

# Work Plan: 2022-2023

## Boeckman Creek Primary School

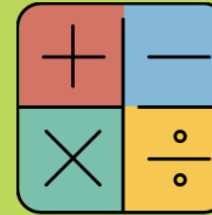
1



### Belief and Belonging

- All students feel seen and represented in the school community and learning experiences.
- Annual Panorama data supports decisions connected to student connection and support.

2



### Mathematics

- Students understand learning standards and learning targets connected to mathematics.
- Students can think flexibly and solve math problems in multiple ways.
- Mathematic concepts and vocabulary grow throughout the year.
- An aligned curriculum and learning strategies are foundational to growth.

3



### Literacy

- Students understand learning standards connected to reading and writing.
- Assessment and feedback is at the heart of all learning decisions.
- An aligned curriculum and learning strategies are foundational to growth.

4



### Growing Teacher Efficacy

- Professional learning is directly connected to our BCPS work plan.
- BCPS educators learn together through workshops, planning, and peer observation.
- Collaborative professional learning leads to aligned support and increased teacher efficacy.
- All BCPS community members are **learners**.

5



### BCPS Schedule

- The BCPS schedule grows our students socially, emotionally, and academically.
- Restorative conversations are at the heart of growth through problem solving.
- A sense of community drives how we, as adults, engage with students.

## Boeckman Creek Primary School Primary School Work Plan 2022-2023

### Data Summary Statements

What data tells us, how it determined our focus

- **Panorama Survey results for 3rd-5th grade:** We will check our 2022-2023 Fall Panorama results and aim to grow in favorability. This will be one data point that will help us measure our *Belief and Belonging* goal.
  - Social awareness: 69% favorable responses (60-79th percentile)
  - Growth mindset: 63% favorable responses (80-99th percentile)
  - Self-efficacy: 57% favorable responses (40-59th percentile)
  - Emotion regulation: 51% favorable responses (60-79th percentile)
- **MAP math assessment data for 2nd-5th grade students:** We will aim to decrease the regression by 50% during this year's MAP math data calendar. We will do this through monthly class and grade level internal data checks.
  - 30% of students showed regression from their fall to spring MAP math assessment
- **Fountas & Pinnel Benchmark Assessments:** We will monitor our internal reading assessments and determine what interventions are needed to move our emerging readers closer to grade level benchmarks.
  - 86 1st-3rd grade students currently receiving Title 1 reading support (previous year data)

### Goals

Student Outcomes

*If all students are engaged in learning at their zone of proximal development and if all students increase their capacity to be independent learners, then...*

- All students will make growth in the areas of social awareness, growth mindset, self-efficacy and emotion regulation as measured by our Panorama Survey data. **(belief and belonging)**
- All students will make expected or accelerated growth in math, as measured by MAP and internal math assessments. **(mathematics)**
- All students will make expected or accelerated growth in reading, as measured by Fountas & Pinnel benchmark assessments and internal reading assessments. **(literacy)**
- All students will experience high leverage instructional and engagement strategies which will generate equitable outcomes for each student. This level of shared teacher efficacy will be grown and supported during Tuesday Learning Collaborative and early release days. **(teacher efficacy)**

Staff Learning Setting	Leadership Moves and Practices to Implement	Outcomes: Teacher/Counselor/Specialist Practices and Student Learning Behaviors to Work Towards and Observe
<b>Learning Communities</b> <ul style="list-style-type: none"> <li>● Whole Staff Learning during Tuesday Learning Collaborative and early release days.</li> <li>● Grade Level learning sessions.</li> <li>● Classroom learning walks.</li> <li>● Equity Team</li> </ul>	<ul style="list-style-type: none"> <li>● During our Tuesday Learning Collaborative sessions, we will:                             <ul style="list-style-type: none"> <li>○ analyze our Panorama Survey data and use it to plan instruction <b>(belief and belonging)</b></li> <li>○ continue to grow our understanding of social emotional learning including</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will continue to build their capacity to provide instruction and guidance with social emotional learning.</li> <li>● Teachers from our Equity Team will develop and lead professional learning sessions.</li> <li>● Teachers will create and embed formative assessments within their math workshop and reading workshop.</li> <li>● Teachers will use the information from formative assessments to differentiate instruction.</li> </ul>

