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Sample & Methodology
A total of 4,129 respondents completed the strategy ranking portion of the R3 surveys.

Data for this report was derived from seven distinct surveys:

- Teacher May Input Survey (2,177 respondents)
- May Student Input Tool (836 respondents)
- Website Form (536 respondents)
- Public Stakeholder Survey (497 respondents)
- Principal + AP Feedback Survey (57 respondents)
- Central Office Staff Input Survey (21 respondents)
- Spanish Public Stakeholder Survey (5 respondents)

Data was analyzed for six distinct stakeholder groups:

- Teachers and School-Based Staff (2,727 respondents)
- Students (836 respondents)
- Families and Caregivers (322 respondents)
- Partners (e.g., Business Partners, Faith-Based Partners, etc., 138 respondents)
- Principals and Assistant Principals (57 respondents)
- Central Office Staff (49 respondents)

Baltimore’s Promise created reports for each of these stakeholder groups that details results for each group, including disaggregation by relevant subgroups.

Depending on the stakeholder and the survey they filled out, respondents were asked to rank Literacy strategies, Math strategies, Wholeness strategies, Secondary Innovation strategies, Virtual Learning strategies and Staff Well-Being and Development strategies (see Appendix A for complete strategy descriptions). Only Teachers & School-Based staff, Principals and Assistant Principals, and Central Office Staff were asked to rank Staff Well-Being and Development strategies.

This report highlights the strategies listed as respondents’ number one priority for each strategy category and how results differed by stakeholder group.

Respondents also provided feedback on whether any strategies were missing from the R3 survey. A summary of themes from this question is included for each strategy.

Results should be interpreted with caution. For example, even though a strategy might not be a primary priority for many respondents, respondents may still value the strategy and think it should be implemented. The results from the 3R surveys do not reveal the inherent value of each strategy from respondents, they merely reveal the value of each strategy in relation to other strategies.
BCPSS 3R: All Survey Respondents Feedback Survey Analysis

Literacy

Note: As Students were not prompted to rank the “Professional Learning” strategy, their responses are not included in the chart on the right.

As a whole, survey respondents selected the Personalized Learning strategy as their first priority more than any other literacy strategy.

Principals and APs were the only stakeholder group to have another strategy as the most common primary priority. Nearly half of Principals and APs selected the Enhanced Time strategy as a primary priority (49.1%).

The Assessment priority received the lowest proportion of first-priority selections across all stakeholder groups, with the exception of Students (28.7% of them listed Assessments as their first priority).

<table>
<thead>
<tr>
<th></th>
<th>Non Students</th>
<th>Students</th>
<th>Teachers &amp; School-Based Staff</th>
<th>Principals &amp; APs</th>
<th>Families &amp; Caregivers</th>
<th>Central Office</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>3293</td>
<td>836</td>
<td>2727</td>
<td>57</td>
<td>322</td>
<td>49</td>
<td>138</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>40.9%</td>
<td>39.1%</td>
<td>40.3%</td>
<td>26.3%</td>
<td>43.5%</td>
<td>42.9%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Enhanced Time</td>
<td>31.5%</td>
<td>17.1%</td>
<td>30.5%</td>
<td>1.8%</td>
<td>39.1%</td>
<td>38.8%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Student &amp; Family Supports</td>
<td>12.2%</td>
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<td>19.3%</td>
<td>9.6%</td>
<td>12.2%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>10.4%</td>
<td>0%</td>
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<td>4.3%</td>
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<td>6.5%</td>
</tr>
<tr>
<td>Assessment</td>
<td>5.0%</td>
<td>28.7%</td>
<td>5.2%</td>
<td>3.5%</td>
<td>4.3%</td>
<td>0.0%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

*Note.* Bolded items represent the strategy with the highest percentage of “Number One Priority” selections by respondents in each column. Students were not prompted to rank the “Professional Learning” strategy.
Missing Literacy Strategies (Qualitative Data)
Respondents were asked if there were any missing Literacy strategies. The word cloud demonstrates the most common words from responses. To see more direct quotes from survey respondents for each theme, please refer to the appropriate stakeholder group report. The following represents a summary of themes, presented by stakeholder group.

