



Data Summary Statements

MCMS has focused on support for Emerging Bilingual students for the past three years. In the past we led a building wide Cycle of Inquiry focused on Vocabulary Acquisition and were able to document promising results. Our MAP data from 21-22 showed significant growth in both reading and math across all three grade levels. However, MAP data continues to show disparities amongst our students of color and Emerging Bilingual students in terms of overall performance (not necessarily growth). Grade data shows higher percentages of “No Grades” and “No Pass” for Emerging Bilingual students and students served by Special Education. Panorama survey data on a schoolwide level in 21-22 showed drops in Student Sense of Belonging and Cultural Awareness and diversity and areas of growth for Teacher Self-Efficacy and working with challenging students.

Goals

All staff will learn about and implement specific strategies and practices of Universal Design for Learning (UDL) in their classes by the end of Quarter 2 and continuing throughout the rest of the year. Measured outcomes will be an increase in reading scores for our students from Fall 2021 to Winter 2022 MAPS Assessments.

All staff will examine grading practices to incorporate Equitable Grading Practices by the end of the first semester. This work will focus on common language in rubrics and more opportunities for varied forms of assessment. This will be measured by examining pass rates of historically marginalized groups over time.

All staff will engage in empathy interviews/mustang mingle (1 per quarter) to develop connections and relationships with students. Measured outcomes will include an increase in Panorama Data in the categories of belonging and cultural awareness.

SEL curriculum delivered through our advisory program schoolwide will focus on emotional regulation and identify emotions. Measured outcomes will include increases in Panorama Data in the categories of social awareness, specifically in the category labeled “How Clearly are you able to describe your feelings?”.

| Staff Learning Setting | Leadership Moves and Practices to Implement | Teacher/Counselor/Specialist Practices to Work Towards and Observe |
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| <p>Learning Communities</p> <ul style="list-style-type: none"> ● Whole Staff Learning ● Grade Level / Subject Area PLCs ● School Teams (Equity, Circles of Support, etc.) | <ul style="list-style-type: none"> ● Determine high leverage instructional strategies to focus on in PD in collaboration with the ELD and SPED team. ● Clearly communicate building wide goal and focus that connects to all of our work. ● Grade level PLC - SMART Goals aligned with school goals with narrow focus and clear action steps for instructional practice ● Schoolwide equity team supports in examining data - leading student focus groups and lead study of anti-racist educational practices ● Provide time for Language specialists to continue to highlight best practices in supporting EB and all students ● Whole staff, grade level and content teams shared learning on equitable grading practices. | <ul style="list-style-type: none"> ● PLC team goals aligned to building goals ● Regular implementation of learned instructional strategies ● Instructional practices aligned to support building wide goals ● Equitable grading practices in place and more commonality across grade levels (rubrics, point scales, language, etc.) |
| <p>Learning Observations & Walkthroughs</p> <ul style="list-style-type: none"> ● Based on identified practices teachers are working on from frameworks: 5 Ds, UDL, 7 Components ● Lens of anti-racism ● Follow up with PLCs and School Teams | <ul style="list-style-type: none"> ● Identify key practices that must be in place. Universally Designed Lessons, performance based learning targets, and reading strategies. ● Collect data on usage of UDL and give direct feedback on usage. ● Provide building level PD to support instructional implementation ● Closely tracking data to inform next steps (disaggregated and underserved populations as a focus) | <ul style="list-style-type: none"> ● Universally designed lessons, vocabulary acquisition strategies, and reading strategies implemented ● Co-planning with specialists to plan for universally designed lessons and strategies ● Intentional planning and teaching of vocabulary acquisition and reading strategies ● Performance based learning targets in place daily ● LTX3 rule: Learning targets must be referred to three times throughout the lesson (launch, application and reflection at end of lesson) ● Employ equitable grading practices to recognize the learning and meet the needs of all student populations |
| <p>Mentoring & Coaching</p> <ul style="list-style-type: none"> ● Intentional connections between practices school is working towards and individuals' goals conference | <ul style="list-style-type: none"> ● Supporting Co-planning meetings ● Universal Design for Learning frameworks review/practice/processing ● Regular class visits with clear feedback ● Highlight high leverage strategies with staff (teacher share out at staff meeting) ● Time in shared learning focused on Empathy Interviews, emotional regulation strategies, to | <ul style="list-style-type: none"> ● Consistent use of performance based learning targets ● Consistent use of vocabulary acquisition and reading strategies. ● Consistent co-planning ● Use of Universal Design for Learning frameworks |