<ul style="list-style-type: none"> <li>● Circles of Support Team</li> <li>● Para-Educator PLC</li> <li>● Title 1/ELD Team</li> <li>● Leadership Team</li> <li>● Triad Professional Development opportunities</li> </ul>	<p>restorative practices (<b>belief and belonging</b>)</p> <ul style="list-style-type: none"> <li>○ connect our internal equity team plan with the district equity team goals (<b>belief and belonging</b>)</li> <li>○ continue to grow our library collection so that it represents all of our students (<b>belief and belonging, literacy</b>)</li> <li>○ Collaboratively analyze student work to plan and tweak instruction (<b>literacy, mathematics, and all content learning</b>)</li> <li>○ continue to grow our understanding of formative assessments and how to create and implement assessments effectively and efficiently (<b>teacher efficacy and all content learning</b>)</li> <li>○ continue to build on our understanding and use of MAP math growth data to inform instruction (<b>teacher efficacy and all content learning</b>)</li> <li>○ develop criteria for bringing students into the Circles of Support process (<b>BCPS schedule</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will have a calibrated method for bringing students into the circles of support process.</li> <li>● Students will receive instruction with a focus on equity and community belonging.</li> <li>● Students will learn strategies to self-regulate and problem solve more independently.</li> <li>● Students will develop the skills necessary to grow as independent learners.</li> <li>● Students will be brought forward to the Circles of Support team in a more consistent and equitable manner.</li> </ul>
<p><b>Learning Observations</b></p> <ul style="list-style-type: none"> <li>● Learning observations will be linked to the BCPS work plan and individual professional goals.</li> <li>● Observations will include components of the 5 Dimensions of Teaching and Learning.</li> <li>● Observations will include the 7 Components of Inclusive Practices.</li> <li>● Observations will include components of the 5 Deeper Learning Pillars.</li> <li>● Follow up with Grade Level Teams/PLC</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teachers will be provided with opportunities to co-plan, and co-teach (<b>teacher efficacy</b>)</li> <li>● Learning Specialists, ELD teachers and Title 1 teachers will be provided with opportunities to co-plan and co-teach (<b>teacher efficacy</b>)</li> <li>● Time will be provided to learn teaching moves and strategies during Tuesday Learning Collaborative (<b>teacher efficacy</b>)</li> <li>● Observations of instructional practices, using the 7 Components of Inclusive Practices and the 5 Dimensions of Teaching and Learning to help focus observations and provide effective feedback (<b>teacher efficacy</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● Through collaboration, effective teaching practices will be practiced by all teachers. A strong focus will be on differentiating instruction to meet the needs of all students.</li> <li>● Teachers will continue to develop their co-teaching repertoire through practice and Tuesday learning sessions.</li> <li>● Teachers will be reflective as a result of the feedback they receive from observations in order to hone their instructional practices. This will be supported with the use of observational and reflective protocols.</li> <li>● Students will receive targeted instruction during learning experiences, as well as during strategic flexible group lessons.</li> <li>● Students will engage in learning strategies most likely to increase engagement and accelerate growth (productive discourse, regular feedback, etc.).</li> </ul>

