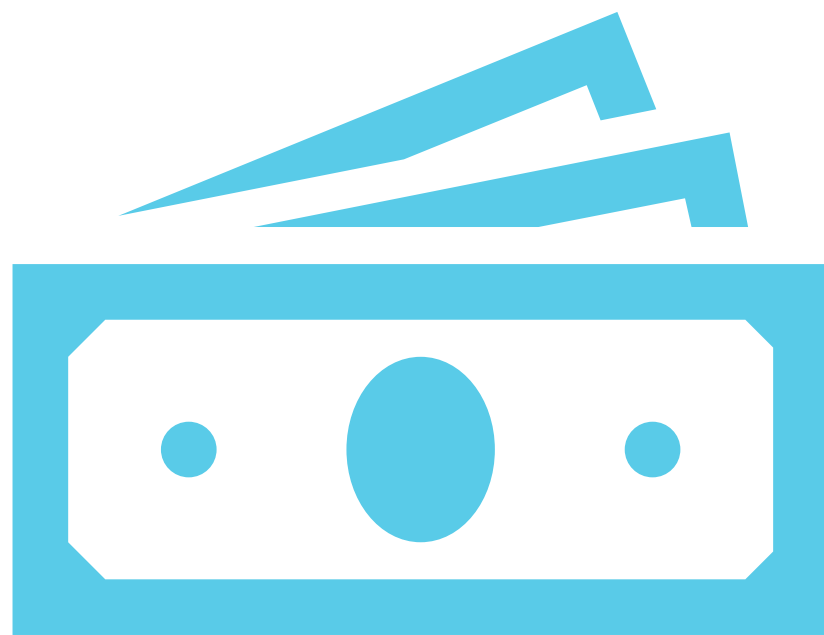
MD Leads Proposals

Alignment to District Spending Priorities

The recovery plan aligns and builds on ongoing priorities in City Schools.

- Board Strategic Priorities
- The Blueprint for Success
 - Literacy
 - Wholeness
 - Leadership
- ESSA Consolidated Strategic Plan Areas of Focus
 - Academic proficiency and growth
 - Culture, Climate, and Attendance





Grant Funds Supporting the Plan

- Funding support for RRR plan activities is accomplished through braiding together multiple Federal and State grants.
- Components of the plan are centrally coordinated and managed for traditional schools, while others provided supplemental resources/services directly to schools.
- Charter schools have been provided with an equitable share of grant resources for which school-level plans are being developed. The only exceptions are the district's COVID testing and contact tracing efforts and Summer 2022 funding.
- We are monitoring our implementation and making adjustments to ensure that we are effectively leveraging these grant funds over the spending period.



Reconnect. Restore. Reimagine.

Funds at School Level

As of April 2022, for FY22, **\$89,122,000** in supplemental RRR/COVID support funds/services have been provided directly to individual traditional schools.

Over **\$33.8M** in supplemental grant funding has been added to FY22 school budgets for school-level programming supports in the following area:

- ESSER2 funds for intervention (\$250/student for grades K – 8)
- \$200/student for Arts, Athletics and Enrichment
- \$10,000 for School Culture and School Climate plans
- Temporary employee support (3 temp for schools with < 500 and 4 for those above 500)
- Summer 2021 Attendance Liaison

In addition, **\$55.3 M** in supplemental supports have been provided:

- Facilities upgrades (bathrooms, health suites, HVAC)
 - COVID testing, including Health and Safety Coordinators
 - Tutoring through partners
 - Extended learning program/credit recovery
- BALTIMORE CITY
PUBLIC SCHOOLS**

*In addition, so far we have spent approximately **\$10.3M** on indoor air quality at schools (MERV-13, air purifiers/scrubbers, filters) and **\$44M** on technology and connectivity.*



