

School Improvement Action Plan 2021-2022 School Year

SCHOOL NAME	Sargent Shriver Elementary School
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Building on our work from last year, the 2021-2022 School Improvement Plan (SIP) will focus on recovery and addressing the ongoing impact of the pandemic on our students and staff. The equity impact questions that guide our work note that as leaders during these unprecedented times it is important for us to lead discussions with our teams that encourage them to slow down their thinking to explore new more adaptive possibilities. The questions below will help you develop more adaptive and equitable approaches. What COVID has taught us is that what we have always done in the past doesn't work in our current state.

All schools have the same SIP goal: ***To mitigate the learning interruptions to ensure all students are on grade level or higher for literacy and math by the end of the year.***

This action plan should serve as a living document and be used to capture your school improvement work throughout the year. Please add links to this document that represent your reflections, plans, and results. You will notice the guiding questions reflect our commitment to support your leadership teams in embedding the focus on equity and learning on anti-racism into all of your work. Your entry point and depth of work within each of the categories below will be differentiated based on the needs of your school and where you are with your current leadership work.

Questions	Completed & Intended Action Steps	Who & When (Lead & Setting)	Outcomes (Links to Artifacts & Evidence)
Equity <i>What actions are you taking to create an equitable school environment?</i>			
EQUITY <ul style="list-style-type: none"> Who are the students whose voices we need to hear from in order to respond to their academic and social-emotional needs? What processes will you use to reflect through a racially conscious and culturally proficient lens? What focused professional learning and structures do your staff need to be reflective, culturally responsive educators? What structures do you have in place to ensure that all of your decisions are made through a racially conscious and culturally proficient lens? 	Student Academic and Social Emotional Needs <ul style="list-style-type: none"> TOMMY - Teachers Offering Meaningful Mentoring to Youth Individual staff member and student meet casually at least once a month to build student confidence and develop positive social skills Student Support Teacher Professional Learning & Structures	School Leadership Team Teachers & Paraprofessionals Administration Core Team Community School Liaison	Agendas <ul style="list-style-type: none"> 8/16/21 - SLT agenda 8/17/21 - SLT agenda 8/18/21 - SLT agenda 10/25/21 - SLT agenda TOMMY <ul style="list-style-type: none"> TOMMY Staff Sign Up TOMMY Parent Letter Professional Learning and Structures

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	<ul style="list-style-type: none"> • Greeting students as they enter learning spaces • Increasing participation of students who appear present but not engaged • Calling parents when students are absent • Engaging in reflective discussions using the Planning for Powerful Instruction guiding questions • Using identified instructional strategies (Criteria for Success, Sentence Stems, word Banks & Student Discourse, key messages, and picture support) to support student learning • Providing support during Collaborative Planning sessions <p>Culturally Proficient Structures</p> <ul style="list-style-type: none"> • Ongoing reflective discussions about building an anti-racist school • Using co-teaching practices to improve student learning • Using 'Translanguaging' strategies to increase students' access to the content • Using English Language Development (ELD) Lessons 		<ul style="list-style-type: none"> • Planning for Power Instruction • Grade-Level Planning Documents (3rd grade) <p>Vision and Mission</p> <ul style="list-style-type: none"> • SLT Working Session • Agreements • Restorative Justice Vision <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Instructional Strategies Working Session
Questions	Completed and Planned Action Steps	Who & When (Lead & Setting)	Outcomes (Links to Artifacts & Evidence)

Literacy and Math

Goal: Mitigate the learning interruptions to ensure all students are on grade level or higher for literacy and math by the end of the year.

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How do we know where our students are entering and how do we monitor and respond to the student progress?

DATA REVIEW

- Compare your baseline literacy and math data in the context of students' prior performance and performance during the pandemic to plan for individual growth. Disaggregate your data by race, ethnicity, and service group. What does it tell you?
- Keeping the Evidence of Learning Framework as a focus, consider the classroom, district, and any additional measures you may have collected locally. What do you see as you compare & analyze student engagement data, second semester grades & fall data. What do you notice by race, ethnicity, or service group?