**Students**

**Small Group Instruction**
Some students noted the benefits of small group instruction.

> We should have small groups a lot more because it helps me understand how other people are thinking. – Middle School Student

**Relaxation, Free Time, and Mental Health**
Some students want time to relax and have fun, as well as have access to mental health services.

> More strategies put in place for children with an IEP or 504. We need access to mental health help. – Middle School Student

**Teachers & School-Based Staff**

**Smaller Class Sizes**
Dozens of respondents across titles and grade bands wrote about the need for smaller class sizes.

> Smaller class sizes and more support staff (paraprofessionals in each class) to provide more QUALITY instruction. – School-Based Staff

**Over-Testing Replacing Instructional Time**
Some respondents shared their thoughts on testing, stating that students are over-tested and that this testing takes away important instructional time.

> Our students were INCREDIBLY over tested this year and between surveys and multiple other things being asked of us during instructional time it felt nearly impossible, especially on a virtual platform, to have sufficient instructional time to actual work on these incredibly important skills in our ELA classes. – Teacher (High School)
**BCPSS 3R: All Survey Respondents Feedback Survey Analysis**

**Additional Capacity to Support Interventions**
Respondents agreed that reading interventions for students are needed, though they demonstrated concern that this work would fall solely on the shoulders of teachers. Respondents spoke of the need for the district to hire additional coaches, interventionists, specialists, etc.

*We need additional support at our schools in the form of a Literacy Coach assigned to each school to assist with Literacy interventions and providing Literacy PD to teachers at ALL grade levels!* – School-Based Staff (K-8)

**Trust Teachers’ Expertise**
Some respondents wrote about the need for the district to give more autonomy to teachers.

*More flexibility in trusting teachers to choose appropriate interventions and acceleration opportunities for their specific student populations.* – Teacher (Elementary)

**Principals & APs**

**More Staff**
Respondents requested more staff to support initiatives, including coaches and other support staff.

*How do we get more staff into schools? Schools will be taking on a lot of lift with assessments, interventions, SEL support - Can each school get two Coaches? There will be a lot of asks of schools so I would like to see staffing to support the needs.* – K-8 School Principal

**Attendance**
Some Principals mentioned that they specifically wanted strategies that directly addressed attendance and attendance supports.

*Re-imagine what support around ATTENDANCE supports and interventions look like. I understand that all of the things referenced in this survey can and probably will impact attendance positively. However, schools do not have enough human resources dedicated to monitoring, analyzing, and unpacking attendance data & information to change the attendance trajectory of some of our students...If children do not return to school, all of the above strategies are irrelevant.* – Elementary School Principal
Families & Caregivers

Tutoring & Small Groups
Some respondents spoke of the need to focus on tutoring and small groups, and the difference between them.

Tutoring was mentioned but I think this is very important to implant more of. Also more one on one learning opportunities for those with learning disabilities so they are getting more of the attention they need to succeed. Differentiation and small groups to shore up those that have fallen behind and room for project based learning and joy. – Family or Caregiver (Elementary)

Student-Centered & Anti-Racist Literature
Some respondents spoke of the need for literacy to be catered to student interests with an anti-racist lens.

I do think this past year has resulted in a narrowing and doubling down on ELA and math as well as schedules and pacing in a way that has taken the joy and out of learning. I'd like to see us not just shore up these core skills but to give teachers flexibility to respond to student interests, to do projects and make learning fun again. – Family or Caregiver (Elementary)

Partners

Connect with Partners
Partners are ready to help and want to be part of the conversation.

Community School Coordinators/Lead Agencies can also help manage a variety of expanding learning options within a school including tutoring. – Neighborhood/Grassroots Partner

Engage Family Members
Respondents wrote that schools should provide parents and caregivers with resources to help them support their students.

Family support for navigating the school strategies and how to access all the resources. – Business Partner
Math

Note: As Students were not prompted to rank the “Professional Learning” strategy, their responses are not included in the chart on the right.

All stakeholder groups were most likely to select the Personalized Learning strategy as their number one math priority.

