Climate Goals

**Raise the Bar**: Reduce the percentage of chronic absentees* in grades K-5 from 17% to less than 15%. (85 students)

**Close the Gap**: Reduce the percentage of chronic absentees* in third grade from 20% to less than 15%.

*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.*)

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<tr>
<th>Raise the Bar Key Action</th>
<th>Implementation</th>
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| Teachers will build relationships with students through class meetings. | **Teachers**:  
  - Implement a class meeting at least once weekly to address school wide beliefs.  
  - Implement a class meeting at least once weekly to foster positive relationships within the classroom.  
  - Implement restorative practices as needed to address needs of the class.  
  - Collaboratively plan, co-teach, and receive support from MTSS staff.  
**Students**:  
  - Participate in class meetings, interact with respect, and demonstrate improved student to student and 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 chronic absenteeism and decrease in referrals for minor incidents. |

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| Teachers in targeted classrooms will implement the Caring Schools Community program with fidelity in order to build community, connectedness, and belongingness. | **Teachers**:  
  - Implement daily class meetings to promote relationships and resolve conflicts.  
  - At least once a month, facilitate cross-grade level buddy activities.  
  - Collaborate with families to complete Homeside Activities.  
  - At least twice, facilitate participation in a school-wide activity beyond the classroom.  
  - Receive support from Jamie Dowell.  
**Students**:  
  - Participate in class meetings, interact with respect, and demonstrate improved student to student and student to teacher interactions.  
  - Participate in Homeside Activities with family.  
**Documentation**:  
  - Class meeting checklists – monitor implementation and effectiveness.  
  - Monthly Student surveys – measure overall sense of belonging and connectedness.  
  - Decrease in chronic absenteeism for targeted students (85). |

**Professional Learning Plan:**

Targeted teachers will be trained to use the Caring School Communities guidelines and rubric.

All teachers will be trained to utilize and implement strategies for class meetings.

All staff will be provided professional development, modeling, and prompts for use of virtue language.

Special Area Teachers will receive professional development and support for Conscious Discipline.

**Title One Family Engagement**

**Implementation**

- *Caring Schools Community* components.  
- Fall and Spring – Grade level reading and math workshops to share key initiatives as well as students’ academic and social-emotional progress.  
- Spring – Family Learning Night  
- Weekly – home-school connections

**Documentation**

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

**Raise the Bar:** Winter MAP Growth Scores will meet or exceed 70%. *(2017-2018 was 55%)*

**Close the Gap:** Close the multi-racial gap for growth from 40% to 50% and African American gap from 45.7% to 55%.

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

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| Teachers will effectively implement a standards based long-range unit plan to meet the needs of all students in the areas of phonemic awareness, phonics, vocabulary and fluency. | **Teachers:**
  - Unpack unit outcomes and objectives into the what, why, and how.
  - 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 and standards to include the unit and lesson number.
  - Reinforce academic vocabulary and literacy strategies across all disciplines.
  - Based on formative assessments, teachers will provide responsive instruction and flexible groups. Resource staff will provide targeted interventions for ESOL students, students below grade level, and students at risk.

**Students:**
  - Demonstrate the what, why, and how of learning in reading.
  - Demonstrate cognitive, authentic engagement.

**Documentation**
  - Formative assessment data and responsive groupings.
  - Unit assessments will be monitored.
  - Informal and formal observations.
  - Staff surveys – measure fidelity of planning
  - AP, Principal, and STAT will monitor the sequence and alignment of instruction and implementation.

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| Teachers will effectively implement a standards-based unit plan for effective first instruction in phonics. | **Teachers:**
  - Use the five day planner and curriculum outcomes for their grade level.
  - Refine the process to raise the rigor of writing
  - Include all components of effective phonics instruction including integrity of phonemic awareness instruction.
  - Collaborate with resource staff to provide shared responsive instruction.

**Students:**
  - Demonstrate the what, why, and how of phonics instruction.
  - Demonstrate cognitive, authentic engagement.

**Documentation**
  - BCPS Phonics Survey, decoding surveys, DIBELS (K, 1), F&P Logs
  - Teachers formative data

## Professional Learning Plan:

- Teachers will receive support unpacking CCSS and backmapping units of instruction.
- Teachers will unpack the Conditions of Literacy and identify implications across all disciplines.
- Teachers will receive support using the interactive unit overview and elements of instruction.
- Teachers will receive support using formative and summative data to provide responsive instruction.
- Teachers will receive support incorporating writing into the phonics five day planner.
- Teachers will learn strategies to effectively implement 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.
- **Spring:** Family Learning Night to build capacity in all areas.

**Documentation**
- Family participation
- Surveys of intended learning
**Mathematics Goal**

**Raising the Bar:** Fall to Winter MAP Growth Scores will meet or exceed 70%.  
(2017-2018 = 59.7%)

**Closing the Gap:** Close the multi-racial gap for both growth and achievement from 40% to 50%.

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.

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| Teachers will effectively implement a standards based long-range unit plan to meet the needs of all students in the areas of conceptual understanding, vocabulary and fluency. | **Teachers:**  
- Unpack unit outcomes and objectives into the what, why, and how.  
- 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 and standards to include the unit and lesson number.  
- Based on formative assessments, teachers will provide responsive instruction and flexible groups.  
**Students:**  
- Demonstrate the what, why, and how of learning in mathematics.  
- Demonstrate cognitive, authentic engagement.  
**Documentation:**  
- Formative assessment data and responsive groupings.  
- Pre and Post Unit assessments will be monitored.  
- Informal and formal observations.  
- Staff surveys – measure fidelity of planning and implementation  
- AP, Principal, and STAT will monitor the sequence and alignment of instruction and implementation. |

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| Teachers will engage in team or grade level unit planning in order to ensure alignment to the standards and to sequence instruction to the intended outcomes. | **Teachers:**  
- Use the curriculum to identify the assessed standards.  
- Use the curriculum to backmap the unit plan and develop a timeline.  
- Post objectives and standards to include the unit and lesson number.  
**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 PARCC.  
**Documentation:**  
- Unit reflections and backmapped timelines will be submitted as a result of grade/team planning.  
- Informal and formal observations  
- AP, Principal, and STAT will monitor the sequence and alignment of instruction and implementation. |

**Professional Learning Plan:**

Teachers will gain a deeper understanding of foundational math skills and Standards of Mathematical Practice.

Teachers will receive support unpacking CCSS and backmapping units of instruction.

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: Mathematics PD for families in order to inform them and build capacity in developing foundational skills.  
- Spring: Family Learning Night to build capacity in all areas.  

**Documentation**  
- Family participation  
- Surveys of intended learning