Math and Literacy Baseline Data

- Baseline data: MAP P/M, MAP RF/R, Benchmark assessments, Eureka assessments
- Common formatives - weekly planning with teams to ensure we are continually assessing students' understanding

Evidence of Learning

- Using Fall 2021 MAP data to determine which students are below, on, and above grade level
- Using the District EOL measures (Eureka and Benchmark EOL assessments) to discuss what additional supports are needed

School Leadership Team

Grade-level teams

Focus teachers

ESOL Teachers

SPED Teachers

Administration

Literacy and Math Baseline Data

- Summer SLT
- ### **District Data - EOL Math Fall**
- Data Chats
 - Kindergarten
 - 1st
 - 2nd
 - 3rd
 - 4th
 - 5th
 - Capture Sheet

External Data

- 10/18/21 - Staff meeting Agenda
- Grade-Level Needs

DATA DRIVEN DECISION MAKING

- How will the school leadership team use the results of diagnostic assessments (curriculum/formative, grades, or NWEA-based) with staff to modify instruction and plan for individual student growth?
- How will the ILT and team leaders/CS/RTs work with colleagues to interpret and use the results of data? What does this data cycle review and adjustment process look like? How frequently will it be reviewed and in what manner, to ensure clear focus on students' racial and linguistic differences?
- How is your team providing or directing resources (interventions, tutoring, GBTLA) to students most in need of support?

Diagnostic Assessments

We will use the results to develop the following differentiated groups to support students' needs.

- General Instruction (Tier 1 Core Instruction)
- Targeted Instruction / Interventions (Tier 2)
- Intensive Instruction/ Interventions (Tier 3)
 - Use data to determine students for tier 2/3

School Leadership Team

Staff

Kid Talks

- Agenda (2nd grade)
- Documentation

Interventions

- 10/11/21 - Staff meeting

Small groups (reading & math)

- Data Disegration Folder (MAP - reading & math)

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<ul style="list-style-type: none"> How will the professional learning needs of staff be determined? How will professional learning be distinguished for teachers, paraeducators and leaders? Who will be involved in designing and delivering PD for staff? 	<p>interventions, prioritizing students who received interventions previously and students 2+ years below grade level</p> <ul style="list-style-type: none"> Teams will review MAP data to determine and prioritize the needs of students MAP data will be reviewed by teams after each administration <p>Professional Learning Needs</p> <ul style="list-style-type: none"> Collaboration between classrooms and content specialists to plan tier 2 interventions for students to be used within the classroom Content specialists attend weekly planning to determine the needs for teachers to ensure student learning 		
STUDENT LEARNING EXPERIENCES			
<ul style="list-style-type: none"> What are the things your staff learned or used this year (with technology or curriculum & instruction) that worked for students? Which students and why? What will you keep? What do you want to refine or build upon? How will you utilize tutoring, interventions, and other strategies to expand opportunities for student support? How are you using your master schedule to ensure students have opportunities for support? Consider specific staffing and schedule moves for students learning English or for students with disabilities that support access and opportunity. 	<p>Technology and Instruction</p> <ul style="list-style-type: none"> Continue with our expertise of integrating technology to enhance learning experiences Use previous technology learning platforms from last year and explicitly plan for how to use them in the classroom Using technology to accommodate students' current performance levels 	<p>All Staff</p>	<p>Master Schedule</p> <ul style="list-style-type: none"> I/E Block Expectations and Support <p>AMPS Schedule</p> <p>Voice Surveys</p> <ul style="list-style-type: none"> Fall 2021 Student Voice Survey Fall 2021 Student Voice Survey Results Fall 2021 Teacher Voice

