**School: Frederick Classical Charter ES/MS**

**School Year:** 2019-2020

**Principal: Dr. Camille Bell**

**Date Plan was Approved:**

**School Improvement Process (SIP) Planning:** Whether at the school or district level, SIP is an ongoing, cyclical process that takes into consideration multiple measures, both quantitative and qualitative, to address student achievement needs. Schools use "big data" (proficiency percentages, trends, comparisons, correlations) to start the conversation and connect to "small data" (details, events, human relationships, and narratives) to strategically prioritize needs, establish measurable improvement goals, and identify high yield improvement strategies that will be employed. A well aligned Professional Learning plan is an integral piece to any SIP plan. Continuous improvement implies the ongoing monitoring of progress (input) and the fluid and dynamic nature of responding (output).

**Self-Assess and Analyze Data**- Review quantitative and qualitative evidence of school effectiveness. Drill into data (move from one level of information to the next level of detail) and begin to triangulate measures. Work to establish potential root causes of the results.

**Set the Direction**- Understand the gap between the school's vision and the current reality. Determine the measures you wish to improve. Establish your theory (grounded in evidence) and translate strategies into operational terms.

**Develop/Revise the Plan**- Create an actionable plan that breaks down year-long goals into achievable objectives, allocating time, resources, and actions to achieve the goals. Identify strategies and personnel responsible. Identify professional learning needs to implement the plan. Connect system and school professional learning in meaningful ways for staff. Determine evidence that will be used to monitor the plan. Create a schedule to implement and monitor the plan.

**Implement and Monitor the Plan**- Align the school to the strategies (make the strategies everyone's job). Provide coaching, modeling, thought-partnership and collaboration in order to build the capacity of teachers and leaders to implement the plan. Create a schedule to implement and monitor the plan.

**Evaluate Success (Assess, reflect, adjust)**- Support school leaders and teachers to establish a regular habit of using data to understand results, learn from what's working and adjusting practice to ensure that goals will be met. Identify and celebrate small wins. Decide to "close or renew."

*Adapted from Hanover Research (2014), Best Practices for School Improvement Planning (Results-Oriented Cycle of Inquiry and Balanced Scorecard Model)*

**Strategic Alignment:** The systemic priorities of **student achievement and school culture will be aligned to the *FCPS Strategic Plan Priorities*** to guide each school's SIP planning. School administrators together with teacher leaders will review achievement, perceptual, observational, and other data to determine school improvement targets, identify high leverage strategies that will be implemented, and monitor progress toward achieving the desired outcomes. These priorities align directly to the system's Aspirational Goals that include: **Student Achievement, Effective and Engaged Staff, Resource Allocation, Family and Community Involvement and Health and Safety.** Periodically throughout the school year, each school's SIP leadership group will engage the entire staff by reviewing the systemic goals and priorities, sharing the SIP plan as it evolves, and providing support as staff implement the SIP actions. Staff input is important throughout the entire SIP cycle.

## School Summary Data Including Demographics:

## FCCS Demographics (As of Oct. 7th 2019)

| Total Enrollment: | 275 Students |
|---|---|
| White | 40.75% |
| Asian | 12.8% |
| Black | 34.9% |
| Hispanic | 9.98 |
| Multiple Races | 7.97% |
| Native Hawaiian or Pacific Islander | .595% |
| Special Education | 7.38% |
| EL | 2.2% |
| FARM | 16.94% |

Aligned Strategic Plan Priorities:

Priority 5: FCPS will provide equitable distribution of all resources based on the varied needs of students and schools.
Priority 6: FCPS will promote clear communication and transparency in allocation of resources.

| Title I School | | MSDE Identifier | |
|---|---|---|---|
| **Targeted Assistance** | **No** | **2018-19 Targeted Assistance School** | **No** |
| **School Wide** | **N/A** | **2018-19 Comprehensive School** | **No** |

**Suggested SIP Team Membership:**  During the school year, students, administrators, parents, community members, teacher and other staff leaders will serve on the SIP team. Teacher leader positions will be determined as allocated.