<b>Mentoring &amp; Coaching</b> <ul style="list-style-type: none"> <li>● Intentional connections between the BCPS work plan and individual professional goals.</li> <li>● Creating and using the feedback process as a regular part of leadership and school learning</li> <li>● Learning specialist PLC.</li> <li>● Colleague observations.</li> </ul>	<ul style="list-style-type: none"> <li>● Goal setting meetings with teachers during Tuesday Learning Collaborative.</li> <li>● Weekly observations with the use of the BCPS formative drop-in template.</li> <li>● Circles of Support coaches will partner with classroom teachers to create common criteria and plan effective interventions.</li> <li>● Equity team will provide guidance and mentoring during early release days, professional days, and Tuesday Learning Collaborative.</li> <li>● Paraeducators will participate in training in the area of social emotional learning and small group reading support.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will be reflective as a result of the feedback they receive from observations in order to hone their instructional practices.</li> <li>● Teachers will grow their proficiency in analyzing student work in order to differentiate instruction more effectively and efficiently.</li> <li>● All teachers will implement interventions with fidelity.</li> <li>● New teachers will experience additional support (mentor teacher, additional learning observations) as they become members of our learning community.</li> <li>● Students will receive support from para-educators which will be aligned with the classroom experience and expectations.</li> </ul>
<b>External Expertise</b> <ul style="list-style-type: none"> <li>● Connecting district-wide professional learning to school professional learning</li> <li>● Informing and influencing district learning based on school learning needs</li> <li>● Identifying what we don't have the internal capacity to learn and practice, using it to seek out external expertise</li> </ul>	<ul style="list-style-type: none"> <li>● This work will primarily happen during early release, professional learning days, and Tuesday Learning Collaborative.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers involved in professional learning will grow their shared efficacy by learning together, trying in the classroom, receiving targeted feedback, and making adjustments.</li> </ul>

## Additional Documents: Staff Learning Survey & Formative Drop-In Observation Tool

# 2022 2023

## Guiding Professional Learning and Growth at BCPS



- Professional learning is a collaborative and social process.
- Professional learning is directly connected to our school work plan.
- Professional learning is differentiated.
- Professional learning encourages risk taking and productive struggle.
- Professional learning grows collective efficacy.

### 01

How comfortable are you with the four components of professional learning communities?

21%

Not Comfortable

54%

Sort of Comfortable

25%

Comfortable

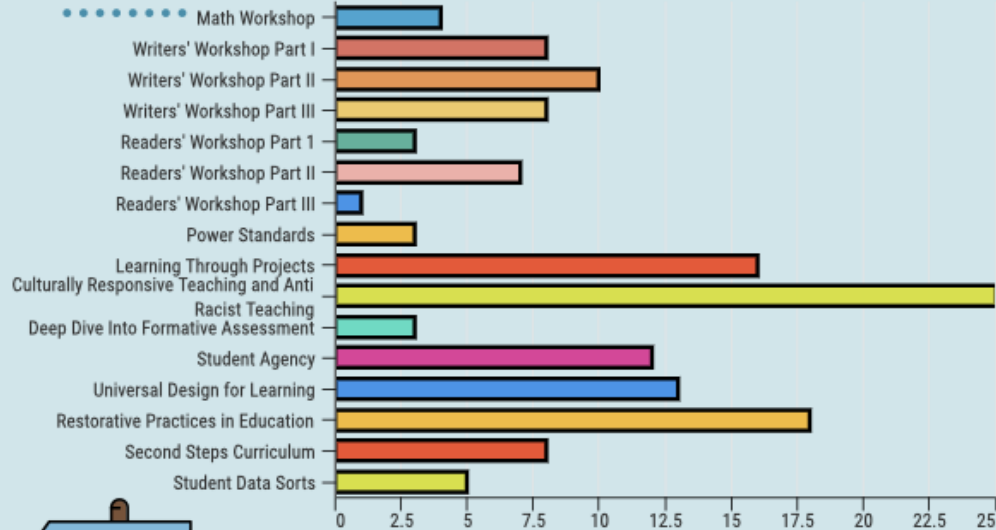


What are the **four** components of a PLC?

1. What do we expect students to learn?
2. How will we know if they have learned it?
3. How will we respond when some students do not learn?
4. How will we extend and enrich learning for students who have demonstrated proficiency?

