Report on the 100-Day Entry Plan

Raising the bar,
Closing gaps,
Preparing for our future
### Contents

Letter from Dr. Williams ........................................................................................................... 3

Superintendent’s Priorities ........................................................................................................ 4

Goal Area 1: Academics ......................................................................................................... 6
  Workgroup Feedback and Analysis ..................................................................................... 6
  Workgroup Recommendations for Consideration .............................................................. 6

Goal Area 2: Safety and Security .......................................................................................... 8
  Workgroup Feedback and Analysis ..................................................................................... 8
  Workgroup Recommendations for Consideration .............................................................. 8

Goal Area 3: Communication ................................................................................................ 10
  Workgroup Feedback and Analysis ..................................................................................... 10
  Workgroup Recommendations for Consideration .............................................................. 11

Goal Area 4: Organizational Effectiveness ........................................................................... 13
  Workgroup Feedback and Analysis ..................................................................................... 13
  Workgroup Recommendations for Consideration .............................................................. 14

Appendix A: Workgroup Members ......................................................................................... 16
  Workgroup 1: Academics .................................................................................................... 16
  Workgroup 2: Safety and Security ..................................................................................... 18
  Workgroup 3: Communication ........................................................................................... 19
  Workgroup 4: Organizational Effectiveness ...................................................................... 20

Appendix B: Community Conversations .............................................................................. 21
  Participants .......................................................................................................................... 21
  Summary of Feedback ........................................................................................................ 22
Letter from Dr. Williams

Dear Team BCPS,

A superintendent’s first 100 days set the stage for moving forward in the critical work of educating all Baltimore County Public Schools (BCPS) students. What I worked to establish from my very first day is that our priorities must squarely focus on what is best for our students—all 115,000 of them—in every neighborhood and school across the county.

In the late spring of 2019, before my tenure began, I reviewed data about BCPS, and it was clear that our students have not been meeting our expectations. Additionally, wide gaps separate the performance of student groups based on race, ethnicity, and participation in services from special education, English for speakers of other languages, and free and reduced-price meals.

Therefore, I began my superintendency focused on raising the bar, closing gaps, and preparing every student for the future. This is exactly what outstanding teachers did for me when I was in public schools in Washington, D.C. I want all children to be held to high expectations and experience great instruction and strong supports to open up a world of possibilities.

Through this Report on the 100-Day Entry Plan, Team BCPS leaders have gathered advice for me about both what is working and areas for improvement from a wide range of stakeholders including students, parents, employees, community members, and education experts. Considering this advice and feedback from my Community Conversations during fall 2019, I have identified priorities to move us forward in the immediate future, which includes planning for the 2020-2021 budget.

Looking ahead, I encourage everyone in our community to be actively involved as we develop the system’s next multiyear strategic plan. Feedback opportunities will continue. I want to hear from you!

Working together and bound by a common mission and vision, we will deliver on the promise of the highest quality education for every child in our care.

Sincerely,

Darryl L. Williams, Ed.D.
Superintendent
Superintendent’s Priorities

The Report on the 100-Day Entry Plan includes successes, challenges, and recommendations identified from July 1 through October 8, 2019, by four workgroups focused on the goal areas of the BCPS strategic plan, Blueprint 2.0: Our Way Forward, 2013-2014 through 2017-2018. Workgroups were led by BCPS staff and included students, parents, community members, and staff, as well as comprehensive reviews of data and information. In addition, community members provided feedback during 10 Community Conversations.

In response, Dr. Williams established the following priorities:

- **Increase achievement for all students while preparing a variety of pathways to prepare students for career and college.**
  - Re-examine our written, taught, and assessed curriculum.
  - Provide instructional supports to students receiving services from Advanced Academics, English for Speakers of Other Languages, and Special Education.
  - Use data to differentiate support to schools through a service model.

- **Provide a safe, orderly and caring environment for students and staff.**
  - Increase programs and educational opportunities to reduce infractions and suspension rates.
  - Create conditions for an inclusive school community and utilize student and staff survey results to create thriving classrooms and offices.