Principal: Dr. Camille Bell                      Parents: Nkecki Adeoye
Assistant Principal(s): Dawn Getzandanner          Community Members:

Teacher Leader Positions:

| Title | Teacher Name(s) | Responsibility related to SIP Plan (Be brief) |
|---|---|---|
| Administrative Intern | Collin Kenny | Communicate goals and progress towards meeting goals to grade level teams, identify professional learning needs and keep SIP chairs informed. |
| Fine Arts Team Leader | Brett Bickel | Communicate goals and progress towards meeting goals to grade level teams, identify professional learning needs and keep SIP chairs informed. |
| Math Specialist | Dan Fleming | Provide content specific data to SIP chairs. Make adjustments to instructional coaching based on data. |

| | | |
|---|---|---|
| Literacy Specialist | Michelle Pace | Provide content specific data to SIP chairs. Make adjustments to instructional coaching based on data. |
| Guidance Counselor | Michelle Corden | Communicate goals and progress towards meeting goals to grade level teams, identify professional learning needs and keep SIP chairs informed. |
| Master and Mentor Teacher (M&M) | Mary Shea | Communicate goals and progress towards meeting goals to grade level teams, identify professional learning needs and keep SIP chairs informed. |
| Special Education Chair | Danielle Leskoski | Provide subgroup specific data to SIP chairs. Make adjustments to instructional coaching based on data. |
| Elementary Team Rep. | Christina Hurley | Communicate goals and progress towards meeting goals to grade level teams, identify professional learning needs and keep SIP chairs informed. |

## Calendar of SIP Activities & Progress Monitoring

| Meeting Date/Time (*Fill in the dates for your school meetings. You may have multiple dates for each agenda item.*) | Agenda Items (These are suggested agenda items, you should add and modify to match your meeting.) |
|---|---|
| July/August | ● Chair attends Meeting |
| September 9/9 | ● Review current SIP Plan<br>● Gather feedback |
| September 9/23 | ● SIP team reviews feedback and makes adjustments<br>● Obtain staff approval of plan |
| October 10/7 | ● Revision of SIP Plan work session |
| October 10/14 | ● Review final SIP and share with staff |
| Throughout the school year | ● Monitor SIP plan and Review Progress<br>● Share updates with staff |
| May/June | ● Determine the goal success and next steps and plan for the next year. |