The Enhanced Time strategy received the second highest proportion of first-priority selections in all stakeholder groups except for Students, who were more likely to select the Equitable Access for All strategy.

Across all stakeholder groups, the Student/Family Engagement strategy received the fewest selections as first priority.
Missing Math Strategies (Qualitative Data)
Respondents were asked if there were any missing Math strategies. The word cloud demonstrates the most common words from responses. To see more direct quotes from survey respondents for each theme, please refer to the appropriate stakeholder group report. The following represents a summary of themes, presented by stakeholder group.

Students

More Advanced and Higher Quality Classes
Some students reported that they wanted more advanced classes available to them.

_We need more advanced classes with math for 9th graders so we can expand our knowledge._ – High School Student

Make Math Fun and Engaging
Some students wrote that they want instructors to use engaging and fun ways to teach Math.

_Math videos that teachers provide for us were really helpful for me so I would encourage more videos._ – Middle School Student

Teachers & School-Based Staff

Concern over Extended Day Strategy
Some respondents shared their reservations on the Extended Day strategy, including concerns over planning time, compensation, student and staff energy, and extended day replacing other needed activities.

_If you extend the school day for math, then you’re cutting into after school activities time that student need for social and emotional well-being._ – School-Based Staff

Smaller Class Sizes
Respondents spoke of the need for smaller class sizes.
Eliminate Irrelevant & Inappropriate Assessments
Respondents across grade bands and job positions shared their concerns about assessments.

Students do not need more time being assessed in math skills, the district must prioritize finding one assessment to use to determine students’ progress, not multiple assessments used and pieced together to develop a view of the child’s skills. – Teacher (High School)

Focus on Foundational Skills
Respondents wrote on the need for schools to focus on foundational skills before moving on to higher-level applications.

Why would you introduce more advanced math in Middle School when your current curriculum does not support student learning? We should be teaching basics before applications across all grade levels. – Teacher (Middle)

Families & Caregivers

Parent Engagement
Some respondents wrote about the need to engage with parents.

Help parents / guardians understand the math that their children are learning, so that they can assist their children to understand; include the reasons for WHY learning each math lesson is important and/or applicable to real-life situations. – Family or Caregiver (Middle)

Engaging & Relevant Instruction
Respondents want instruction to be individualized, interesting, fun, and relevant to students.

What our kids need isn’t a LONGER school day but a place to reignite a love of learning, peer relationships, social-emotional development, etc. – Family or Caregiver (Elementary)
BCPSS 3R: All Survey Respondents Feedback Survey Analysis

Partners

Connect with Partners
Partners are ready to help and want to be part of the conversation.

Making use of other partners to assist in all learning efforts. Teachers can't do it all!.. I also believe that bringing in a variety of programs (particularly in a non-school environment) can be very helpful to building upon what is taught in the school. – Community School Lead Agency Partner

Advanced Math Instruction
Some partners shared thoughts about the need for expanded advanced math instruction.

AP Math programs for high school students to include advanced learning/tutoring for students who want/need it. – Parent and Family Advocate Partner
Secondary Innovation

Survey Respondents were most likely to select the Wellness Checks strategy as their primary priority (35.4%).

Only two stakeholder groups had a different most-common first priority selection: Students preferred the Middle School College/Career Exposure strategy (just under 90% of student respondents were from Middle School students) while Principals and APs preferred the Flexible Schedules strategy.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>All Respondents</th>
<th>Teachers &amp; School-Based Staff</th>
<th>Principals &amp; APs</th>
<th>Families &amp; Caregivers</th>
<th>Central Office</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Innovation Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Checks</td>
<td>35.4%</td>
<td>26.0%</td>
<td>38.6%</td>
<td>21.1%</td>
<td>31.1%</td>
<td>44.9%</td>
</tr>
<tr>
<td>Flexible Schedules</td>
<td>23.3%</td>
<td>19.5%</td>
<td>23.0%</td>
<td>42.1%</td>
<td>29.8%</td>
<td>34.7%</td>
</tr>
<tr>
<td>MS College/Career Exposure</td>
<td>20.3%</td>
<td>33.9%</td>
<td>17.3%</td>
<td>8.8%</td>
<td>18.6%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Adult-Student Relationships</td>
<td>13.4%</td>
<td>11.0%</td>
<td>14.2%</td>
<td>19.3%</td>
<td>13.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Hybrid Grades</td>
<td>7.6%</td>
<td>9.7%</td>
<td>7.0%</td>
<td>8.8%</td>
<td>7.5%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