COVID Funds Provided to Charter/Contract Schools

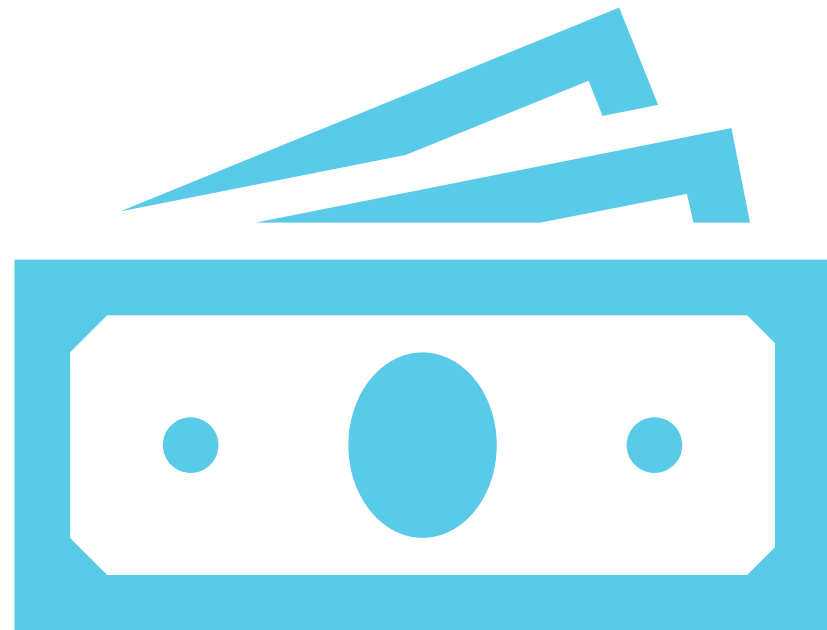
- Charter and Contract schools have been provided an equitable share of 11 formula state/federal grants totaling \$113,785,929.86.
- Charter and Contract schools benefit from the supports and services funded through an additional 11 COVID grant programs (e.g. summer programming, COVID testing, supports for homeless students, supplemental IDEA funds and expansion of access to Advanced Placement (AP) programming)



Kirwan Funds Support for District Priorities

In FY22, the new Concentration of Poverty Per Pupil grant centralized spending plan and school level guidance are aligned with the priorities of the RRR plan:

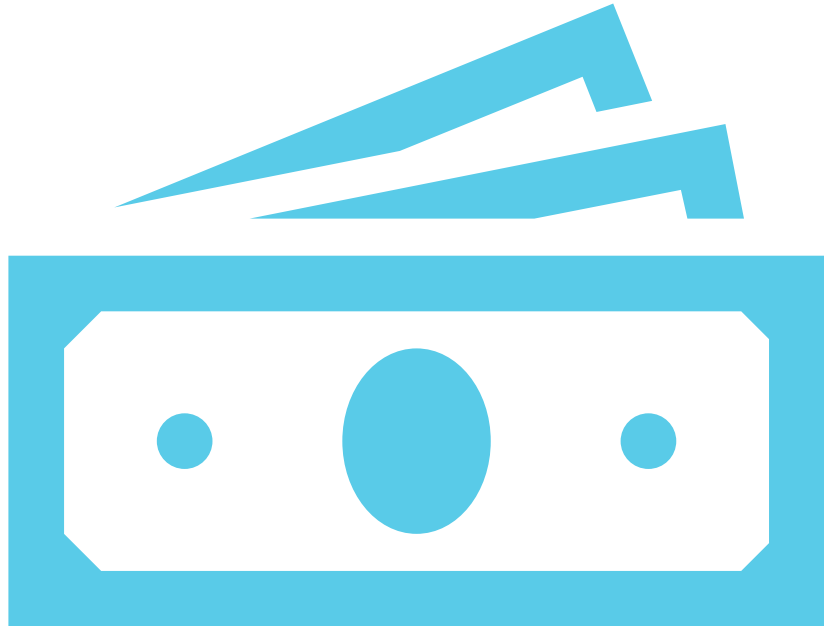
- School-level funds reserved for arts, athletics, enrichment
- School-level choice funds focused on wrap around supports for students
- High-dosage tutoring and Extended learning program included in the central plan
- Unspent school-level funds will go towards additional tutoring, intervention and extended learning program costs to ensure funds are fully spent