# Priority Area: Culture and Climate

**Aligned Strategic Plan Priorities:**

Priority 7: FCPS will encourage and sustain collaborations with families and the entire community to support student success.
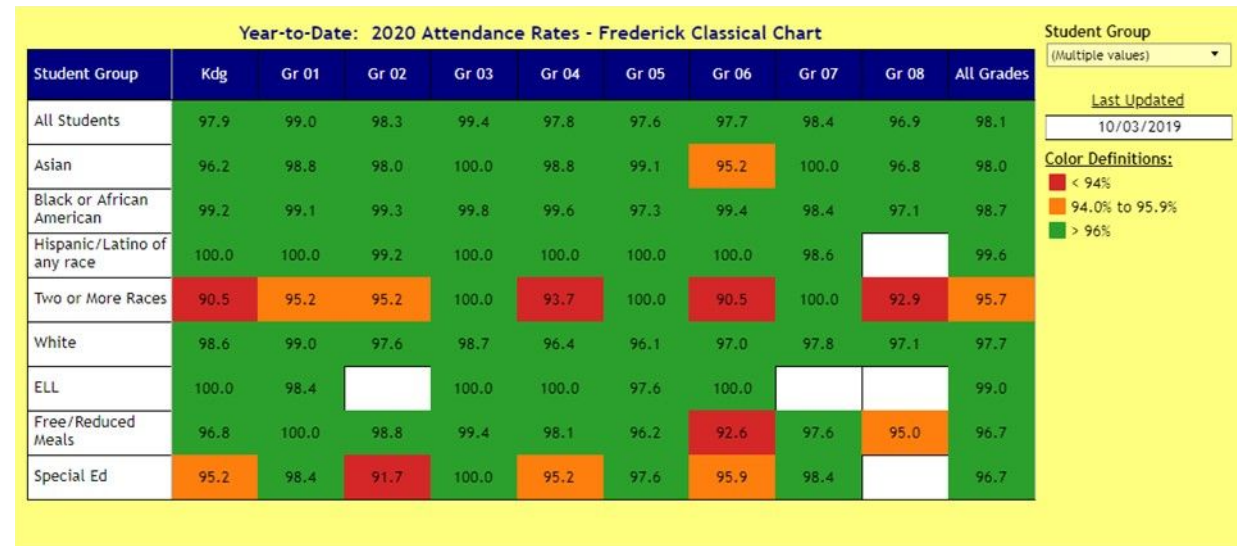Priority 8: FCPS will equip staff with the knowledge and tools necessary to be positive ambassadors who build support for our goals and initiates.
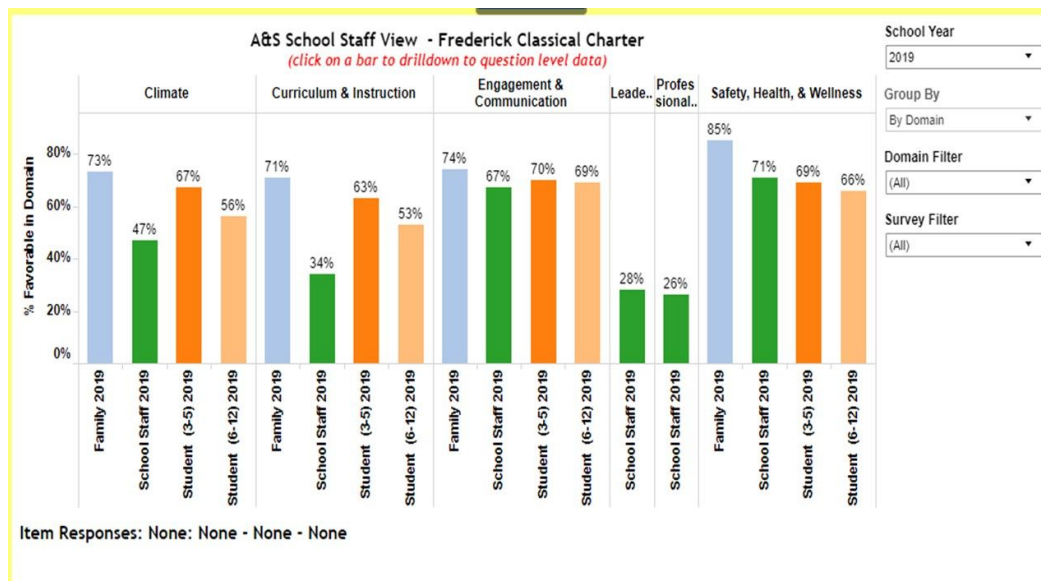Priority 9: FCPS will promote and maintain a safe and respectful environment.
Priority 10: FCPS will foster personal well-being and health among students and staff through increased awareness and engagement on these topics.

**Assessing Needs-Analyze Data:** Review your school's Progress Report data. Consider your school's performance in relation to others in the county. Consider any trends that are occurring. Consider how all of the teaching and learning measures interact. Examine the effectiveness of school processes and instructional strategies to ensure that they result in high expectations for all students and teachers and create a culture of continuous learning. Consider root causes that are within your control.

