**Reisterstown Elementary School**

**Community School Progress Summary 2021-2022**

**Pamela Oliver-Jones, Principal**

|  |  |
| --- | --- |
| **BCPS Vision:** Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of creating, sustaining, and investing in excellence for every student, every school, and every community. | **School Mission:** The mission of Reisterstown Elementary School is to maintain high academic standards equipping our 21st century students with the necessary tools to become life-long learners, responsible citizens, and productive community members. |
| **ACTION STEPS** |
| **Mathematics** | **Culture** |
| **Action Step(s):** * Time on task should reflect high expectations and ensure that students do the vast majority of the cognitive work of the task. (TSI-Special Education)
* Teachers will provide opportunities for small group guided practice and provide timely and specific feedback to students that reflects high expectations and alignment to the rigor of the standard. (TSI–Special Education)
 | **Action Step(s):** * Create opportunities for teachers to receive PD for Bridges Math and provide follow up to make sure program is taught with fidelity.
* Create a schedule for monthly grade level/PLC collaborative meetings to provide teachers with time for long-range and daily planning and review of student work.
* Math resource teacher and staff development teacher will co-plan and co-teach with teachers.
* Data analysis during grade level planning sessions to discuss next steps to drive instruction.
 |
| Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment. |
| **Literacy** | **Culture** |
| **Action Step(s):** * Time on task should reflect high expectations and ensure that students do the vast majority of the cognitive work of the task. (TSI-Special Education)
* Teachers will provide opportunities for small group guided practice and provide timely and specific feedback to students that reflects high expectations and alignment to the rigor of the standard. (TSI–Special Education)
 | **Action Step(s):** * Create opportunities for teachers to receive PD for Open Court and provide follow up to make sure program is taught with fidelity.
* Reading specialist and staff development teacher will co-plan and co-teach with teachers.
* Data analysis and review of student work during grade level planning sessions to discuss next steps to drive instruction.
* Create a schedule for monthly grade level/PLC collaborative planning meetings to provide teachers with time for long-range and daily planning focused on standards and comprehension strategies and use of culturally responsive texts.
 |
| Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment. |
| **Safe and Secure Environment** | **Culture** |
| **Action Step(s):** * Teachers will identify and implement appropriate scaffolds for instruction to promote student independence and to ensure students receiving special education services can access grade level content.
* Teachers will provide multiple and flexible methods of presentation to give students varying ways of acquiring and demonstrating knowledge.
* Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students.
 | **Action Step(s):** * Resource staff will co-plan and co-teach with teachers to assist with scaffolding and providing alternative means of presentation for formative assessments.
* School’s equity team will provide opportunities for teachers to engage in conversations surrounding race.
 |