*Note.* Bolded items represent the strategy with the highest percentage of “Number One Priority” selections by respondents in each column.
Missing Secondary Innovation Strategies (Qualitative Data)
Respondents were asked if there were any missing Secondary Innovation strategies. The word cloud demonstrates the most common words from responses. To see more direct quotes from survey respondents for each theme, please refer to the appropriate stakeholder group report. The following represents a summary of themes, presented by stakeholder group.

**Teachers & School-Based Staff**

**Concerns About Extending School Day**
Respondents shared concerns about the Flexible Schedules strategy and how it may lead to extending the school day.

*Flexible schedules should not be “longer” days/school year since that will most definitely increase disengagement.* – Teacher (High School)

**Focus on Jobs, Vocational Education, Careers, and Alternative Pathways**
Respondents want middle and high school students to have the resources to explore different career pathways.

*My high school kids need exposure to career options and dreams.* – Teacher (High School)

**Families & Caregivers**

**Mental Health**
Some respondents elaborated on the need for mental health supports for students.

*Please put as many resources as possible to middle school wellness checks, mental health supports, and in-school psychologists.* – Family or Caregiver (Elementary)

**Innovative Content and Exposure**
Some respondents wrote of the need for instruction and exposure outside of major content areas.

*Not everyone goes to college but should be exposed to a career with people who look like them.* – Family or Caregiver (Middle)
Partners

Connect with the Community
Many respondents wrote of the need to connect students and schools to resources in the wider community.

*Increased relationships/sharing information with council offices or community organizations/community school coordinators. Community Schools provide such important supports and resources, but once students graduate middle school and disperse for high school, communities lose track of the youth in their communities and are not able to provide important wraparound resources to support personal and professional development.* – *Neighborhood/Grassroots Partner*

Arts and Career Exploration
Some respondents wrote of their desire for more arts and career exploration opportunities.

*Quality arts college and career pathways (multiple courses in each art discipline), dual enrollment, expanded AP access in the arts @ every high school.* – *Student Program Provider Partner*
Wholeness

Note: As Principals/APs were provided with 10 Wholeness strategies to rank, their responses are not included in the chart to the right. Please see the next page for a detailed analysis of Principal/AP responses.

Survey respondents were most likely to select the Culture and Climate strategy as their number one wholeness strategy priority.

All stakeholder groups in the table below selected the Culture and Climate strategy as their first priority more than any other strategy, followed by the Mental Health strategy for all groups except for Families & Caregivers, who were slightly more likely to select the Arts & Enrichment strategy as their first priority.

The Athletics strategy received the lowest percentage of first-priority selections across all stakeholder groups with the exception of Students, who chose the strategy more than the Arts & Enrichment and Social and Emotional Learning strategies.

<table>
<thead>
<tr>
<th>Wholeness Strategies: First Priority</th>
<th>Non Principals/APs</th>
<th>Students</th>
<th>Teachers &amp; School-Based Staff</th>
<th>Families &amp; Caregivers</th>
<th>Central Office</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture and Climate</td>
<td>42.7%</td>
<td>39.6%</td>
<td>43.1%</td>
<td>46.0%</td>
<td>46.9%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Mental Health</td>
<td>23.7%</td>
<td>22.1%</td>
<td>24.7%</td>
<td>16.5%</td>
<td>34.7%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Social and Emotional Learning</td>
<td>12.8%</td>
<td>10.3%</td>
<td>13.7%</td>
<td>12.7%</td>
<td>10.2%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Arts &amp; Enrichment</td>
<td>12.0%</td>
<td>13.5%</td>
<td>10.8%</td>
<td>18.6%</td>
<td>6.1%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Athletics</td>
<td>8.9%</td>
<td>14.5%</td>
<td>7.7%</td>
<td>6.2%</td>
<td>2.0%</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

Note. Bolded items represent the strategy with the highest percentage of "Number One Priority" selections by respondents in each column. Principals and APs were asked to rank 10 Wholeness strategies instead of five.
Note: As Principals and Assistant Principals had distinct Wholeness strategy selections than other participants, the percentages presented on this page should not be directly compared with results from other stakeholder groups.