- **Recruit and retain a qualified, highly effective and diverse workforce, and create a systemwide professional development plan to improve work performance.**
  - Re-examine our practices to recruit and fill vacancies in a timely manner.
  - Refresh our teaching and learning framework to include culturally relevant instruction.
  - Increase opportunities to train administrators and school staff on instructional leadership, data analysis, coaching, and supervision.

- **Communicate, engage, and partner with our parents and communities.**
  - Strengthen the relationships between home and school and provide opportunities to problem solve with unions and stakeholders.
  - Explore additional partnerships with our community stakeholders.

- **Ensure resources are aligned to our system priorities and are distributed efficiently and effectively.**
  - Provide students and staff the systems, facilities, structures, and services including transportation that foster a positive learning environment.
  - Create Standard Operating Procedures (SOPs) for each office.
An ongoing process of stakeholder feedback is guiding next steps for Team BCPS:
• Budget planning for 2020-2021—open to the public.
• Next strategic plan—open to the public.

The community is invited to stay involved in the budget process as well as preparing for the system’s next multiyear strategic plan, an ongoing process that began with a series of Community Conversations in fall 2019. Subscribe to the Team BCPS weekly e-newsletter for future opportunities.
Goal Area 1: Academics

Workgroup Charge: Determine the current status of BCPS’ efforts to ensure that all students have access to a high-quality instructional program that prepares them for the workforce and college. Analyze the performance of our students and the different programs and opportunities to increase student achievement.

Workgroup Feedback and Analysis

- To support teaching and learning, there needs to be clearer alignment between the written curriculum, the taught curriculum, and the assessed curriculum.
- Students will succeed when diversity and cultural differences are seen as strengths, when daily instruction is responsive, engaging, relevant, and flexible, and when both instructional and social-emotional supports are comprehensive.
- Central office provides school access to a wealth of disaggregated data from multiple assessments, and now supports schools by monitoring data through the Instructional Core Team, the superintendent’s cabinet, and zone meetings.
- More resources are needed for students receiving services from the following programs: special education, gifted and talented, English for speakers of other languages, and Title I, as well as increased cultural relevance, more counselors, and meaningful behavior supports.

Workgroup Recommendations for Consideration

Written Curriculum

- Align the curriculum to state standards, guided by an external comprehensive review in English language arts, mathematics, science, and social studies.
- Provide high-quality instructional resources that are aligned to the standards.

Taught Curriculum

- Revise the Teaching and Learning Framework to support daily teaching and learning, and provide professional learning on the framework.
- Ensure instructional alignment through professional learning communities for educators, as well as support from resource teachers and secondary department chairs.
- Expand professional learning requirements to support rigorous content and instruction for historically underperforming students, English learners, and students receiving special education services.
- Provide a comprehensive multi-tiered system of support (MTSS) model to include supports for all students, English learners, and students receiving special education services. MTSS includes initial instruction, re-teaching, and advanced options. Refine the MTSS model in English language arts. Develop the MTSS model for mathematics, science, and social studies.
- Expand special education programs and staffing.
- Provide services to English learners at their zoned schools to improve achievement, graduation rates, and extra-curricular opportunities.
Assessed Curriculum
- Use curriculum-based unit assessments consistently across the system.
- Maintain alignment as the state provides additional assessments through the Maryland Comprehensive Assessment Program.

Central Office Support
- Provide streamlined data reports to schools, including equity analysis.
- Use a streamlined School Progress Plan to help schools monitor the written, taught, and assessed curriculum.
- Focus professional learning communities for principals on instructional changes that will lead to short-term successes and long-term improvement.
- Ensure equitable access to magnet and career and technical education programs, as well as equitable access to information about supporting student progress at home and available career and college pathways.
Goal Area 2: Safety and Security

Workgroup Charge: Analyze the current safety and security plans including responses to the physical, social-emotional and psychological safety of students and staff. Examine the supports to students and the alignment of the Student Code of Conduct.