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	<p>Dreambox</p> <ul style="list-style-type: none"> ● Available to all students ● Provides students opportunities to develop and refine foundational skills in math in the classroom or at home <p>Interventions</p> <ul style="list-style-type: none"> ● Analyzing data and collaborative planning for Tier II and Tier II interventions ● 20 minutes a day specifically for interventions/enrichment <p>Master Schedule</p> <ul style="list-style-type: none"> ● Maximizes student learning ● Reduces transition time ● Provide time to engage in community circles and SEL lessons ● Restorative Justice practices ● Time for students to meet with a student support teacher - This helps with mindfulness and reflective strategies for students. ● Intervention Blocks <p>I/E Block</p> <ul style="list-style-type: none"> ● A built in block strictly for interventions or enrichment ● Classroom teachers, focus teachers, ESOL teachers, and SPED teachers can utilize the 20-30 minute block to provide Tier II and Tier III interventions to students. <p>School Events</p>		<p>Survey</p> <ul style="list-style-type: none"> ● Fall 2021 Teacher Voice Results ● Fall 2021 Para Voice Survey ● Fall 2021 Para Voice Survey Results
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	<ul style="list-style-type: none"> • STEM • Reading • Math <p>Field Trips Assemblies CARES Tutoring LEAP</p> <ul style="list-style-type: none"> • Provides extended academic and enrichment programming that has a positive measurable impact on students 		
LEADER LEARNING			
<ul style="list-style-type: none"> • What learning does the leadership team need to be able to effectively support the transition back to in person learning? • How are you maintaining the focus for leader learning on how to lead and create change with a clear focus on students' racial and linguistic differences? • How are you re-visiting, refining and re-establishing your leadership team's expectations for good first instruction, daily? 	<p>Leadership Team Learning</p> <ul style="list-style-type: none"> • Ongoing engagement of Shared Leadership practices to monitor and make agreements that support school improvement • Ongoing professional development on becoming an anti-racist school • Ongoing staff professional development on using *Co-teaching practices, *Anti-Racist Leadership, *Peer Coaching, and *Facilitating Classroom Visits <p>Leader Expectations</p> <ul style="list-style-type: none"> • Informal & Formal Observations • Classroom Visits led by Instructional Teams & teachers • Meeting evaluations to improve professional 	<p>Administration</p> <p style="text-align: center;">SDT RS MCC</p> <p style="text-align: center;">Staff</p>	<p>Peer Coaching</p> <ul style="list-style-type: none"> • 9/27/21 - SLT Agenda • Peer Visit Calendar <p>Professional Development for Leaders and Staff</p> <ul style="list-style-type: none"> • Topics and agreements for our professional development this year. <p>Learning for Leaders</p> <ul style="list-style-type: none"> • 8/16/21 - SLT agenda • 8/17/21 - SLT agenda • 8/18/21 - SLT agenda • 10/25/21 - SLT agenda (Anti-Racist Leadership) • 11/29/21 - SLT Agenda <p>Classroom Visits</p> <ul style="list-style-type: none"> • Classroom Visit Look Fors <p>Extended Team Study and Team Study</p> <p>Administrative Observations</p>