Principals and Assistant Principals were most likely to list the Culture and Climate Plan as their number one wholeness priority, closely followed by the Expand Behavioral Health strategy.

Assistant Principals were most likely to favor the Expand Enrichment Strategy, while Principals and Assistant Principals in Middle Schools were just as likely to select the Expand Elementary/Middle Athletics strategy as their first priority as the Culture and Climate Plan priority. Of the eight respondents in High Schools, half listed the Expand Behavioral Health strategy as their first priority.

Note. Bolded items represent the strategy with the highest percentage of “Number One Priority” selections by respondents in each column.
Missing Wholeness Strategies (Qualitative Data)

Respondents were asked if there were any missing Wholeness strategies. The word cloud demonstrates the most common words from responses. To see more direct quotes from survey respondents for each theme, please refer to the appropriate stakeholder group report. The following represents a summary of themes, presented by stakeholder group.

Teachers & School-Based Staff

More Mental Health Staff & Resources
Respondents want more mental health professionals and resources in schools for teachers, students, and families.

*Overall, I believe there needs to be a focus on ensuring that teachers do not bear the responsibility of implemental mental health interventions and crisis response.* – Teacher (Middle)

All Strategies are Vital
Some respondents shared that they believed all wholeness strategies are vital.

*All of these strategies are vital in reaching the whole student as well as school staff.* – Teacher (Elementary)

Support for Pregnant, Parenting, and Homeless Students
Some respondents wanted to see strategies for how schools can support special populations of students.

*I've had multiple students become pregnant or have babies during the last year. Resources for childcare and supports for these young mothers should be integral to our reimagining.* – Teacher (Middle)

Remove/Divest from Police in Schools
Some respondents suggested removing police officers from schools.

*Absolutely divest and get rid of school cops and school "resource" officers as it fuels the school-to-prison pipeline.* – Teacher (Middle)
Families & Caregivers

Importance of ALL Strategies
Respondents frequently wrote of the need to implement all wholeness strategies and the frustration that they were asked to prioritize them.

*It's a shame we have to prioritize these strategies, because overall health and wellness of students drives all the other areas.* – Family or Caregiver (Elementary)

Mental Health Resources for Students and Families
Some respondents wrote of the need for both students and their families to have access to mental health resources.

*Families need access to mental health resources as well. Many families do not have access to mental health resources and do not know how to access them. Schools need to be hubs of mental health for BCPSS families.* – Family or Caregiver (High School)

Partners

Increase Capacity and Resources of CSCs
Respondents wrote of the need to either increase capacity or funding of community school coordinators to aid in implementing wholeness strategies.

*Can funding be allocated to support/expand the role of the CSC in schools: i.e. having resource coordinators to connect families to resources, ensuring that all schools have attendance monitors?* – Community School Lead Agency Partner

Building Culturally Relevant and Competent Strategies

*Increased diversity so that teachers and school staff better reflect the student body and/or are culturally competent.* – Philanthropic Partner
Virtual Learning

Note: As Students were not prompted to rank the “Professional Learning” strategy, their responses are not included in the chart on the right.

Survey respondents in all stakeholder groups were most likely to select the Engaging & Flexible Opportunities strategy as their first priority.

The second most common strategy listed as first-priority was the 21st Century Technology strategy for all stakeholder groups except for Principals and APs (Professional Learning) and Central Office Staff (Student/Family Engagement).

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Non Students</th>
<th>Students</th>
<th>Teachers &amp; School-Based Staff</th>
<th>Principals &amp; APs</th>
<th>Families &amp; Caregivers</th>
<th>Central Office</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging &amp; Flexible Opportunities</td>
<td>40.6%</td>
<td>37.6%</td>
<td>39.8%</td>
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<td>44.1%</td>
<td>61.2%</td>
<td>39.1%</td>
</tr>
<tr>
<td>21st Century Technology</td>
<td>25.6%</td>
<td>25.0%</td>
<td>26.5%</td>
<td>15.8%</td>
<td>22.7%</td>
<td>12.2%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Student/Family Engagement</td>
<td>14.3%</td>
<td>14.2%</td>
<td>14.6%</td>
<td>12.3%</td>
<td>11.2%</td>
<td>14.3%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>12.6%</td>
<td>-</td>
<td>12.9%</td>
<td>21.1%</td>
<td>11.2%</td>
<td>8.2%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Community Partnerships</td>
<td>6.9%</td>
<td>23.2%</td>
<td>6.3%</td>
<td>5.3%</td>
<td>10.9%</td>
<td>4.1%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

Note. Bolded items represent the strategy with the highest percentage of “Number One Priority” selections by respondents in each column. Students were not prompted to rank the “Professional Learning” strategy.
Missing Virtual Learning Strategies (Qualitative Data)
Respondents were asked if there were any missing Virtual Learning strategies. The word cloud demonstrates the most common words from responses. To see more direct quotes from survey respondents for each theme, please refer to the appropriate stakeholder group report. The following represents a summary of themes, presented by stakeholder group.

Teachers & School-Based Staff

Teachers Should Not Teach Virtually and In-Person Simultaneously
Respondents often wrote that hybrid teaching is a burden for teachers and students alike.

[Teachers] need to be able to focus on either in-person OR virtual students; not the current practice that requires twice the work and planning. – Teacher (Elementary)

Computer Literacy and Access to High-Speed Internet
Some respondents noted that any return to virtual schooling requires strategies to improve access to usable technology and high-speed internet, while also providing supports to students and families to help them use technology effectively.

Ensuring students have access to reliable, working laptops, chargers, AND hotspots is essential if you plan to continue offering virtual learning next school year. – Teacher (Middle)
Families & Caregivers

No More Virtual Learning
Some respondents stated that they did not want their child to be involved in virtual learning.

*Virtual learning is ineffective and insufficient for my child. I respect the decision of other parents who would like to keep their child or children virtual but I refuse to prioritize an initiative that I know will NEVER benefit my child.* – Family or Caregiver (Elementary)

Continue Some or All Aspects of Virtual Learning
Other respondents either wanted to continue having a virtual learning option, or at least keeping some aspects.

*Virtual parent teacher conferences have been a great way for working parents to meet with teachers during the work day without needing to travel back and forth to the school on a workday to attend that meeting.* – Family or Caregiver (Elementary)

Partners

Teachers Should Not Teach Virtually and In-Person Simultaneously

*Making sure that teachers are either virtual or in-person, or there is a clear separation of the spaces for students so that attention can be strategically made in those spaces. We love virtual and in-person school. They’re a monster to do simultaneously for the teacher.* – Faith-Based Partner
Staff Well-Being & Development

Note: As Principals/APs were not prompted to rank the “Opportunity Culture” strategy, their responses are not included in the chart on the left. Not all Teacher, School-Based Staff, and Central Office Staff survey respondents were asked to rank Staff Well-Being & Development strategies.

No single Staff Well-Being & Development strategy was clearly preferred across stakeholder groups.

As shown by the table below, Teachers & School-Based staff were most likely to select the Expand ‘Be Well’ strategy as their first priority (31.0%), just ahead of the In-House Teacher Prep priority (28.1%).

Principals & APs were most likely to select the Stabilize 2021-2025 Workforce strategy as their first priority (35.1%), just over the In-House Teacher Prep strategy (33.3%).

Nearly half of Central Office Staff survey respondents selected the In-House Teacher Prep strategy as their first priority (47.6%).

