**Climate Goals**

**Raise the Bar:** Reduce the percentage of chronic absentees* in grades K-5 from 17% to less than 15%. (87 students)

*defined as greater than 10%

**Strategic Initiative:** Develop the ability to engage, establish, and maintain healthy student to student and student to adult relationships. *(ILO 2 – Align all aspects of school culture to student and adult learning.)*

### Raise the Bar Key Action
Foster a sense of belonging through relationships between teacher to student and student to student.

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Implementing Conscious Discipline Brain Smart Start routine daily.</td>
<td></td>
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<tr>
<td>✓ Targeted morning breakfast meetings for identified students.</td>
<td></td>
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<tr>
<td>✓ Collaboratively plan, co-teach, and receive support from MTSS staff.</td>
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<tr>
<td>✓ Develop and implement engaging instruction.</td>
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<tr>
<td>✓ Use established attendance monitoring procedures.</td>
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<tr>
<td>✓ Recognizing good and improved attendance with weekly acknowledgements.</td>
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</tr>
</tbody>
</table>

**Students:**

✓ Participate in class meetings, interact with respect, and demonstrate improved student to student to teacher interactions.

**Documentation**

- Informal walkthrough – monitor implementation and effectiveness.
- Staff surveys – measure implementation
- Student surveys – measure overall sense of belonging and connectedness.
- Decrease in referrals for minor incidents.

### Provide positive reinforcement for chronically absent students.

<table>
<thead>
<tr>
<th>Implementation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>✓ Mentor program for targeted students.</td>
<td></td>
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<tr>
<td>✓ Personalized early outreach.</td>
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</tr>
<tr>
<td>✓ Peer mentors and accountability.</td>
<td></td>
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<tr>
<td>✓ Identifying barriers and address needs for students.</td>
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<tr>
<td>✓ Support from Social Worker and community interventions.</td>
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</tr>
<tr>
<td>✓ Offer clubs for student connections.</td>
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<tr>
<td>✓ Breakfast options for late students provided in the office.</td>
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</tr>
</tbody>
</table>

**Students:**

✓ Consistently attending school.
✓ Complete daily check in.

**Documentation**

- Student surveys – measure overall sense of belonging and connectedness.
- Interventions by attendance committee.
- Participation in extracurricular clubs.
- Weekly attendance reports.

### Professional Learning Plan:

- All staff will understand the brain based components of Conscious Discipline and effectively implement elements of Conscious Discipline including: Greetings, Brain Smart Start, Wish Well, Safe Keeper, Safe Place, and use of appropriate language to affirm and de-escalate.
- All homeroom teachers will be trained to utilize and implement strategies for class meetings.
- All staff will be trained in protocols for monitoring student attendance and making connections with families.

### Title One Family Engagement

**Implementation**

- *Conscious Discipline* components.
- Fall and Spring – Family Learning Nights that incorporate elements of Conscious Discipline
- Weekly – home-school connections

**Documentation**

- Family participation, Surveys of intended learning, Stakeholder Survey
Reading/English Language Arts Goal

**Raise the Bar:** By 2020, 39.36% or more students will achieve ELA proficiency on the MCAP assessment.

**Close the Gap:** By 2020, 19.96% or more Special Ed students will achieve ELA proficiency on the MCAP assessment.

Strategic Initiative: Develop strong foundational skills in literacy through systematic, explicit instruction in the areas of phonemic awareness, phonics, vocabulary and fluency.

### Raise the Bar Key Action
Teachers will implement a standards-based unit plan for effective first instruction.

### Implementation

**Teachers:**
- Backmapping units: Unpack unit outcomes and objectives into the what, why, and how in order to develop a fully aligned long range plan.
- Backmapping phonics: Use the five day phonics planner and curriculum outcomes for their grade level.
- Develop and implement a daily lesson plan that includes all of the key components of the instructional process and the curriculum resources in the LMS including daily use of writing.
- Post objectives and standards and review the what, why, and how daily with students.
- Reinforce academic vocabulary and literacy strategies across all disciplines including the special area courses (LAMP).
- Based on formative assessments, teachers will provide responsive instruction.

**Students:**
- Demonstrate the what, why, and how of learning in reading.
- Demonstrate cognitive, authentic engagement.
- Students demonstrate understanding through various applications of learning- quick writes, journals, organizers, essays, performance based assessments
- Apply academic vocabulary in discussion and writing.

### Documentation

- Formative assessment data and responsive groupings.
- Periodic assessments will be monitored.
- Informal and formal observations.
- Staff surveys (after planning and at the end of unit) for evaluating and planning new PD
- AP, Principal, and STAT will monitor the sequence and alignment of instruction and implementation including objectives, writing, vocabulary, and responsive instruction.