Attendance

### Year-to-Date: 2020 Attendance Rates - Frederick Classical Chart

| Student Group | Kdg | Gr 01 | Gr 02 | Gr 03 | Gr 04 | Gr 05 | Gr 06 | Gr 07 | Gr 08 | All Grades |
|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 97.9 | 99.0 | 98.3 | 99.4 | 97.8 | 97.6 | 97.7 | 98.4 | 96.9 | 98.1 |
| Asian | 96.2 | 98.8 | 98.0 | 100.0 | 98.8 | 99.1 | 95.2 | 100.0 | 96.8 | 98.0 |
| Black or African American | 99.2 | 99.1 | 99.3 | 99.8 | 99.6 | 97.3 | 99.4 | 98.4 | 97.1 | 98.7 |
| Hispanic/Latino of any race | 100.0 | 100.0 | 99.2 | 100.0 | 100.0 | 100.0 | 100.0 | 98.6 | | 99.6 |
| Two or More Races | 90.5 | 95.2 | 95.2 | 100.0 | 93.7 | 100.0 | 90.5 | 100.0 | 92.9 | 95.7 |
| White | 98.6 | 99.0 | 97.6 | 98.7 | 96.4 | 96.1 | 97.0 | 97.8 | 97.1 | 97.7 |
| ELL | 100.0 | 98.4 | | 100.0 | 100.0 | 97.6 | 100.0 | | | 99.0 |
| Free/Reduced Meals | 96.8 | 100.0 | 98.8 | 99.4 | 98.1 | 96.2 | 92.6 | 97.6 | 95.0 | 96.7 |
| Special Ed | 95.2 | 98.4 | 91.7 | 100.0 | 95.2 | 97.6 | 95.9 | 98.4 | | 96.7 |

Student Group
(Multiple values)

Last Updated
10/03/2019

Color Definitions:
■ < 94%
■ 94.0% to 95.9%
■ > 96%

A&S School Staff View - Frederick Classical Charter
(click on a bar to drilldown to question level data)

School Year: 2019
Group By: By Domain
Domain Filter: (All)
Survey Filter: (All)

Item Responses: None: None - None - None

| Domain | Survey Name | Frederick Classical Charter | | | |
|---|---|---|---|---|---|
| | | Two Year C.. | 2016-2017 | 2017-2018 | 2018-2019 |
| Climate | Family | -15% | 88% | 83% | 73% |
| | School Staff | -29% | 76% | 73% | 47% |
| | Student Gr3-5 | -4% | 71% | 73% | 67% |
| | Student Gr6-12 | 0% | 56% | 55% | 56% |
| Curriculum & Instruction | Family | -15% | 86% | 79% | 71% |
| | School Staff | -14% | 48% | 48% | 34% |
| | Student Gr3-5 | 1% | 62% | 62% | 63% |
| | Student Gr6-12 | 5% | 48% | 52% | 53% |
| Engagement & Communication | Family | 2% | 72% | 79% | 74% |
| | School Staff | -11% | 78% | 78% | 67% |
| | Student Gr3-5 | -2% | 72% | 75% | 70% |
| | Student Gr6-12 | -2% | 71% | 72% | 69% |
| Leadership | School Staff | -32% | 60% | 60% | 28% |
| Professional Development | School Staff | -38% | 64% | 66% | 26% |

| Safety, Health, & Wellness | Family | -7% | 92% | 93% | 85% |
|---|---|---|---|---|---|
| | School Staff | -14% | 85% | 91% | 71% |
| | Student Gr3-5 | -5% | 74% | 78% | 69% |
| | Student Gr6-12 | -2% | 68% | 67% | 66% |

**Assessing Needs-Synthesize Data and Identify Strategic Content** (link to optional resources) **:** Briefly summarize the areas of strength and need based on the identified measures in the Progress Report. What are the resulting school priorities based on the summary of the data? How will you respond? Feel free to include other relevant data in your summary. Make sure to include both quantitative (big data) and qualitative (small data). Link to optional resource.

**Attendance**

During the 18-19 school year, the EOY attendance percentage for all students grades school-wide was 96.8% as indicated on RADAR.  The highest performing attendance student group was EL, who as a student group had an attendance percentage of 98.9%.  The lowest performing student group was White with a 96% attendance rate. Hispanic/Latino had a 98% attendance rate, African American students had a 97.4%%, Asian students had a 97.2% attendance rate, two or more races had a 96.9 attendance rate, Special Education had a 96.6% attendance rate, FARM students had a 96.2% attendance rate.  Across grade levels, students in seventh grade had the lowest attendance rate with 94.8%. 4th grade was the highest with 97.7%.

With regards to students with chronic absenteeism, defined as being absent 18 or more days during the school year, 17 students were chronically absent. There were 11 of our white students chronically absent during the year.   African American and FARM students each had 5 chronically absent students. Special Education had 2 chronically absent students and two or more races had 1 chronically absent student.