## 02

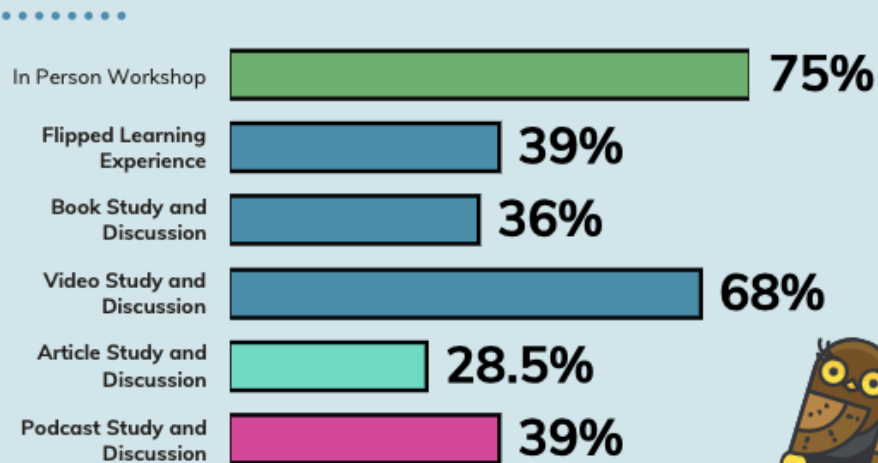
### What type of learning would grow your skills and knowledge as an educator?



**What does the graphic show?** The graphic above shows the number of teachers who are interested in each professional learning thread.

## 03

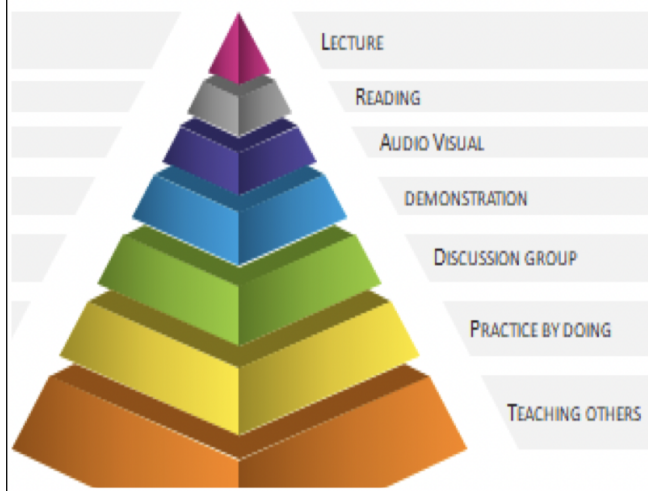
### How do you like to learn?



<b>Name:</b>	<b>Date:</b>	<b>Time:</b>	<b>Learning Experience:</b>
--------------	--------------	--------------	-----------------------------

<b>Goals, Objectives, Outcomes</b>	
<b>Routines and Structures</b>	
<b>Classroom Culture</b>	
<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Questions</li> <li>• Student Agency</li> </ul>	
<b>Other Information:</b>	

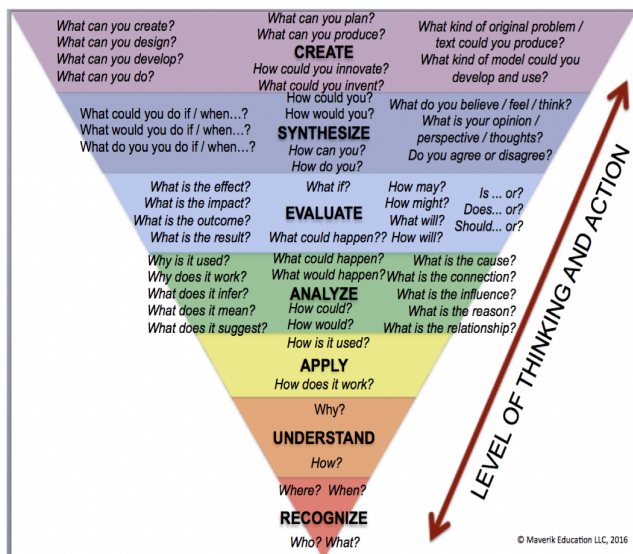
**Turn Over for Additional Information**



## Frequency

## Learning Activity Specifics

## GOOD QUESTIONS AND BLOOM'S REVISED TAXONOMY



## Think Time:

## Question Specifics:



