**Glyndon Elementary School**

**Community School Progress Summary 2021-2022**

**Principal, Tracy M. Robinson**

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| **BCPS Vision:** Baltimore County Public Schools will be among the highest performing school system in the nation as a result of creating, sustaining, and investing in excellence for every student, every school, and every community. | **School Mission:** Glyndon Elementary School is a place……of excellence where we set the foundation for college and career readiness, digital proficiency, and life-long learning…of educating the whole child through rigorous, relevant, and innovative teaching and learning experiences that foster creative and critical thinkers…of responsive teaching by empowering students to demonstrate collaboration, respect, and leadership in order to reach their maximum potential. |
| **ACTION STEPS** |
| **Mathematics** | **Culture** |
| **Action Step(s):** 1. Teachers will explicitly teach content aligned to the rigor of the standards including modeling through sharing their thought process aloud as they approach and complete tasks (i.e. “think aloud” strategy).2. Teachers ask critical thinking questions of all students and provide opportunities for all students to demonstrate independence.3. Teachers will implement system programs and resources with fidelity while being responsive to learner variability within the parameters of the programs and resources. | **Action Step(s):** 1. The Instructional Leadership Core Team will demonstrate a commitment to a culture of collaboration and engage in a cycle of continuous improvement and shared responsibility for student teaching and learning by engaging in collaborative planning of units and lessons in grade level teams to include support staff; identify a common system of assessments to administer and monitor as evidence of student learning; routinely and collaboratively examine student work using BCPS protocols; develop and implement strategies and ideas to build on strengths and address weaknesses in that learning; analyze the impact of the changes to discover what was effective and what was not.2. Constructive feedback provided from administration and peers on teaching practices and enhance capacity through professional development.3. Opportunities for parent/community engagement and student voice are part of the implementation plan. Stakeholder involvement documentation is collected and maintained. Utilize family feedback and suggestions to inform school decisions; Include families in the development and implementation of the SPP; Collaborate with stakeholders throughout the cycle of continuous improvement. |
| Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment. |
| **Literacy** | **Culture** |
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| Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment. |
| **Safe and Secure Environment** | **Culture** |
| **Action Step(s):** 1. 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.2. 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.3. Teachers will provide multiple and flexible methods of presentation to give students varying ways of acquiring and demonstrating knowledge. | **Action Step(s):** 1. The Instructional Leadership Core Team will focus on relevancy to our students’ cultures, interest, perspectives and lived experiences and will plan for explicitly teaching and modeling social emotional learning skills and strategies and integrate them into academic content. Book Talks/Practices will connect students to an inclusive and diverse classroom environment where teachers value students’ cultural and linguistic differences as assets and incorporate them into the learning process and the ILC will plan accordingly to increase/improve student belonging.2. Constructive feedback provided from administration and peers on teaching practices and enhance capacity through professional development.3. Opportunities for parent/community engagement and student voice are part of the implementation plan. Stakeholder involvement documentation is collected and maintained. Utilize family feedback and suggestions to inform school decisions; Include families in the development and implementation of the SPP; Collaborate with stakeholders throughout the cycle of continuous improvement. |