Workgroup Feedback and Analysis

- The eight-volume Comprehensive Safety Plan is useful and comprehensive, with practical scenarios for schools and clear explanations of the roles of the Critical Incident Response Team. However, mobile navigation needs to be improved.
- School Site-Based Emergency Plans are user-friendly and easy to navigate via web and hard copy, but there is a need for additional information and access.
- Annual school counseling plans address the social-emotional and psychological safety of students with clear action plans, but the plans are too long and not connected to the School Performance Plan.
- Agencies and organizations that provide mental health services are easily accessible and responsive, with a designated person for elementary schools, but partnerships should be expanded.
- Communication and collaboration are working well with the Baltimore County Police Department, as well as between school social workers, school psychologists, and educators.

Workgroup Recommendations for Consideration

**Comprehensive Safety Plan**
- Improve navigation via web and phone.
- Provide an annual external review.
- Provide additional professional development for school-based staff.
- Add that central office units located within schools should be included in school drills.

**Site-Based Emergency Plan**
- Provide access to precinct commanders.
- Create a plan template for office sites. The current school template is not appropriate for offices.
- Expand to include the following: assistant principals on the cover page; Med Sled locations and training plan; fire extinguisher training in the training section; crowd control management training; the responsibility of school leaders to make school-located offices aware of school emergency training; and comprehensive family reunification plans.
School Counseling Plan
• Shorten the plan, make it more specific, and connect it to the climate section of the School Progress Plan.
• Enforce the appropriate use of school counselors.

Health and Human Services Partnerships
• Provide an updated list of partnership options, including the Conflict Resolution Center, FBI Child Exploitation and Human Trafficking Task Force, physical health resources, and mental health and school climate resources for parents.

Other Safety Concerns
• Allow school resource officers (SROs) to use a taser and “stream” pepper spray, which only impacts one student. Develop criteria for use in a cross-section of schools.
• Provide Behavior Learning and Support training to SROs regarding students with autism and mental health issues.
• Develop an agreement with the Baltimore County Police Department to use SROs for after-school activities.
• Limit building access to individuals who pose a safety threat and allow principals to quickly issue a “no trespassing” letter, even if only temporarily.
• Provide professional development for school bus drivers about students with special needs and school climate.
• In light of safety concerns, modify the implementation of American Education Week to encourage family access to schools while maintaining a safe and secure learning environment.
Goal Area 3: Communication

Workgroup Charge: Examine the methods of communication to and engagement of stakeholders and communities.

Workgroup Feedback and Analysis

Translation Services
- Translation services are not meeting the needs of our schools, due to the number of languages spoken by our families, including dialects and variations within languages, the cost of translations, and the need for a quick turnaround.
- Our major daily and weekly communication mechanisms—the BCPS e-newsletter and social media—are not available in other languages.

Student Outreach
- Instagram is the best way to reach students, not Twitter. Students use the social media tool most popular with their peers. They may not choose to “follow” BCPS accounts but will check BCPS accounts, especially for weather updates.
- Whether or not students learn about opportunities (e.g., events, clubs, and competitions) from school staff varies greatly from one school to another.
- Students prefer text-based apps, but they would not want notifications too often.

Parent Outreach
- Email is not a reliable way to reach parents.
- Existing parent outreach strategies are working well, including Parent University, community partnerships like CHAI in Pikesville, the monthly Family and Community Engagement (FACE) newsletter, and the availability of FACE information in multiple languages.
- Expanded livestreaming and archiving of meetings (particularly Board of Education meetings) accommodates diverse parent schedules.
- Schools need a better understanding of the role of school-based FACE Liaisons, who serve as parent liaisons.

School News
- Schools need a better understanding of expectations for school-based Good News Ambassadors, who serve as liaisons to BCPS communications staff, as well as where the information they provide is used.
Workgroup Recommendations for Consideration

Translation Services
- Consult other school systems for advice about improving translation services.
- Explore options for quicker translation turnaround.
- Build on the popularity of the Language Line for phone-based translations by initiating the call from the school in order to calm parent fears about unknown phone numbers.
- Ask parents to identify their preferred language for written and spoken communication on the annual back-to-school information form.

