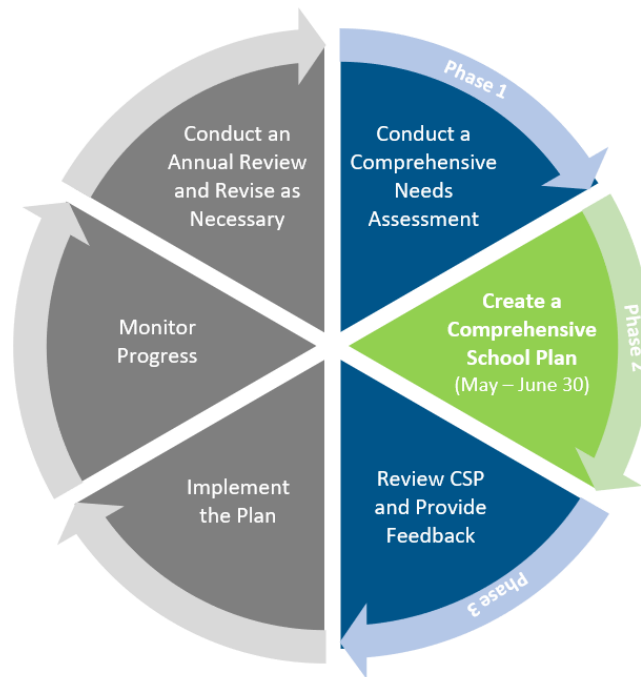


Maury ES SY2020-21 Comprehensive School Plan



Overview

The CSP is a **living document** that is focused on priority work and aligned to DCPS's A Capital Commitment – Strategic Plan. It will be closely monitored by the Chancellor, Chiefs of Schools, and the Instructional Superintendents to ensure school leaders have the resources and supports they need to be successful. Additionally, a snapshot of the CSP will be used as a public response to any questions around our school improvement work.

School leaders should work with their Instructional Superintendent and school staff to identify and target strategies that are responsive to the specific needs of their school communities. These strategies should be determined by the schools' Needs Assessment reflections, vision for the school year, and grounded in data. School leaders should also engage their school community in developing their CSP.

Shared Leadership

Quality school leadership is the foundation of school improvement

Insert your goals for Shared Leadership. You may also provide any additional context that may be needed to understand your goals.

- **Goal(s):** By the end of school year 2020-2021, Maury will have an updated collective school vision as measured by related Insight data.

Progress Monitoring <i>How will we know we are there?</i> <i>Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.</i> Measurable Indicators:	Status /Target*			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
Maury will have a clear updated vision to guide decisions in line with core beliefs and values of the school community.				
Monitor response to Insight's vision related items: (2019 item - "My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school.")				
Planning for Virtual/Hybrid Delivery				
Engagement in the process will likely have to occur virtually as any in-person time would be prioritized for student instruction.				

*Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

ACTION PLAN

What will be done, when, and by whom

Strategy 1: Development of a Theory of Action	Person Responsible	Timeline/Frequency
Core leadership team will develop a theory of action in consultation with a facilitator that has a longstanding relationship with the school community as a precursor to a vision statement.	Principal	August-September
Staff beliefs as captured in June PD and school values (The Five Stances) will be used to form the foundation of building a theory of action.	Principal, Instructional Coach	August-September
Planning for Virtual/Hybrid Delivery		
See above.		
Strategy 2: School Community Engagement	Person Responsible	Timeline/Frequency
Opportunities for feedback from staff and families will be provided prior to finalizing the vision statement.	Principal	September-November
Planning for Virtual/Hybrid Delivery		
See above.		
Equity Actions	Person Responsible	Timeline/Frequency
Ensure that outreach efforts are inclusive of instructional and support staff.	Principal	September
Ensure family engagement includes multiple modes of communication (email, text, voice, etc.)	Principal, Teachers	October-November
Planning for Virtual/Hybrid Delivery		

See above.

Resources to Support Implementation *The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)*
 Consultation with DCPS vendor facilitator for theory of action work and workshop alignment with Canvas rollout of virtual learning

Engagement
Working with parents, families, and community members to support student learning.

Insert your goals for Engagement here. You may also provide any additional context that may be needed to understand your goals.

- Goal(s):** Maintain at least 90% attendance for parent-teacher conferences and APTT meetings as measured in the Flamboyan portal.

Progress Monitoring <i>How will we know we are there?</i> <i>Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.</i> Measurable Indicators:	Status/Target* <i>On-track, off-track, n/a</i>			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
% attendance for parent teacher conferences and APTT meetings for BOY, MOY, EOY				
Monitoring attendance at key family events where applicable.				
Planning for Virtual Monitoring				
Conferences and meetings might need to be held in a virtual platform to comply with Covid-19 guidelines. Participation can be measured in attendance to virtual events or family meetings.				

*Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

ACTION PLAN <i>What will be done, when, and by whom</i>		
Strategy 1: Communication	Person Responsible	Timeline/Frequency
Continue to provide weekly communications through teachers and the principal on engagement opportunities.	Principal, Teachers	Weekly
Advertise upcoming conferences and parent academic meetings in advance.	Family Engagement Leads	Ongoing
Planning for Virtual/Hybrid Delivery		
See above.		
Strategy 2: Inclusion	Person Responsible	Timeline/Frequency
Ensure that we are offering accessible times and working to reach out to all families.	Family Engagement Leads	Ongoing
Have a second-step outreach effort for parents of students below grade level.	Teachers	Ongoing
Planning for Virtual/Hybrid Delivery		
See above.		
Equity Actions	Person Responsible	Timeline/Frequency
Monitor data regarding the participation of targeted groups (black families, economically disadvantaged families, families of students with disabilities)	Family Engagement Leads,	Ongoing

	Social Worker	
Planning for Virtual/Hybrid Delivery		
See above.		

Resources to Support Implementation <i>The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)</i>
Continued staff access to the Flamboyant Foundation portal data.

Culture of Achievement
<i>Establish routines and expectations that enable instruction, even as instruction is improving.</i>
<p>Insert your goals for Culture of Achievement here. You may also provide any additional context that may be needed to understand your goals.</p> <ul style="list-style-type: none"> Goal(s): By the end of 2020-2021 school year, the average seat attendance (hybrid or virtual) will be 90% or higher. If BOY trends indicate a major shift in our attendance numbers due to the virtual model, we will make adjustments as needed to ensure the goal is a SMART goal. At least 90% of homerooms will implement the Maury SEL model (Responsive Classroom, the Maury “Five Stances,” and Second Step) consistently as measured by observation and surveys throughout the year.

Progress Monitoring <i>How will we know we are there?</i> <i>Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.</i> Measurable Indicators:	Status/Target*			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
In-seat attendance %				
Training for Responsive Classroom, 5 Stances, and Second Step and resources provided				
Implementation of Maury SEL model				
Planning for Virtual Monitoring				
Procedures for monitoring attendance during virtual instruction will have to be updated (with DCPS guidance). Morning meetings will be the Responsive Classroom component that can be measured based on limited live hours with students.				

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ACTION PLAN		
<i>What will be done, when, and by whom</i>		
Strategy 1: Communication	Person Responsible	Timeline/Frequency
Staff and families will need to know changes to the attendance policy and schedules for hybrid/virtual purposes.	Attendance Counselor	August-September
Communicate with families of students early who are showing low attendance to identify needs for support.	Social Worker	
Planning for Virtual/Hybrid Delivery		
Ensure that students have technology access in the case of virtual instruction.	MSL	August-September
Strategy 2: Continued Engagement	Person Responsible	Timeline/Frequency
Provide continued communication and support for families to ensure consistent attendance.	Teachers	Ongoing

Provide regular feedback on completed assignments to ensure that the effort is recognized and encouraged.	Teachers	Ongoing
Planning for Virtual/Hybrid Delivery		
Teachers participate in training to ensure knowledge of how to provide feedback virtually and where to track data.	LEAP Leaders	August-September
Equity Actions		
Monitor data closely for students with disabilities, students below grade level and economically disadvantaged students.	Person Responsible Social Worker	Timeline/Frequency Ongoing
Planning for Virtual/Hybrid Delivery		
See above.		

Resources to Support Implementation <i>The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)</i>
Updated DCPS Attendance Policy for 2020-2021

Academics
<i>Refine the instructional program and develop the faculty to deliver quality programming and acceleration.</i>
<p>Insert your goals for Academics here. You may also provide any additional context that may be needed to understand your goals.</p> <ul style="list-style-type: none"> • Goal(s): • Math (2-5) - Students will demonstrate a 10% gain from the baseline average in proficiency in the numbers and operations domain on iReady by the EOY assessment. • ELA (K-2) - Students will demonstrate a 10% gain from the baseline average in proficiency on DIBELS by the EOY assessment. (equity focus: black students) • ELA (3-5) - Students will demonstrate a 10% gain from the baseline average in proficiency on the Reading Inventory (RI) by the EOY assessment.

Progress Monitoring <i>How will we know we are there?</i> <i>Identify the measurable indicators that lead to changes in practice, attitude, behavior, or systems observed if the strategy is having its desired impact that will lead to accomplishing the goal.</i> Measurable Indicators:	Status/Target*			
	Status at Term 1	Status at Term 2 (MOY)	Status at Term 3	Status at Term 4 (EOY)
ANet Math– Numbers and Operations proficiency (2-5)				
DIBELS -- proficiency with interim analysis of the Phonemic Awareness PSF (K-1) and Letter Sound/NWF-CLS (K-2)				
RI – proficiency (3-5)				
Implementation of personalized learning (training, walkthrough evidence, student transfer)				
Planning for Virtual Monitoring				
ANet, RI and DIBELS are already online assessments. Staff may need training in TRC because we have typically used Fountas and Pinell. If there are in-person days, those students attending in person would be assessed at school for increased accuracy. For all virtual assessments, we would also need to communicate expectations to families about test integrity.				