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Teachers &amp; School-Based Staff</th>
<th>Principals &amp; APs</th>
<th>Central Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>2177</td>
<td>57</td>
<td>21</td>
</tr>
<tr>
<td>Expand 'Be Well'</td>
<td>31.0%</td>
<td>24.6%</td>
<td>28.6%</td>
</tr>
<tr>
<td>In-House Teacher Prep</td>
<td>28.1%</td>
<td>33.3%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Stabilize 2021-25 Workforce</td>
<td>22.9%</td>
<td>35.1%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Opportunity Culture</td>
<td>13.1%</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>System Learning Coordination</td>
<td>4.9%</td>
<td>7.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Note. Bolded items represent the strategy with the highest percentage of “Number One Priority” selections by respondents in each column. Principals/APs were not prompted to rank the “Opportunity Culture” strategy.
Missing Staff Well-Being & Development Strategies (Qualitative Data)
Respondents were asked if there were any missing Staff Well-Being and Development strategies. The word cloud demonstrates the most common words from responses. To see more direct quotes from survey respondents for each theme, please refer to the appropriate stakeholder group report. The following represents a summary of themes, presented by stakeholder group.

Teachers & School-Based Staff

Teacher Workload is Unsustainable
Respondents often wrote that teachers are required to do too many tasks without enough time or support to complete them on top of their teaching duties.

None of these strategies address the current issue of teacher workload, which contributes to well-being and health. – Teacher (High School)

Genuinely Respect, Value, and Honor Teachers
Respondents wrote that they believe teachers should be treated better and valued more by leadership.

Staff Well-Being initiatives mean nothing if principals are not treating staff in a way that fosters their social and emotional well-being. Every single teacher I know who has left their previous school or even the profession has cited lack of support or emotional abuse on the part of their school leadership. – Teacher (High School)

Principals & APs

Wellness Support for School Staff
Respondents want to ensure that school staff are given the appropriate time to do their jobs and that City Schools is supporting staff mental health.

Staff Wellness - Time is what staff seem to value most. Time to complete their mandated tasks (report cards, progress reports, data entry (Fundations, paper-given assessments into Great Minds, etc.). – Elementary School Assistant Principal
Central Office Staff

Continue Work from Home

While some people may be eager to get back to the office, I have found that I produce higher quality work, in a much more timely fashion, from home. We need to be able to make the choices that work best for us and for the system at large. – Central Office Staff

Breakdown Staff Silos

More wellness and opportunity to work collaboratively with other district office staff and school-based staff. The silos that keep central office departments separate are isolating. – Central Office Staff
Appendix A: Strategy Descriptions

This appendix details the descriptions of each strategy, as written on the survey.

**Literacy Strategies:**

**Enhanced Time:** Reimagine scheduling and instructional models to ensure time for small group instruction and individualized learning

**Personalized Learning:** Increase access to and use of appropriate interventions and acceleration opportunities through high-impact tutoring

**Professional Learning:** Ensure all Pre-K to 12 educators engage in a job-embedded professional learning sequence aligned to their grade band's instructional requirements, with an added focus on literacy across contents in secondary grades

**Assessment:** Prioritize the assessments which provide the most relevant, actionable data and add assessments for secondary students' foundational literacy needs

**Student & Family Supports:** Establish four community literacy learning hubs to support students and families

**Math Strategies**

**Extended Day** - Reimagine scheduling and instructional models to ensure time for small group instruction and personalized learning

**Personalized Learning** - Offer opportunities to engage students at all grade levels with access to high-impact and high-dosage tutoring

**Student/Family Engagement** - Establish 4 community math learning hubs

**Equitable Access for All** - Increase advanced math courses for middle grades students and dual enrollment in high school

**Professional Learning** - Implement content cycles for all teachers and school leaders implemented by an out of classroom lead during academic planning meetings
Wholeness Strategies

Culture and Climate: Every school community creates a safe, welcoming, and joyful learning environment for students, staff, families, and community partners.

Social and Emotional Learning: Integrate SEL strategies and supports throughout the culture and practices of all schools.

Mental Health: Provide on-demand access to mental health services for all students and provide crisis response, as needed.

Arts and Enrichment: Increase access to arts and enrichment programming as an avenue for social-emotional development and self-expression.