Student Outreach
- Target Instagram to communicate with students, and let them know that the BCPS account will not “follow” them.
- (Dr. Williams) Visit schools and speak directly to students. Create a video where students ask the superintendent questions.

Parent Outreach
- Share best practices about parent engagement among Family and Community Engagement liaisons.
- (Dr. Williams) Meet parents where they are, e.g., athletic events.

Community Conversations with Dr. Williams
- Partner with a local community organization to provide resources for parents and to attract their members.
- Schedule during a time when parents need to come to school, e.g., report cards, parent conferences.
- Promote through school Parent Teacher Associations. Activate parent word-of-mouth.
- Provide food.
- Offer a student performance or artwork to attract parents.
- Provide a main topic for each night.
- Provide day and evening times to accommodate parent schedules.

Community Outreach
- Improve access to updates, events, and honors through visibility on the BCPS website and the weekly e-newsletter.
- Encourage the Board of Education to interact more with the board’s Area Education Advisory Councils.
- (Dr. Williams) Meet directly with the board’s advisory councils, the PTA Council, and homeowner associations to share positive highlights about schools. To support new schools, meet with the community to discuss the benefits of a new school, including the opportunity for the community to use school facilities, volunteer, and use the internet.
- Continue responsive and transparent outreach with media partners.
School News
- Describe for principals the expectations and roles of the Good News Ambassador and the Face and Community Engagement liaison to support families and share good news.
Goal Area 4: Organizational Effectiveness

Workgroup Charge: Analyze the current organizational structure for efficiency and effectiveness. Examine the professional learning opportunities for staff.

Workgroup Feedback and Analysis

Fiscal Review
- Expanded services such as the travel procurement card have been helpful.
- Principals appreciate the current one year of financial staff support to newly hired bookkeepers, however they expressed the need for more direct and ongoing financial staff support and intervention. More extensive training for bookkeepers would also be appreciated. Principals are able to attend when it occurs at school.

Human Resources
- Hiring and retaining additional adult assistants is difficult due to the low salary. These employees only work when their assigned student comes to school, causing them to miss training opportunities and school communication.
- Principals appreciate access to a list of substitute candidates matched to specific vacancies, while awaiting updates about clearances for new hires due to new requirements under House Bill 486.
- Challenges to growing our own teachers include the limited pool of education majors, negative messages about teaching, and commute times.
- Candidates may not understand advance contracts.

Technology Plan
- Schools request quicker processing of BCPS Serve (tech support) tickets.
- Classroom projectors are old and many are no longer working. Options are needed for purchasing projectors.
- Not enough parents are using BCPS One.
- Schools need training about cloud software on the Chromebooks.

Transportation
- Schools need better information about on-time arrival, bus numbers, routes, and contractor service. When buses are late, phone communication with schools is not working efficiently or effectively.
- Route changes need to be communicated more quickly.
Workgroup Recommendations for Consideration

**General**
- Expand and share with all principals an online resource bank for information about operations, human resources, data access, academic services, policies, and the calendar.

**Fiscal Review**
- Explore opportunities to provide additional financial, timekeeping, and procurement training, resources, and staff support to schools.

**Human Resources**
- Continue to provide principals with a limited number of screened substitutes to contact for coverage during the first few weeks of school.
- Continue to fund substitutes at secondary schools when the applicant is waiting for House Bill 486 forms to be returned.
- Provide regular, ongoing training related to AppliTrack to assist principals with identifying applicants to fill their vacancies throughout the year.
- Provide regular, ongoing training for additional adult assistants and paraeducators regarding roles and responsibilities. Provide pay if the training occurs outside of the normal work day.
- Provide training for teachers on how to best utilize additional adult assistants and paraeducators in the classroom.
- Expand Grow Our Own efforts in the following ways:
  - Offer the Teacher Academy of Maryland (career and technical education) program at more high schools.
  - Consider offering more scholarships for BCPS students to obtain an education degree and teach at BCPS.
  - Expand the Educators Rising club to all middle and high schools.
  - Regularly communicate to parents and students about the advantages of becoming a BCPS teacher.
  - Expand Professional Development Schools, which provide college internships.
  - Help paraeducators who are interested in becoming teachers to complete their degree and internship while working as a paraeducator.
- Enhance supports for new teachers through mentors, additional days during the summer to become familiar with the BCPS curriculum, and additional professional learning for non-tenured teachers during the summer following their first three years.
- Clarify what an advance contract is, and focus on the advantages.
- Partner with local colleges and universities to meet with: their teacher education majors, college students majoring in the hard-to-fill areas (not education majors), and college education departments more frequently. Provide opportunities for college education departments to speak with BCPS students about majoring in education.
Professional Learning

