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| **SPP 2020-2021** |
| Goals & Targets- MCAP Proficiency  (*Will be provided by DRAA and most likely will be include on separate page.)* |
| 2020-2021 Yearly Targets |
| ELA03 88.6, ELA04 79.3, ELA05 84.8 |
| Math03 84.3, Math04 77.1, Math05 90.8 |

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| **MATHEMATICS**  **What steps will you take to improve student outcomes in math?**  **What steps will you take to improve outcomes in math for students**  **in identified underserved student group?** | **Evidence** |
| **We believe instruction must be culturally responsive to student strengths and needs and aligned to the rigor of the state standards.**  Action Steps | Measure of impact on **mathematics achievement** (quantitative & qualitative data points) |
| 1. Teachers will proactively design lessons that address learner variability using BCPS curriculum and resources. | * Elements of Effective Instruction Walkthrough data * Student grades * Student work samples * Formative and summative assessment data |
| 1. Teachers will nurture emerging talents and offer opportunities for acceleration and enrichment in instruction and in course enrollment pathways. |
| **CULTURE/BELIEFS**  **How will the instructional leadership team create the conditions that support this instruction?**  **What systems and structures need to be developed by the ILT in order to implement, monitor, and sustain the action steps?** |
| Action Steps  The Instructional Leadership Team will lead the work in confronting implicit biases and low expectations associated with race and disability. They will monitor progress of creating and maintaining cultural competence and responsiveness in lesson delivery relative to standards. The ILT will monitor progress of embodying high expectations for student learning while recognizing personal strengths and backgrounds of students to determine needs for enrichment and acceleration. Systems and structures that will be developed include extra planning time to meet as grade levels, monitoring attendance in BCPS professional learning for Bridges, analyzing data to plan for responsive instruction through an equity lens, and courageous conversations as a faculty. |

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| **Literacy**  **What steps will you take to improve student outcomes in Literacy?**  **What steps will you take to improve outcomes in literacy for students**  **in identified underserved student group?** | **Evidence** |
| **We believe instruction must be culturally responsive to student strengths and needs and aligned to the rigor of the state standards.**  Action Steps | Measure of impact on **ELA achievement** (quantitative & qualitative data points). |
| 1. Teachers will proactively design lessons that address learner variability using BCPS curriculum and resources. | * Elements of Effective Instruction Walkthrough data * Student grades * Student work samples * Formative and summative assessment data |
| 1. Teachers will nurture emerging talents and offer opportunities for acceleration and enrichment in instruction and in course enrollment pathways. |
| **CULTURE/BELIEFS**  **How will the instructional leadership team create the conditions that support this instruction?**  **What systems and structures need to be developed by the ILT in order to implement, monitor, and sustain the action steps?** |
| Action Steps  The Instructional Leadership Team will lead the work in confronting implicit biases and low expectations associated with race and disability. They will monitor progress of creating and maintaining cultural competence and responsiveness in lesson delivery relative to standards. The ILT will monitor progress of embodying high expectations for student learning while recognizing personal strengths and backgrounds of students to determine needs for enrichment and acceleration. Systems and structures that will be developed include extra planning time to meet as grade levels, monitoring attendance in BCPS professional learning for Open Court, analyzing data to plan for responsive instruction through an equity lens, and courageous conversations as a faculty. |

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| **SAFE AND SUPPORTIVE ENVIRONMENT**  **What steps will you take to provide a safe and supportive instructional environment**  **for identified underserved student group?** | **Evidence** |
| **We believe instruction must be culturally responsive to student strengths and needs and aligned to the rigor of the state standards.**  Action Steps | Measure of impact on providing a safe and supportive environment  (quantitative & qualitative data points) |
| 1. Teachers will proactively design lessons that address learner variability using BCPS curriculum and resources. | * Office Referrals (traditional) * Positive Office Referral * Fox Paw data * Stakeholder Survey * Feedback from students, parents, staff * Student Engagement Data * Attendance |
| 1. Teachers will nurture emerging talents and offer opportunities for acceleration and enrichment in instruction and in course enrollment pathways. |
| **CULTURE/BELIEFS**  **How will the instructional leadership team create the conditions that support this environment?**  **What systems and structures need to be developed by the leadership team in order to implement, monitor, and sustain the action steps?** |
| Action Steps  The Instructional Leadership Team will lead the work in creating an environment where all children are respected, feel welcome and have a sense of belonging, particularly our Black and Brown students. Specifically, staff will contact students who were determined to have a low level of engagement during the school closure, Black and Brown students, and students receiving Special Education services. Regular contact will continue during the first semester with students and families to address a sense of belonging and connection. |

