"Where relationships matter; and student-scholars, and staff thrive!"

439 Students

47%- 209 Asian

17%- 74 Caucasian

13%- 59 African American

15%- 65 Hispanic

7%- 31 Multi-Racial

<1%- 1 American Indian

Professional Staff: 35

4 NBCTs
5 in NB Process
26% 5-15 years experience
66% Greater than 15 years experience

Supporting Services Staff: 15

Special Education 18%

79 students with IEPs- 47 in our Learning For Independence program

English Language Learners 14%

61 students have limited english proficiency

FARMS 17%

75 of our student qualify for free and reduced priced meals

Well-being Goal:

All student-scholars will be able to name a stress-reduction strategy and we will see a decrease in the number of student-scholars stating they need help managing stress, based on the spring MCPS Student-Well-Being Survey.

- *In Spring 2022, 50.4% of our upper grades student-scholars stated that they needed support in managing their stress.*
- *In the most recent (December) student voice survey and focus groups, 42.6% of students stated that they are "always" or "sometimes" stressed.*
- *80% of scholars were able to name a strategy and 20% scholars in grades 2-5 were unable to name a stress-reduction or management strategy.*
  - *Addition of daily class meetings K-5.*
  - *Community circles with a focus on restorative/problem solving*
  - *Weekly Leader in Me lessons*
  - *Quarterly Town Halls to build community and focus on Leader in Me habits.*

Math:

All student-scholars, with a focus on African-American and Hispanic student-scholars, will meet the Evidence of Learning target for the district-level Eureka math assessments.

We will achieve this using all of the action steps on the following pages, especially:

- *Consistent, on-going utilization of the Equip pre-module assessments and implementation of the Equip resources at the whole-group and small-group level*
- *Regular data chats with analysis of Eureka math assessment data (both mid and end of module)*
- *Implementation of iReady math intervention and tutoring supports for scholars who are more than 1 year below grade level.*
  - *78% met the district level benchmark at the end of the 2022 school year EOL data compared with 52% of African American and Hispanic scholars.*
  - *77% of scholars in K-5 met this benchmark during MP1. 56% African American and Hispanic scholars in K-5 met this benchmark for Marking Period 1.*

Reflection: continue to address this discrepancy in data chats and ensure consistency with the use of equip and best first instruction in Eureka math.

We will achieve this using all of the action steps on the following pages, especially:

- *Daily implementation of the Really Great Reading curriculum*
- *Continuous professional development related to the science of reading and the shifts*
- *A renewed focus on small group instruction*
- *Implementation of research-based interventions to target phonics and comprehension skills.*
- *Data chats focused on analyzing Benchmark assessment data and MAP-R*
  - *75% met the external-level benchmark (MAP R and RF) at the end of the 2022 school year EOL data compared with 67% of Hispanic scholars.*
  - *83% of scholars in K-5 met these benchmarks during MP1. 73% African American and Hispanic scholars in K-5 met these benchmarks for Marking Period 1.*

Principal SLO Focus:

All student-scholars, with a focus on African-American and Hispanic student-scholars, will meet the Evidence of Learning target for the district-level Eureka math assessments. *For the SLO, I will focus specifically on Grade 5, which had the largest group of student-scholars not yet meeting the benchmark in marking period 1.*

Staff PD Focus:

- Keeping our anti-racist mission and vision at the center of all of our professional learning, decision-making and actions.
- Asset Based thinking and collaboration with Restorative Justice Unit
- Data analysis with an anti-racist lens
- Utilizing diverse texts with purpose in all classrooms

Impact on instruction and moving data: Instructional Support Team (IST) visiting classrooms to see planning implemented. Admin conducted 100% informal observations of staff and provided feedback.

Anti-Racist Audit

- Examined MAEC Executive Summary and recommendations with staff at December PLC.
- IST Team in process analyzing school-wide data, to bring to ILT in February
- March Staff PLC will be spent analyzing school-wide data and beginning to craft an action plan which IST and ILT will refine.

Student Survey Questions (1-5)	All Respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic, Latino/a/x, or Spanish	Middle Eastern or North African	Native Hawaiian or Pacific Islander	White	Other	No Race Specified	Multiracial
4. My teachers encourage me to participate in class.	89.13	n≤10	90.41	88.24	94.12	83.33	n≤10	88.57	n≤10	n≤10	90.48
5. I am comfortable asking my teachers questions about my schoolwork.	73.38	n≤10	79.73	47.06	58.82	75.00	n≤10	62.86	n≤10	n≤10	57.14
7. What I am learning at school reflects the experiences and contributions of people from my racial, ethnic, and/or cultural background.	46.38	n≤10	45.95	75.00	58.82	25.00	n≤10	42.86	n≤10	n≤10	47.62