- Provide principal leadership development by school level (elementary, middle, and high) on evidence-based instructional best practices.
- Develop a systemic training plan for additional adult assistants.
- Develop a systemic training plan for department chairs that includes evidence-based instructional best practices, coaching, and content.
- Develop a systemic training plan for general educators, assistant principals, special education chairs, and special education teachers that includes developing an individualized education program (IEP) and evidence-based instructional best practices for students receiving special education services.
- Develop a systemic training plan for teachers and administrators that includes evidence-based instructional best practices, identification, social-emotional needs, and content for students identified as gifted and talented.
- Develop a systemic training plan for administrators on evidence-based best practices in writing effective observations and evaluations.

Technology Plan

- Create a three-year technology plan to address the current and future needs of BCPS students and staff.

Transportation

- Proactively determine the shortest bus routes.
- Improve timely communication with schools and parents when buses are late.
- Implement bus radios for drivers.
- Improve driver and passenger safety.
- Identify key measures and use data for real-time and long-term decision making.
Appendix A: Workgroup Members

Workgroup 1: Academics

Co-Chairs
- Dr. Mary Boswell-McComas, Chief Academic Officer
- Christina Byers, Community Superintendent, Central Zone
- Dr. Racquel Jones, Community Superintendent, West Zone
- George Roberts, Community Superintendent, East Zone
- Dr. Monique Wheatley-Phillip, Chief Accountability and Performance Management Officer

BCPS Students
- Carter Bohart, Eastern Technical High School; Community Outreach Director, Baltimore County Student Councils
- Claire Cabral, Hereford Middle School; Second Vice President, Baltimore County Student Councils
- Angela Qian, Dulaney High School; President, Baltimore County Student Councils
- Omer Reshid, Pikesville High School; Student Member of the Board
- Samantha Warfel, Hereford High School; Vice President, Baltimore County Student Councils

BCPS Teachers
- 797 teachers responded to a curriculum survey on Professional Development Day.

BCPS Bargaining Units
- Nicholas Argyros, Manager, Technology Support Services; President, Organization of Professional Employees
- Cindy Sexton, President, Teachers Association of Baltimore County
- Jeannette Young, Residency Investigator, Student Support Services; President, Education Support Professionals of Baltimore County

Community Members
- Lily Chunzan, Co-Chair, Northeast Area Education Advisory Council
- Tiffany Stith, Co-Chair, Northeast Area Education Advisory Council
BCPS Leaders

- Natalie Adams, Principal, Dundalk Middle School
- Dr. Renard Adams, Senior Executive Director, Curriculum Operations
- Michele Anderson, Principal, Eastern Technical High School
- Kevin Connelly, Executive Director, Performance Management and Assessment
- Christina Connolly, Principal, Bedford Elementary School
- Melissa DiDonato, Executive Director—Elementary, West Zone
- Bre-Anne Fortkamp, Principal, Seven Oaks Elementary School
- Ryan Imbriale, Executive Director, Innovative Learning
- Deborah Magness, Principal, Pine Grove Middle School
- Jennifer Mullenax, Executive Director—Elementary, East Zone
- Samuel Mustipher, Executive Director—Secondary, Central Zone
- Kelly O'Connell, Principal, Mars Estates Elementary School
- Murray (Buddy) Parker, Principal, Western School of Technology
- Monica Sample, Principal, Overlea High School
- Megan Shay, Executive Director, Academics
- Dr. Melissa Whisted, Executive Director, Academic Services