**Areas of Strength:** Attendance:EL (98.9%), Hispanic (98%), African American (97.4%), Asian (97.2%), Grade 4 (97.7)

**Areas of Weakness:** 2 or More Races(96.9%), Special Ed (96.6%) FARMS(96.2%), Grade 7 (94.8)

**Perceptual Survey Responses: Climate, Safety/Health/Wellness**

| Grade Band | Question | Data |
|---|---|---|
| 3-5 | How much support do the adults at your school give you? | 71.6%: Tremendous or quite a bit 28.3% Some, Little Bit, None |
| 3-5 | How frequently do you see bullying at your school? | 64.6%: Almost Never, Once in a While 35.3% Sometimes, Frequently, Almost Always |
| 6-12 | How much support do the adults at your school give you? | 54.5% Tremendous or quite a bit 45.6% Some, Little Bit, None |
| 6-12 | How connected do you feel to the adults at your school? | 29.7% Tremendous or quite a bit 70.2% Some, Little Bit, None |
| 6-12 | How frequently do you see bullying at your school? | 71.1%: Almost Never, Once in a While 28.8% Sometimes, Frequently, Almost Always |

**Staff Climate**: FCCS perceptual survey indicated that 20.9% of staff believe that this is a good place to work and 29.1% are optimistic we can improve. In regards to all students and staff being welcomed and accepted at the school- 62.5% responded that they either strongly agree or agree.

**Families Climate**: Families responded to the question of the school culture being positive and motivating on the perceptual survey. 70% strongly agreed or agreed that there is a positive and motivating climate. In regards to bullying, parents responded, 75.9% that it was not at all difficult or slightly difficult to get help with the issue.

**Synthesis:** Based on our attendance and perceptual data, our team identified a need to address student attendance and culture through focusing on promoting a positive school environment for both staff and students.

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# Root Cause Analysis (Using 5 WHYS, Fishbone, Drilling Down or other protocols, conduct a root cause analysis):

**We do not have a culture in place to make all students,families and staff feel welcome.**

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# Theory of Action  Using the Theory of Action Questions, develop a theory of action for school improvement):

➢ **If we increase the use of positive reinforcement through focusing on the virtues, then student attendance will increase.**

➢ **If we create an environment of mutual respect, then the school culture will be conducive to building meaningful relationships (staff-staff,student-staff, staff-community) and our perceptual survey will show improvement in the area of Climate and Safety/Health/Wellness.**

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**Planning and Implementation- Setting Goals:** Giving consideration to FCPS System Achievement Targets, prioritize and set no more than 3 measurable goals to improve teaching and learning.  **(Please use Quantitative data for progress monitoring of goals)**

| |
|---|
| **Goal 1: For the 2019-2020 school year our targeted subgroups will achieve the county standard of 96% attendance rate.** |
| **Progress monitoring for goal 1 checkpoint 1: At the end of the second quarter students in our lowest subgroups will show improvement in their attendance.** |
| **Progress monitoring for goal 1 checkpoint 2: At the end of the third quarter students in our lowest subgroups will show improvement in their attendance.** |

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|---|
| **Progress monitoring for goal 1 final:** At the end of the 2019-2020 school year, students in our lowest subgroups will have increased their attendance percentage from the previous year. |
| **Goal 2:** For the 2019-2020 school year the responses on the perceptual survey (staff, students, families)for our targeted questions and areas (see above) will show a 10% growth in the area of creating a positive school culture that helps students learn. |
| **Progress monitoring for goal 2 checkpoint 1:** Monthly data collected on virtue positive referrals and staff incentives. PD evaluations |
| **Progress monitoring for goal 2 checkpoint 2:** Monthly data collected on virtue positive referrals and staff incentives. PD evaluations |
| **Progress monitoring for goal 2 final:** Year end compilation of virtue referrals and staff incentives, perceptual survey data. |
| **Goal 4 (Health & Wellness - physical):** Fitness Challenges.  FCCS will encourage school wide fitness achievements (i.e. Pushup challenge, with grade level appropriate goals.) |
| **Progress monitoring for goal 4 checkpoint 1:** 30% of students will participate in the November FCCS Fitness Challenge. |
| **Progress monitoring for goal 4 checkpoint 2:** 45% of students will participate in the February FCCS Fitness Challenge. |
| **Progress monitoring for goal 4 final:** 60% of students will participate in the May FCCS Fitness Challenge. |
| **Goal 5 (Health & Wellness - nutrition/education promotion):** Encourage the use of water bottles. |
| **Progress monitoring for goal 5 checkpoint 1:** By January 2020 50% of staff, via survey, will report modeling the use of reusable water bottles. |
| **Progress monitoring for goal 5 checkpoint 2:** By March 2020 75% of staff, via survey, will report modeling the use of reusable water bottles. |
| **Progress monitoring for goal 5 final:** By June 2020 95% of staff, via survey, will report modeling the use of reusable water bottles. |
| **Goal 6 (Health & Wellness - any area that promotes wellness):** Encourage hand washing and use of hand sanitizer |