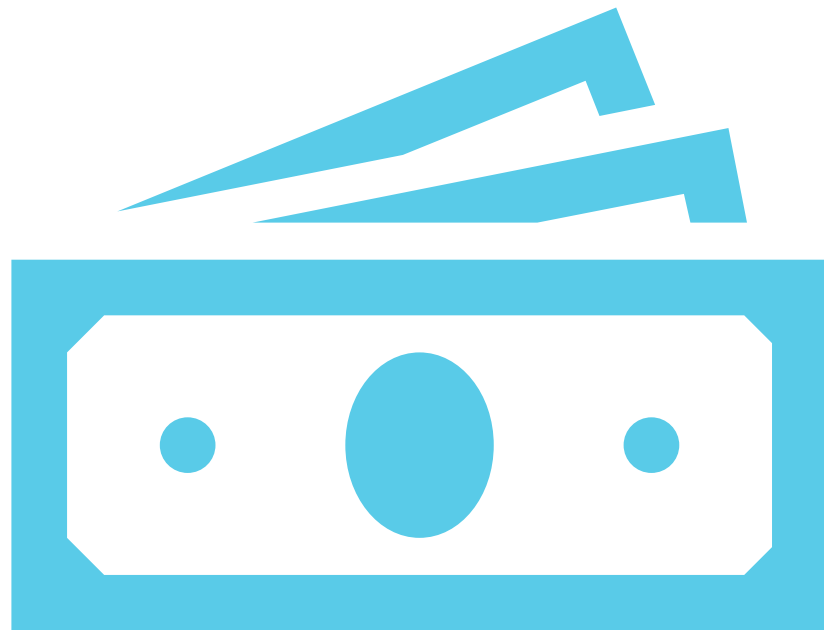
Grant Funds Supporting the Plan

<u>Pre-Conditions: Health & Safety</u>	<u>FY22 Grant Funding</u>
COVID Testing & Contact Tracing	\$36,720,000
Upgrade and renovate school bathrooms	\$23,000,000
Indoor Air Quality	\$12,950,000
HVAC Repairs and Upgrades	\$11,000,000
Temporary employees for in-person support	\$8,873,000
PPE and Logistics Support	\$6,500,000
10 New Buses, Drivers and Aides	\$2,600,000
Increased costs for cab transportation	\$2,071,000
Health Suite Upgrades	\$1,150,000
20 Additional Custodians to Increase Cleaning Capacity	\$985,000

Grant Funds Supporting the Plan



<u>Pre-Conditions: Connectivity & Technology Support</u>	<u>FY22 Grant Funding</u>
Switches and Wireless Infrastructure	\$14,500,000
Student and Staff Devices	\$14,000,000
Online Licenses and Platforms	\$8,700,000
Wi-Fi for Students through Hot Spots	\$5,000,000
Asset Management & Device Support	\$1,115,000



Grant Funds Supporting the Plan

<u>Overarching Commitments</u>	<u>FY22 Grant Funding</u>
Family Engagement Programming	\$850,000
Expanded Translation and Interpretation	\$530,000
Back to School Campaign	\$475,000
Student Voice Initiatives	\$275,000
Professional Learning	\$6,610,000

Grant Funding for Key Strategies

<u>Wellness, School Culture & Climate</u>	<u>FY22 Grant Funding</u>
Expanded Mental Health Clinicians	\$4,600,000
School Culture & Climate Plans	\$3,000,000
Implementation Funds for Culture & Climate Plan	\$1,270,000
Family Support Visits	\$1,120,000
Social Emotional Learning/Wholeness Strategy	\$1,200,000
Attendance Liaisons	\$889,000
Wellness Advisory	\$680,000
Arts as Healing Project	\$182,000