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	<ul style="list-style-type: none"> development Collection of data for reading (foundational skills, fluency, comprehension) Collection of data for math Include scaffolds and modifications to build on established language and cultural backgrounds Enhance our extended team studies and build teachers' capacities as teacher leaders Supporting teachers so they can support other Schedule of peer visits 		<ul style="list-style-type: none"> Look Fors
Questions	Completed & Intended Action Steps	Who & When (Lead & Setting)	Outcomes (Links to Artifacts & Evidence)
<p><u>Social Emotional Well-Being and School Climate</u> <i>How do we assess and respond to our students' social-emotional health during this time?</i></p>			
WELL-BEING			
<ul style="list-style-type: none"> Who leads your SWT (Student Wellbeing Team)? What is the work they prioritize and what data do they collect and review? Who are the students most impacted by not having been in school? How will you align resources and/or programs to support those needs? How will you proactively plan for space for students and staff to process the current climate around race and the pandemic? 	<p>Student Wellbeing Team</p> <ul style="list-style-type: none"> Ongoing meetings with the Student Well-Being Team provides opportunities to engage in follow up discussions, identification of new students & alignment of resources to support student needs Working with school- and central-based personnel, as well as MCPS partnerships, to support students and their families' needs 	<p>Student Wellbeing Team</p> <ul style="list-style-type: none"> School-based Central office Linkages to Learning <p>Staff</p> <p>Student Support Teachers</p> <p>Counselors</p> <p>TOMMY Mentoring Team</p>	<p>Student Wellbeing Team</p> <ul style="list-style-type: none"> Student Wellbeing Team Student Wellbeing Capture Sheet Student Wellbeing Guidelines <p>Restorative Justice</p> <ul style="list-style-type: none"> 9/13/21 - Staff meeting agenda 9/20/21 - Staff meeting agenda

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	<ul style="list-style-type: none"> Collaborated with the School Leadership team to identify what work needs to prioritize and what data needs to be collected. <p>Resources and Programs</p> <ul style="list-style-type: none"> Linkages to learning <p>Planning Space for Students</p> <ul style="list-style-type: none"> Using morning meetings and community circles to provide opportunities for students to share their thoughts and feelings <p>Student Support Teacher</p> <ul style="list-style-type: none"> Provides mindfulness lessons to classes Resource to teachers to help students <p>Schoolwide Practices</p> <ul style="list-style-type: none"> Using "In-Person Learning Document" document to support questions about returning to school Using of protocols and look fors to support our work of school improvement Using affective statements when conversing with others Trauma informed teaching strategies PD TOMMY - Teachers Offering Meaningful Mentoring to Youth Student check ins <p>Triad Team</p> <ul style="list-style-type: none"> Engaging in reflective discussions to support 		<p>Trauma-Informed Teaching PD</p> <ul style="list-style-type: none"> 11/15/21 - Staff meeting <p>Student Space</p> <ul style="list-style-type: none"> Morning Meetings & Community Circles <p>Mindfulness Lessons</p> <ul style="list-style-type: none"> Mindfulness Activity Calendar - October <p>NED's Mindset Mission</p> <ul style="list-style-type: none"> Assembly focused on growth mindset
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	positive workspaces for staff		
SCHOOL CLIMATE FOR STAFF			
<ul style="list-style-type: none"> • What is the state of your school climate? What data did you collect & what does it tell you? Who among your staff does your climate serve and who does it neglect? What does this look like with respect to race, ethnicity, and work/job assignment? • What are the intentional moves you will use to assess the state of team collaboration and relationships in order to deepen & strengthen professional learning communities in the school? 	<p>State of School Climate</p> <ul style="list-style-type: none"> • Continuation of 2019 agreements • Reviewed our previous year's climate questions to guide our work this year. • Created work groups to develop action items on how to improve our climate <p>Social Committee</p> <ul style="list-style-type: none"> • Social Committee is a team of school-based people that plan and organize fun events for staff members to come together and enjoy each other's company <p>New To Shriver Committee</p> <ul style="list-style-type: none"> • This committee supports new teachers in our building. We met to review topics such as classroom management, grading & reporting, etc. <p>Paraprofessional Professional Development Meetings</p> <ul style="list-style-type: none"> • The purpose of these meetings is to support paraprofessionals and their learning for student support. Topics include intervention and small group resources, accessing Benchmark and Eureka lessons, etc. 	<p>Staff</p> <p>Social Committee</p> <p>SDT RS MCC</p> <p>Administration</p> <p>Triad Team</p>	<p>Climate workgroups</p> <p>New to Shriver</p> <ul style="list-style-type: none"> • 10/5/21 - New To Shriver Agenda • 11/9/21 - New To Shriver Agenda <p>Paraprofessional Professional Development Meeting</p> <ul style="list-style-type: none"> • 10/15/21 - Paraprofessional PD Agenda