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| <ul style="list-style-type: none"> ● Leaders' instructional leadership learning and practice ● Making feedback process a regular part of leadership and school learning ● Intentional connections between teachers, staff, and students that work towards cultural awareness and intentional development of relationships | <p>bolster teacher efficacy in these areas in their roles as mentors</p> | |
| <p>External Expertise</p> <ul style="list-style-type: none"> ● Connecting district-wide professional learning to school professional learning ● Informing and influencing district learning based on school learning needs ● Identifying what we don't have the internal capacity to learn and practice, using it to seek out external expertise | <ul style="list-style-type: none"> ● District Level ELL support for consult and regular collaboration ● Use of ELL workgroup strategies and planning ● ELL conferences and support ● Panorama Survey data with focus on anti-racisit actions, belonging, and cultural awareness ● Student Services support with UDL practices ● District Equity Team | <ul style="list-style-type: none"> ● Participating in staff PD opportunities ● Examine Panorama Data ● Engage in anti-racist practices in classroom ● Interrupt acts of racism and harassment ● Student Equity and Leadership Team |
| <p>Workshops & Courses</p> <ul style="list-style-type: none"> ● Fostering individuals' capacity building that supports school learning ● Forming cohorts for shared workshop and course learning ● Connecting workshops and outside learning to school learning | <ul style="list-style-type: none"> ● Organize November PD opportunities around building and mid level goals ● Continue to highlight elements of Grading for Equity text in professional learning | <ul style="list-style-type: none"> ● Identify Goal Areas in meetings with teachers and encourage PD opportunities (conference, workshops) around those goals. ● Equitable grading practices in place and more commonality across grade levels (rubrics, point scales, language, etc.) |

Specific **M**easurable **A**ttainable **R**ealistic **T**imely

SEL Sample goals:

- 1) I will Routinely (3x per week) incorporate emotional regulation strategies into my classroom routines and practice to establish and maintain a safe learning environment for all learners.
- 2) I will make time to conference with all of my students about their academic progress at least once per quarter
- 3) I will engage in more detailed empathy interviews (Mustang Mingles) with students in my classes at least 2x per quarter.
- 4) I will bring forward one new advisory lesson for my grade level team to review/evaluate/implement in q2-4

UDL Sample Goals:

- 1) I will implement 2 new engagement strategies for students by the end of q2
- 2) I will offer multiple talk strategies for students to choose from when engaging in dialogue with their fellow peers by end of q2
- 3) I will create at least 2 additional forms of assessment for students in alignment with existing assessments to provide more opportunities and varied ways for students to demonstrate their learning.

Reading / talk strategies strategies sample goals:

- 1) I will implement 2 ELL talk strategies into my instructional practice regularly by the end of quarter 2.
- 2) I will implement a new reading strategy and accompanying graphic organizer into my instructional practice in quarter 2

Equitable grading practices sample goals:

- 1) I will review my grading practices with colleagues, supervisor, or grade level team by the end of q2 and evaluate their alignment with the equitable grading practices we have explored in our professional learning.
- 2) I will create more structured opportunities for students to revise/retake assignments and assessments and re-evaluate that policy with student feedback by the end of q2.
- 3) I will clearly link standards into my rubrics for assessment and feedback to students in their gradebooks as well by the end of q2.