| **Progress monitoring for goal 6 checkpoint 1:** 50% of students report washing their hands after using the restroom and sanitizer after recess via survey. |
| --- |
| **Progress monitoring for goal 6 checkpoint 2:** 70% of students report washing their hands after using the restroom and sanitizer after recess via survey. |
| **Progress monitoring for goal 6 final:** 90% of students report washing their hands after using the restroom and sanitizer after recess via survey. |

NOTE:  **Evidence of Growth/Progress Monitoring  (Local Assessment Measures are most appropriately used for Progress Monitoring vs. Achievement Targets)**

| **High Yield Strategies** (link to optional resources) | **Aligned to Systemic Initiatives (*including Title I)** | **Leader(s) Responsible for Implementing Strategy** | **Checkpoint 1 Progress Notes (qualitative description)** | **Checkpoint 2 Progress Notes (qualitative description)** | **Final Progress Notes (qualitative description)** |
| --- | --- | --- | --- | --- | --- |
| **Cultural Proficiency with a growth mindset in order to establish a  sense of belonging. (Goal2)** <br>● PD 3X through the year Accelerating Achievement and Equity Division <br>● Monthly Faculty meetings to build staff connections and understanding of our own cultures and | **Aspirational Goal 5:** FCPS will promote a culture fostering wellness and civility for students and staff. <br><br>**F4T:**2a,2b,4f | **Administration** <br><br>**Leadership Team** <br><br>**AAE Office** | **Evaluations from PD sessions** | **Evaluations from PD sessions** | **Perceptual Survey** |

| | | | | | |
|---|---|---|---|---|---|
| the cultures of students we serve. | | | | | |
| **Feedback Hattie Effect size .70 (Goal 1, 2)**<br><br>**Motivation .42 Hattie Effect Size (Goal 1, 2)**<br><br>● Virtue of the Month<br>● Daily Blue Slips | **Aspirational Goal 4:** FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.<br><br>**F4T:**2a,2d | **Michelle Corden-Guidance**<br><br>**Administration**<br><br>**Classroom Teachers** | **Graph virtue slips showing teacher and grade** | **Graph virtue slips showing teacher and grade** | **Year End Graph showing teacher and grade.** |
| **Positive Peer Influence .53 Hattie Effect Size (Goal 1, 2)**<br><br>● **Virtue Display**<br>● **Award Ceremony for Virtue of Month** | Aspirational Goal 4: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.<br><br>**F4T:** 2a,2b,2d | **Michelle Corden-Guidance**<br><br>**Administration**<br><br>**Classroom Teachers** | **Plan for celebrations and display** | **Implementing celebrations and display** | **Held 7 Virtue Celebrations**<br><br>**Display created** |
| Teacher-Student Relationships .52 Hattie Effect Size (Goal 1, 2)<br><br>● Blue Virtue Slip | Aspirational Goal 4: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating | **Michelle Corden-Guidance**<br><br>**Administration**<br><br>**Classroom Teachers** | **Graph virtue slips showing teacher and grade** | **Graph virtue slips showing teacher and grade** | **Year End Graph showing teacher and grade.** |