*Status: Progress code (i.e., C-Complete, I-Initiated, P-Progressing, NI-Not initiated, O-On-track, OF-Off-track, etc.)/Target: baseline value, target value

ACTION PLAN

What will be done, when, and by whom

<u>ACTION PLAN</u>		
<i>What will be done, when, and by whom</i>		
Strategy 1: Implementing components of personalized learning	Person Responsible	Timeline/Frequency
Provide a staff overview of personalized learning as a way to implement a hybrid/virtual model to continue to accelerate learning with individualized student considerations.	Principal	August-September
Begin the year with a SEL focus to build community and relationships.	AP	August-September
Continue professional learning on personalized learning and linkages to content in the LEAP teams.	LEAP Leaders	Ongoing
Planning for Virtual/Hybrid Delivery		
Ensure that staff knows how to use the Canvas platform and associated materials for instruction. Identify other tools useful to implementing personalized learning (ex: student surveys, schoolwide data trackers, etc.)	Instructional Coach	August-September
Strategy 2: Continuous progress monitoring	Person Responsible	Timeline/Frequency
Conduct BOY assessments to identify the baseline data for students.	Test Coordinator	September
Use baseline data to determine small groups and intervention groups.	Teachers, Interventionists	September-October
Monitor targeted standards, strands or domains in alignment with schoolwide goals in LEAP data cycles, including assessment analysis and looking at student work.	LEAP Leaders	Ongoing
Adjust instructional plans for flexible groups and intervention as needed based on new assessment data (interim, MOY)	Teachers, Interventionists	Ongoing
Celebrate growth.	Principal, LEAP Leaders	Ongoing
Planning for Virtual/Hybrid Delivery		
Provide staff support for virtual assessments and data trackers.	Instructional Coach	September-October, as needed
Ensure technological access for students.	MSL	August-September
Equity Actions		
Provide overview and communicate timelines for schoolwide equity cycles based on our work with the Harvard RIDES equity network, including data collection, walkthroughs (virtual/hybrid), progress monitoring, planning and family engagement.	Principal	August
Monitor subgroup data with ALT/RTI (high-level) and instructional teams (student-level) -- Black students in DIBELS will be a key focus group.	LEAP Leaders	October, ongoing
Planning for Virtual/Hybrid Delivery		
Consider tasks that need to be converted to a virtual environment (for example, equity walkthrough tools, family engagement). Work with task owners on virtual solutions.	Principal	Ongoing

Resources to Support Implementation *The staff and financial resources allocated to support these initiatives (e.g., personal, professional learning, fiscal, technological, etc.)*

Students at the Center: Personalized Learning with Habits of Mind (ALT book selection)
Continued engagement with the Harvard Equity Network

Tech support for online assessments and Canvas platform use
Tools: equity walkthrough tool, personalized learning walkthrough tool

CSP Snapshot

The snapshot is an executive summary of your CSP. As you summarize the goals and strategies, please be concise and included parent-friendly language to inform and explain the school’s plan to stakeholders. Avoid using data that is not publicly available. Information provided in this section will be used to develop the CSP Snapshot that is posted to the DCPS website. As the public-facing version of the CSP is developed, content leads will use the information provided, however the language of the content may be edited to align with overall district guidance. As content is revised, principals will be provided with a draft to review before the public-facing document becomes final.

	Vision and Outcomes <i>By the end of the year, what goals are you hoping to achieve? In the ideal state, what would you like to see as it relates to this domain?</i>	What does it look like? <i>Briefly describe the strategies that support the work of achieving the vision/outcome in the previous column.</i>	Why are we committed? <i>Reflect on your completed CSP and needs assessment, describe why the school is focusing on the goals and strategies indicated.</i>
Academics	We will personalize learning to prioritize building relationships, student learning styles and student interests with the goal of student mastery of standards and competencies.	Social-emotional learning will continue to provide a foundation for our classroom environments. Instruction will be aligned to standards with ongoing teacher feedback. We will invite opportunities for student voice and choice where possible.	A personalized approach will support our efforts to monitor individual student progress so we can plan instruction for the varied needs of our students.
Culture of Achievement	We will promote high attendance rates for all students during hybrid or virtual learning.	We will work to educate families about updated attendance expectations for the 2020-2021 school year and provide regular communication and feedback on student learning.	Attendance is correlated to positive student learning outcomes. In addition, we believe in honoring student attendance with ongoing feedback and communication to support academic efforts.
Engagement	We want to maintain or increase our family engagement for parent conferences and APTT meetings to ensure ongoing collaboration for students’ academic performance throughout the year.	We will communicate multiple opportunities for family engagement throughout the year with a focus on conferences and APTT meetings. We will also increase efforts to reach all families and those with specialized needs.	We have had historically high family engagement and know it is critical to developing a partnership that benefits student performance in schools.
Shared Leadership	We will collaborate as a school community to revisit and revise our shared vision of teaching and learning for our students.	We will develop an updated vision by linking shared beliefs and core values across the school community.	As our community changes and grows, it is more important than ever to ensure that we are moving forward with a common purpose about the student outcomes we desire for our learning community.