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	<p>Triad Team</p> <ul style="list-style-type: none"> Continue to meet with our Triad Team to hear staff voices <p>Office Hours</p> <ul style="list-style-type: none"> Support to teachers for grading & reporting Small group planning 		
SCHOOL CLIMATE FOR STUDENTS AND FAMILIES			
<ul style="list-style-type: none"> How will you support staff in their learning about trauma informed practices? What will you do to ensure that all staff have completed the asynchronous trauma informed training and completed the checklist that is a part of part one of that training? How will your leadership teams/school use the school-specific <i>Culture of Respect Module</i> student survey data to drive discussions and actions to build a healthier culture/climate around recognizing/reporting bullying, harassment (sexual harassment / Title IX), hazing, gender identity norming, hate-bias, etc.? (secondary schools only) How will you collect parent voices to understand and support student well-being and a welcoming environment for families through a racially proficient lens? 	<p>Trauma-Informed Practices</p> <ul style="list-style-type: none"> -- Children & Families - Suggest therapy, counseling, sharing resources with our staff and students/families, elevate the importance of routine calming practices, creating settings that support soothing spaces, paying attention to our bodies and how we project, acknowledging triggers, the process of regulating/relating/releasing, etc. Schoolwide PD on trauma-informed teaching <p>Family Tuesdays</p> <ul style="list-style-type: none"> For all parents and students to for more information Navigate technology such as parentvue <p>Parent Voice</p>	<p>Counselors</p> <p>Student Support Teacher</p> <p>Community School Liaison</p> <p>Administration</p>	<p>PTA</p> <ul style="list-style-type: none"> September Dine Out October Dine Out <p>Staff Meetings: Restorative Justice</p> <ul style="list-style-type: none"> 9/13/21 - Staff meeting agenda 9/20/21 - Staff meeting agenda Affective Statement Quick Guide <p>Staff Meeting: Trauma-Informed Teaching</p> <ul style="list-style-type: none"> 11/15/21 - Staff meeting <p>Fall 2021 Student Voice Survey Fall 2021 Student Voice Survey Results</p> <p>Parent Engagement Committee</p> <ul style="list-style-type: none"> 9/29/21 - slides 10/27/21 - slides

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	<ul style="list-style-type: none"> ● PTA ● PTA Events ● Parent Engagement Committee <p>Student Voice Surveys</p> <p>Parent Engagement Committee</p> <ul style="list-style-type: none"> ● How staff and parents can support each other ● Plan family nights <ul style="list-style-type: none"> ○ STEM ○ Reading ○ Math ○ Middle School Night <p>Restorative Justice for Students</p> <ul style="list-style-type: none"> ● Affective statements ● PD on restorative justice <p>Award Assemblies</p> <ul style="list-style-type: none"> ● First & Second Semester <p>The NED Show</p> <ul style="list-style-type: none"> ● Encourage students to have a growth mindset <p>Second Step/Social Emotional Lessons</p> <ul style="list-style-type: none"> ● Specific lessons to teach students social skills and how to regulate their emotions <p>After School Services:</p> <ul style="list-style-type: none"> ● Community Bridges - up and rising girls ● Coach Tre <ul style="list-style-type: none"> ○ Sports training and academic tutoring ● Community Kitchen ● CARES - before and after 		<p>Family Tuesdays</p> <ul style="list-style-type: none"> ● 10/26/21 ● 11/9/21
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	<p style="text-align: center;">school tutoring</p> <p>Teachers Offering Meaningful Mentoring to Youth (TOMMY)</p> <ul style="list-style-type: none">• Provide interpersonal communication, building students' self-esteem, making connections, building social skills, and being an additional support for students at school		
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