Report on the 100-Day Entry Plan
Workgroup 2: Safety and Security

Co-Chairs
- April Lewis, Executive Director, Department of School Safety
- Dr. Amalio Nieves, Executive Director, Department of Social Emotional Support
- Dr. Michael Zarchin, Chief, Division of School Climate and Safety

Community Members
- Travis Francis, Lieutenant, Baltimore County Fire Department-Fire Marshall
- Jay Ringgold, Chief, Baltimore County Fire Department-Emergency Management
- Anissa Watkins, Sergeant, Baltimore County Police Department
- Woodland Wilson, Major, Baltimore County Police Department

Educational Experts
- Dr. Marone Brown, Lead Specialist for School Safety, Maryland State Department of Education
- Dr. Lynne Muller, Section Chief, Student Services and School Counseling, Maryland State Department of Education
- Thomas Rivalis, Project Manager, Maryland Emergency Management Agency

BCPS Leaders
- Joyce Albert, Principal, Pleasant Plains Elementary School
- Jason Barnett, Principal, Relay Elementary School
- Dr. M. Alicia Bennett, Coordinator, Office of Psychological Services
- Dr. Sharone Brinkley-Parker, Director, Office of School Climate
- Barbara Burnopp, Senior Executive Director, Office of Administrative Services
- Michelle Dacey, Manager, Office of Employee Absence and Risk Management
- Julie Dellone, Principal, Hereford Middle School
- Andrea Derrien, Principal, The Chatsworth School
- Kimberly Ferguson, Director, Office of Student Support
- Dr. Michael Ford, School Safety Manager, Department of School Safety
- Kyria Joseph, Principal, Milford Mill Academy
- Tara McNulty, Supervisor, Department of Information Technology
- Kalisha Miller, Principal, Pikesville Middle School
- James Mitcherling, School Safety Manager, Department of School Safety
- Patricia Mustipher, Coordinator, Office of School Climate
- Richard Muth, Security Specialist, Department of School Safety
- Lisa Perry, Principal, Perry Hall Middle School
- Dr. Kelly Rudd Safran, School Safety Manager, Department of School Safety
- Monica Sample, Principal, Overlea High School
- Deborah Somerville, Coordinator, Office of Health Services
- Paul Taylor, Director, Department of Facilities Management
- Brian Wagner, School Safety Manager, Department of School Safety
Workgroup 3: Communication

Co-Chairs
• Alyssa Alston, Senior Communications Officer
• Mychael Dickerson, Chief of Staff

BCPS Students
• Makenna Hakim, Towson High School; Chief of Staff, Baltimore County Student Councils
• Michael Oduniyi, Lansdowne High School
• Cameron Patillo, Dulaney High School

BCPS Parents
• Kimberly Barnhouser, Dundalk area
• Dr. LaShauna Stitt, Pikesville area

BCPS Teachers
• Ryan Greene, S.T.A.T. Teacher, Colgate Elementary School
• Rachel Kovel, Teacher, Colgate Elementary School
• Robyn Washington, Teacher, Randallstown High School

Community Member
• Clifford Collins, Chair, Northwest Area Education Advisory Council

Educational Expert
• Bob Mosier, Chief Communications Officer, Anne Arundel County Public Schools

BCPS Leaders
• Rochelle Archelus, Principal, Woodlawn Middle School
• Steve Coco, Principal, Mays Chapel Elementary School
• Sue Hahn, Program Specialist
• Nora Murray, Program Specialist
• Brandon Oland, Communications Specialist
• Dolores Pierorazio, Senior Executive Assistant to the Chief of Staff
• Larissa Santos, Principal, Dundalk High School
• Diana Spencer, Communications Officer
Workgroup 4: Organizational Effectiveness

Co-Chairs
- William Burke, Chief of Organizational Effectiveness
- Maria Lowry, Acting Chief Human Resources Officer
- Kevin Smith, Chief Administrative and Operations Officer

BCPS Teachers
- Teachers Association of Baltimore County

Community Members
- Julie Miller Breetz, Citizens’ Advisory Committee for Gifted and Talented Education
- Lily Lee, Northeast Area Education Advisory Council