### Close the Gap Key Action
Teach special education students skills to decode words, analyze word parts, and write and recognize words.

### Implementation

**Teachers:**
- Teach students to blend letter sounds and sound-spelling patterns.
- Instruct students in common sound-spelling patterns.
- Teach students common word parts.
- Teach regular and irregular high-frequency words so students can recognize them efficiently.
- Monitor student progress to provide responsive instruction.

**Students:**
- Demonstrating the ability to decode in isolation and in text.
- Recognize and use high frequency words accurately.

### Documentation

- BCPS Phonics Survey, decoding surveys, DIBELS (K, 1)
- Teachers formative data

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**Professional Learning Plan:**

- Teachers will receive support unpacking CCSS and backmapping units of instruction.
- Teachers will receive support using formative and summative data to provide responsive instruction.
- Teachers will receive support incorporating writing.
- Teachers will learn strategies to effectively implement responsive small group instruction for heterogeneous groupings.

**Title One Family Engagement**

### Implementation

- Fall: Literacy PD for families in order to inform them and build capacity in developing foundational skills.
- Winter: Workshop about CCSS for literacy to explain curriculum expectations and development of a reader.
- Spring: Family Learning Night to build capacity in all areas.
- Ongoing: Lending library of literacy activities for families to use at home.

### Documentation

- Family participation, Surveys of intended learning
## Mathematics Goal

**Raising the Bar:** By 2020, 37.41% or more students will achieve math proficiency on the MCAP assessment.

**Closing the Gap:** By 2020, 21.89% or more FARMS students will achieve math proficiency on the MCAP assessment.

Strategic Initiative: Develop strong foundational skills in mathematics through systematic, explicit instruction that addresses the level of rigor (*conceptual understanding, procedural skill and fluency, application*) of the mathematics standards.

### Raise the Bar Key Action

Teachers will effectively implement a standards-based unit plan to support mathematical processes.

### Implementation

**Teachers:**
- Develop and implement a fully aligned lesson plan that includes all of the key components of the instructional process and the curriculum resources in the LMS.
- Post objectives, standards, and standards of mathematical practices. Review the what, why, and how daily with students.
- Based on formative assessments, teachers will provide responsive instruction (*conceptual understanding, procedural skill and fluency, application*).
- Incorporate writing in appropriate ways to assess understanding.
- Develop real world problems aligned to skills taught.

**Students:**
- Demonstrate the what, why, and how of learning in mathematics.
- Demonstrate cognitive, authentic engagement.
- Express understanding appropriately through discussion, writing, and representation.
- Apply mathematical processes to solve real world problems.

### Documentation

- Unit reflections and backmapped timelines will be submitted.
- Formative assessment data and responsive groupings.
- Pre and Post Unit assessments will be monitored.
- Staff surveys – measure fidelity of planning and implementation

### Close the Gap Key Action

Teachers will effectively implement a standards-based long-range unit plan to support conceptual understanding for our FARMS students.

### Implementation

**Teachers:**
- Provide access to manipulatives and other real world materials.
- Demonstrate how to connect models and representational drawings.
- Facilitating meaningful discourse through math tasks and precise vocabulary.

**Students:**
- Demonstrate mastery and proficiency as measured by unit assessments.
- Explain the learning objective in student friendly “what, why, and how.”
- Build proficiency and resiliency on unit tasks designed to prepare them for MCAP.
- Develop math fluency by building a deeper conceptual understanding.
- Use math discourse, resources, and vocabulary appropriately.

### Documentation

- Unit reflections and backmapped timelines will be submitted.
- AP, Principal, STAT, and Math Coach will monitor the sequence and alignment of instruction and implementation through informal and formal observations.

### Professional Learning Plan:

- Teachers will gain a deeper understanding of CCSS, SMP, and backmapping units of instruction.
- Teachers will enhance their understanding of mathematical discourse.
- Teachers will receive support using formative and summative data to provide responsive instruction. (Revisit FAME)
- Teachers will learn strategies to effectively implement small group instruction for heterogeneous groupings.

### Title One Family Engagement

**Implementation**

- **Fall:** Math Learning Night in order to build capacity in mathematical processes.
- **Winter:** Workshop about CCSS for mathematics to explain curriculum expectations and development of a reader.
- **Spring:** Family Learning Night to build capacity in all areas.
- **Ongoing:** Lending library of literacy activities for families to use at home.

**Documentation**

- Family participation, Surveys of intended learning, log of materials borrowed from lending library