<u>Key Strategies: Expanded Enrichment and Academic Opportunities</u>	<u>FY22 Grant Funding</u>
Arts, Enrichment & Athletics Funds for Schools (~\$200/student)	\$12,426,000
CTE Program Enhancements	\$2,000,000
AP Programming Expansion	\$1,000,000
Ensure At Least 1.0 Fine Arts Teacher	\$477,000
Dual Enrollment	\$450,000
Algebra Access for All Program	\$410,000

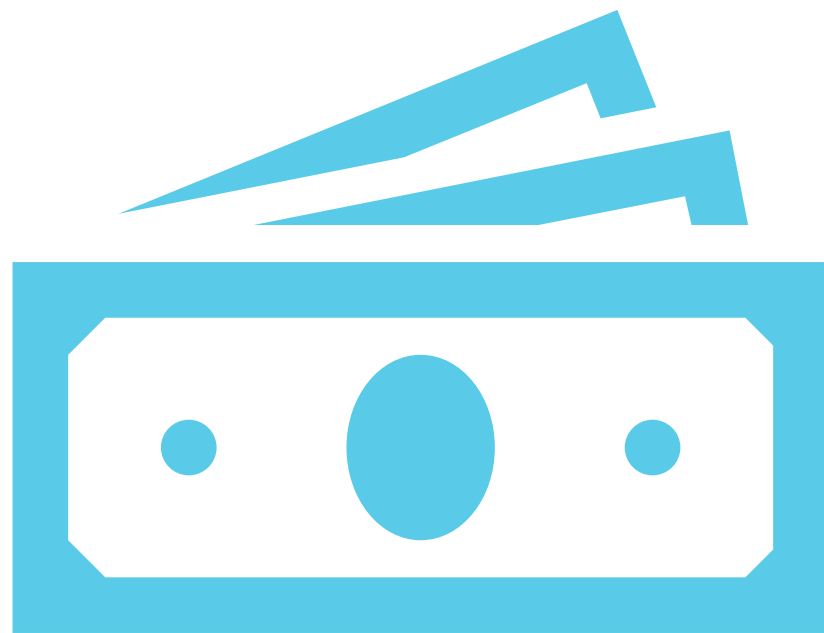
Grant Funding for Key Strategies

<u>Key Strategies: Acceleration</u>	<u>FY22 Grant Funding</u>
iReady ELA and Math	\$1,975,000
New HS ELA Curriculum	\$1,270,000

<u>Key Strategies: Reimagined Time for Students</u>	<u>FY22 Grant Funding</u>
Summer 2021 Programming	\$19,500,000
High School Flexible Course Offerings and Scheduling	\$3,500,000
Secondary Pathways	\$750,000
College and Career Readiness Specialists (start at 10 High Schools)	\$702,000
Student Schedule Updates	\$585,000

<u>Personalized Learning</u>	<u>FY22 Grant Funding</u>
District Coordinated Tutoring Programs	\$24,630,000
Extended Learning Program	\$20,500,000
Virtual Learning Program	\$18,000,000
Supports for Students with Disabilities	\$10,500,000
K - 8 School-Level Tutoring/Intervention Programming (\$250/student)	\$9,995,000
Wit & Wisdom and Eureka Math Materials	\$4,200,000
Supports for Homeless Students	\$640,000
Student Learning Plan Supports	\$475,000

Some Key Additional Investments in FY23 and FY24



- Further expand supplemental social workers and mental health clinicians
- Increase School Counselor FTEs
- Increase Fine Arts Teacher FTEs (*aligned with Fine Arts Strategic Plan*)
- Provide additional paraprofessionals as interventionists
- Expand athletics programming (*will be aligned with long-term athletics plan that is currently being created*)
- Further expand summer programming
- Add teachers for new high school College & Career Language course