

School Improvement Snapshot

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| Literacy | X |
| Math | |

Action Plan (link): https://docs.google.com/document/d/14viRwBgZ9L0lxxhHbztFnFJKb6XsRxJKS6VI_fHpRhA/edit?usp=sharing

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| <p>System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i></p> <p>School Goal(s): MAP Proficiency for K-8, PARCC/Eligibility for 9 and 10, and CCR for 11 and 12. (All students will demonstrate proficiency on the Measures of Academic Progress (MAP) Assessments in Reading Fluency (K-2) and Reading (3-5) by the end of the school year.)</p> <p>Instructional Goal(s):</p> | |
| Pre-K Goals: | All students, with a focus on FARMS and Hispanics non-FARMS students, will be able to demonstrate proficiency in identifying an increasing amount of oral language standards (i.e. speaking in sentences of increasing length, using appropriate language in various situations and for a variety of purposes, retelling a text) on the MCPS AP Pre-Kindergarten Reading Assessment. |
| K-2 Goals: | All students, with a focus on FARMS, Hispanics non-FARMS, and African American non-FARMS students, will be able to demonstrate proficiency in the Fluency strand of the MAP-RF assessment. |
| 3-5 Goals: | All students, with a focus on FARMS, Hispanics non-FARMS, and African American non-FARMS students, will be able to demonstrate proficiency in the Informational Text strand of the MAP-R Assessment. |

| | Who will be leading this action plan? | What will the focus of your work be? |
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| <p>Professional Learning on the Standards <i>The literacy and mathematical standards that teachers and teams need to know and be able to do</i></p> | <p>Zoraida Brown Dennis Heidler Jennifer Hammer Elyssa Mechairia Susan Matthews Amelia Rosario Stephanie Weaver Petrice Young Amanda Wilkerson Christine Rice Johnny Macario Maura Fries Jillian Ewing</p> | <p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i> **Teachers will be able to unpack the standards by setting and discussing prerequisite skills, anticipating misunderstandings and misconceptions, and using multiple strategies to instruct. **Teachers will continuously study and plan for the end of the year curriculum goals throughout the school year. **Teachers will use SLOs as a vehicle to articulate what students need to know by the end of the school year.</p> |
| <p>Analyzing Data to Inform Instruction <i>Obtaining EOL data and converting it into information useful for decision-making</i></p> | <p>Zoraida Brown Dennis Heidler Jennifer Hammer Elyssa Mechairia Susan Matthews Amelia Rosario Stephanie Weaver Petrice Young Amanda Wilkerson Christine Rice Johnny Macario Maura Fries Jillian Ewing</p> | <p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i> **Teachers will determine proficiency and criteria for success for common formatives and examining District Assessments during Collaborative Planning. **Teachers will engage in peer visits or video-taping of teams to see and norm effective Collaborative Planning and highlighting teams' practices that are working to make first instruction more effective. **Teachers will be able to perform error analysis on common formatives and district assessments.</p> |
| <p>Equitable and Culturally Responsive Instructional Strategies <i>Using demographic cultural and racial information and processes to scaffold learning - relationships, cognitive scaffolding, and critical social awareness (adult learning)</i></p> | <p>Zoraida Brown Dennis Rogers Kenneth Rogers Nancy Teague Jennifer Hammer Elyssa Mechairia Susan Matthews Johanna De Leon Amelia Rosario</p> | <p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i> **Teachers will regularly engage in Restorative Justice practices, including weekly Community Circles, support the Be Well 365 program as well as Linkages to Learning, Safety Patrol, and Positive Behavior Interventions and Supports (PBIS). **Grade-level teams will participate in monthly Collaborative Problem Solving (CPS) meetings to</p> |

Responsive Strategies and Planning for Powerful Instruction

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| | <p>Stephanie Weaver Petrice Young Amanda Wilkerson Christine Rice Johnny Macario Maura Fries Jillian Ewing</p> | <p>determine potential supports for specific students.</p> <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <p>**Teachers will explicitly plan instruction based on students' needs as well as foster positive student-to-student and student-to-teacher relationships in risk-free learning environments.</p> |
| <p>School Climate and Culture <i>Climate action plans should be developed in collaboration with the school leadership team and in response to the employee climate survey. Additional data from students and families may be included, as appropriate. Schools should plan to do a mid-year survey or review of progress to adjust the plan as needed.</i></p> | <p>Zoraida Brown Dennis Heidler Kenneth Rogers Nancy Teague Jennifer Hammer Elyssa Mechairia Susan Matthews Johanna De Leon Amelia Rosario Stephanie Weaver Petrice Young Amanda Wilkerson Christine Rice Johnny Macario Maura Fries Jillian Ewing</p> | <p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?</i></p> <p>**Staff will participate in Restorative Justice trainings and receive De-Escalation Strategies trainings.</p> <p><i>What are the strengths and areas of focus based on the employee climate survey? What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <p>**The School Leadership Team (SLT) will engage in Shared Leadership practices as well as the Levels of Involvement in the Decision-Making Process.</p> <p>**Team Leaders will meet every other month to discuss problems of practice to build team leaders' capacity as instructional leaders.</p> <p><i>Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?</i></p> <p>**Teachers will consistently follow and support school-wide PBIS initiatives in conjunction with Restorative Justice.</p> <p>**Staff will continue learning about Restorative Practices through professional development opportunities.</p> |