Athletics: Increase access to athletics opportunities at the elementary, middle, and high school levels to nurture physical, social, and emotional health.
**Wholeness Strategies (Principal/AP Survey)**

**Culture and Climate Plan** - Every school creates a school culture and climate plan during a summer retreat.

**Beautification Funding** - Provide kick-starter funding for each school to beautify their buildings inside and out.

**Social and Emotional Learning** - Develop students’ SEL skills through both focused activities and support, as well as integration of SEL strategies into academics, supported by high-quality professional learning and classroom-based coaching.

**Outdoor Learning** - Provide resources to support outdoor learning opportunities across schools.

**Expand Behavioral Health** - Increase the reach of the Expanded School Behavioral Health program (mental health clinicians from partner organizations) to all schools.

**Crisis Teams** - Create four standing crisis teams, one for each region of the city.

**Fine Arts Resources** - Ensure at least one full-time fine arts teacher at all schools, with adequate supplies and materials.

**Expand Enrichment** - Expand enrichment opportunities, including robotics, e-gaming, instrumental music in middle and high school, and more.

**Enhance High School Athletics** - Enhance supports for HS athletics programming (e.g. full-time athletic directors, .5 athletic trainer)

**Expand Elementary & Middle School Athletics** - Expand athletics opportunities to all elementary and middle school students.
Secondary School (Secondary Innovation) Strategies

Flexible schedules (evening school, longer school day, longer school year)

Hybrid grades (e.g., a 6-7th combination grade)

Student Wellness Checks (student mentoring, prioritized outreach to students who are disconnected)

Adult-Student Relationships: New structures to support adult-student relationships (e.g., advisory period focused on hobbies, student plan conversations about students' dreams and goals)

Middle school college/career exposure: every student visits a Career and Technical Education class, a college campus, and a career/business through a job shadow while in grades 6-8

Virtual School (Virtual Learning) Strategies

Engaging & Flexible Opportunities: Provide flexible schedules and/or places to engage in learning for those who need and/or thrive in virtual settings (e.g. a full virtual program, district-wide courses that can be taken at any school, evening, weekend and summer options).

21st Century Technology: Maximize existing and emerging technologies (e.g. adaptive tutors, open online courses, virtual reality, artificial intelligence) in service of virtual teaching and learning.

Student/Family Engagement: Support and engage families in flexible ways by offering more frequent opportunities for them to provide input and feedback to educators. Also expand ways for families to support their students' learning and monitor their progress.

Community Partnerships: Expand approaches with community partners that support student learning, wrap around supports and work-based learning experiences.

Professional Learning: Provide ongoing training and development for virtual learning educators. AND -- Use the virtual space to promote effective and efficient systems for professional learning for ALL educators (e.g. online courses, teacher collaboration spaces both within and across schools, virtual coaching).
**Staff Well-Being & Development Strategies**

**Be Well Expansion:** Consolidate adult wellness-related activities into an even more robust and responsive Be Well program with input from the Joint Health Committee and wholeness-focused staff. Implement school-based “wellness/HC checks” for every school facilitated by the Employee Engagement and Talent Management point persons for each school and including other key wellness/wholeness-focused staff. Schedule multiple Wellness Days with health, wellness, and wholeness activities into the annual calendar for 100% of staff.

**In-House Teacher Prep:** Design and implement a new teacher support program that at a minimum includes full-time mentors/coaches in priority schools and may include creating an in-house Maryland Approved Alternative Preparation Program.

**Stabilize 2021-2025 Workforce:** Explore short-term performance-based retention incentives for excellent teachers/staff in schools in historically disinvested neighborhoods to support post-Covid workforce stability. Set and monitor annual teacher and staff member retention goals for all schools, focused on high-performing staff, and tie them to leaders' evaluation.

**System Learning Coordination:** Centrally guide and monitor learning opportunities across categories of employees based on the Comprehensive Staff Development Taskforce work and focus the use of Achievement Units on professional learning opportunities that are directly tied to social-emotional and academic goals. Expand Opportunity Culture’s school-based teacher leadership and development models to many more schools.

**Opportunity Culture:** Build on "Opportunity Culture". Base school-based teacher leadership and development models on the principles of the Opportunity Culture pilot.