Educational Experts
- Lori Armstrong, Towson University
- Barbara Bisset, Goucher College
- Lynn Brown, Towson University
- Kim Feldman, University of Maryland Baltimore County
- Mary Greenwalt, Stevenson University
- Vanessa Lopez, Maryland Institute College of Art
- Robert Pelton, Stevenson University

BCPS Leaders
- Rochelle Archelus, Woodlawn Middle School
- Association of Elementary School Administrators
- Seth Barish, Ridgely Middle School
- Barbara Burnopp, Senior Executive Director, Administrative Services
- Phil Byers, Principal, Westchester Elementary School
- Will Cirrincione, Principal, Riderwood Elementary School
- Jim Corns, Executive Director, Information Technology
- George Duque, Manager, Staff Relations and Employee Performance Management
- Pierre Francois, Executive Administrative Assistant, Business Services
- Dr. Jess Grim, Director, Transportation
- Jeanne Imbriale, Director, Enterprise Applications
- Charles Patillo, Executive Director, Business Services Operations
- Debbie Piper, Coordinator, Teacher Development
- George Sarris, Executive Director, Fiscal Services
- Secondary School Administrators Association
- Susan Stansbury, Human Resources Officer

* Feedback was also requested from the following groups: Career and Technology Education Advisory Council, PTA Council, Special Education Citizens Advisory Committee, and the Central, Northwest, Southeast, and Southwest Area Education Advisory Councils.
Appendix B: Community Conversations

As part of the 100-Day Entry Plan, Superintendent Dr. Darryl L. Williams hosted 10 Community Conversations at high schools across the county. The purpose of these events was to meet community members and gain insight into their perceptions of what Baltimore County Public Schools is doing well and where there are opportunities for improvement. All sessions were conducted from 6–7 p.m. and child care was provided.

Participants

Attendance varied between sites with approximately 230 community participants total, averaging 23 participants per event, as shown below.

Dates and Locations of Community Conversations

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Number of Attendees*</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 25, 2019</td>
<td>Dundalk High School</td>
<td>9</td>
</tr>
<tr>
<td>September 30, 2019</td>
<td>Overlea High School</td>
<td>13</td>
</tr>
<tr>
<td>October 1, 2019</td>
<td>Loch Raven High School</td>
<td>23</td>
</tr>
<tr>
<td>October 9, 2019</td>
<td>Woodlawn High School</td>
<td>12</td>
</tr>
<tr>
<td>October 10, 2019</td>
<td>Owings Mills High School</td>
<td>16</td>
</tr>
<tr>
<td>October 15, 2019</td>
<td>Perry Hall High School</td>
<td>49</td>
</tr>
<tr>
<td>October 21, 2019</td>
<td>Catonsville High School</td>
<td>34</td>
</tr>
<tr>
<td>October 24, 2019</td>
<td>Pikesville High School</td>
<td>6</td>
</tr>
<tr>
<td>October 29, 2019</td>
<td>George Washington Carver Center for Arts and Technology</td>
<td>37</td>
</tr>
<tr>
<td>October 30, 2019</td>
<td>Chesapeake High School</td>
<td>31</td>
</tr>
</tbody>
</table>

*Note: Estimation of community attendance excluding BCPS supporting staff

To support Dr. Williams, additional BCPS staff attended the Community Conversations. Community superintendents and chiefs were present to answer any questions posed about their specific division or zone. Translators were available as requested by host principals. Staff from the Department of Communications and Community Outreach was also present to observe and support. Finally, at each Community Conversation, the building principal and associated feeder school principals typically attended.
Summary of Feedback

Community members had the opportunity to ask questions verbally and submit written comments and questions on postcards with the prompts: “I appreciate…” and “I wish…” Comments and questions are summarized below:

- The most frequently mentioned comment included requests to expand specialized programming to ensure students across the system have access to a full complement of curricular programs.

- Concerns and challenges expressed include:
  - Student behavior including bullying
  - Overcrowding of schools and buses
  - Teacher recruitment and retention

- BCPS community members who attended the Community Conversations events appreciated the opportunity to share their thoughts with Dr. Williams.