*(add additional rows if needed)*

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| **Implementation/Professional Development Plan**  **August-December** | | | | | |
| **Action Step** | (Months can be merged) | **Consider:**   * **What bodies of knowledge (books/articles, research, professional study, focus groups) am I using to better understand each identified underserved student group?** * **What do all teachers need to know/be able to do in order to effectively implement this strategic action? What professional development will be developed to align?** * **What do some teachers need to know/be able to do in order to effectively implement this strategic action? What professional development will be developed to align?** * **What systems and structures need to be developed by the leadership team in order to implement, monitor, and sustain the action steps?** | **What delivery model(s) will be utilized for each aspect?** | **Who will plan and lead this initiative?** | **What qualitative evidence will ensure that the action step is transferring into classroom practices?** |
| Teachers will proactively design lessons that address learner variability using BCPS curriculum and resources. | Aug-Sept | Meet with teachers to identify variability levels and backgrounds of students to complete a needs assessment. Monitor student attendance and engagement of Special Education and Black and Brown students. | Virtual grade level meetings | P & AP | Grade level minutes, Lesson plans, student work samples, attendance data |
| Oct | Provide additional planning time for grade levels to differentiate instruction and collaborate with resource staff. Continue to monitor student attendance and engagement of Special Education and Black and Brown students and connect with students and families with low engagement. | Grade level meetings, phone calls and virtual meetings | P &AP | Grade level minutes, Lesson plans, student work samples, attendance data, log of calls/meetings, Service Capture Model |
| Nov | Review assessment data relative to learner variability for Special Education and Black and Brown students. Develop a response plan as a result of the data. Continue to monitor student attendance and engagement of Special Education and Black and Brown students and connect with students and families with low engagement. | Grade level meetings, ILT | P, AP, ILT | Formative and Summative assessment data, IEPs |
| Dec | Schedule a meeting with BCPS C&I resource staff to review current data and instructional practices for equity and fidelity. Continue to monitor student attendance and engagement of Special Education and Black and Brown students and connect with students and families with low engagement. | ILT meeting, staff meeting | P, AP, ILT | Scope and Sequence, Lesson plans, assessment data |
| Teachers will nurture emerging talents and offer opportunities for acceleration and enrichment in instruction and in course enrollment pathways. | Aug-Sept | Attend professional learning on implicit bias and provide same professional learning for staff. Review resources within BCPS C&I for acceleration and enrichment. Facilitate follow up parent meeting to BTSN for new families. Weekly check-ins with families of special education students. | Faculty meetings | P, AP, school counselor | Agendas, parent feedback |
| Oct | Engage in lunch bunches/focus groups to help all children feel welcome, particularly Black and Brown students. Monitor use of resources for acceleration and enrichment. Continue weekly check-ins with families of special education students. | Faculty meetings | P, AP, teachers, staff | Student feedback |
| Nov | Check-ins with families to assess virtual experience and sense of belonging. Continue to monitor use of resources for acceleration and enrichment. Continue weekly check-ins with families of special education students. | Google meets, phone calls | P, AP, teachers | Parent/guardian feedback |
| Dec | Create in-school student survey to determine levels of belonging. Review results and create action plan. Continue to monitor use of resources for acceleration and enrichment. Continue weekly check-ins with families of special education students. | Faculty meetings, ILT | ILT | FGES Stakeholder Survey |

*(add additional rows if needed)*

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| **Progress Monitoring- Semester I** | |
| Action Step | *Provide a bulleted analysis of the current progress of each action step using the identified qualitative and quantitative data points. Then use the information to create the implementation plan for the second semester.* |
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| **Implementation/Professional Development Plan**  **January-May** | | | | | |
| **Action Step** | (Months can be merged) | **Consider:**   * **What bodies of knowledge (books/articles, research, professional study, focus groups) am I using to better understand each identified underserved student group?** * **What do all teachers need to know/be able to do in order to effectively implement this strategic action? What professional development will be developed to align?** * **What do some teachers need to know/be able to do in order to effectively implement this strategic action? What professional development will be developed to align?** * **What systems and structures need to be developed by the leadership team in order to implement, monitor, and sustain the action steps?** | **What delivery model(s) will be utilized for each aspect?** | **Who will plan and lead this initiative?** | **What qualitative evidence will ensure that the action step is transferring into classroom practices?** |
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