| | | | | | |
|---|---|---|---|---|---|
| | pride in all aspects of our school system.<br><br>**F4T:** 2a,2b,2d | | | | |
| **Reducing Anxiety .42 Hattie Effect Size (Goal 1, 2)**<br><br>**Teacher-Student Relationships .52 Hattie Effect Size (Goal 1, 2)**<br><br>● Adult Mentor for students with anxiety or attendance issues | **Aspirational Goal 5:** FCPS will promote a culture fostering wellness and civility for students and staff.<br><br>**F4T:** 2a | **Michelle Corden-Guidance**<br><br>**Administration**<br><br>**Classroom Teachers** | **Compile a list of students and teachers** | **Informal survey** | **Student and teacher survey** |
| **Motivation .42 Hattie Effect Size (Goal 1, 2)**<br><br>**Teacher-Student Relationships .52 Hattie Effect Size (Goal 1, 2)**<br><br>Attendance Data monitored and announced/celebrated<br>● Daily announcements about school attendance<br>● School Spirit Days after 15 consecutive days at or over 96% | **Aspirational Goal 4:** FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.<br><br>**F4T:** 4b,4c,2a | **Front Office Staff**<br><br>**Guidance**<br><br>**Administrators** | **Meet to review data** | **Meet to review data** | **Meet to review data** |

| | | | | |
|---|---|---|---|---|
| • Phone call home after students are absent 3 days in a row.<br>• Monthly meetings with PPW<br>• Monthly attendance recognition for each student over 96% | | | | |

# Priority Area: Student Achievement-Teaching and Learning

**Aligned Strategic Plan Priorities:**
- Priority 1: FCPS will provide each and every student high quality instruction that fosters inquiry, creative thinking, complex problem solving, and collaboration.
- Priority 2: FCPS will raise achievement for all students and eliminate achievement gaps.

**Comprehensive Needs Assessment (CNA):** Review your ESSA Profile and data (big data) available in the Progress Monitoring section of RADAR. Consider any trends that are occurring. Consider how all of the teaching and learning measures interact. Examine the effectiveness of school processes and instructional strategies (small data) to ensure they result in high expectations for all students and teachers and create a culture of continuous learning.

FCCS COMPREHENSIVE NEEDS ASSESSMENT 2019-2020:
The comprehensive needs assessment results in this report is a compilation of data from MCAP data Spring 2019. Data was reviewed by members of the School Improvement Team and Instructional Leadership Team. Disaggregated data from a combination of MCAP results were analyzed by the teams and shared with staff during pre-service days in August.

# ELA:

In reading, the achievement scores on MCAP for all students were above the county and state average for proficiency (4 & 5) in grades 3,4,6,7,8. In grade 5 the MCAP scores were at 50% while the county scored 54.5%. In addition to these findings shown by the chart below, it was evident that FCCS MCAP performance was higher than the county average for ELA when looking at combined 4 and 5 score proficiency levels. The discrepancy between FCCS and FCPS on ELA MCAP for grades 3-8 was 6.2% ( FCCS 61.8%, FCPS 55.6%). When comparing data among the other charter schools, Carroll Creek Montessori outperformed FCCS by 1.9% and Monocacy Valley Montessori outperformed FCCS by 11.2%.

| ELA MCAP Proficiencies (Spring 2019) | | | | | |
|---|---|---|---|---|---|
| Grade | % of students scoring 1 | % of students scoring 2 | % of students scoring 3 | % of students scoring 4 | % of students scoring 5 |
| 3 | 9.5% | 11.9% | 26.2% | 52.4% | 0% |
| 4 | 4.9% | 12.2% | 9.8% | 56.1% | 17.1% |
| 5 | 10% | 17.5% | 22.5% | 47.5% | 2.5% |
| 6 | 0% | 4.9% | 39% | 48.8% | 7.3% |
| 7 | 2.6% | 10.3% | 23.1% | 43.6% | 20.5% |
| 8 | 5.3% | 0% | 18.4% | 60.5% | 15.8% |
| ALL | 5.4% | 9.5% | 23.2% | 51.5% | 10.4% |

| ELA Data - MCAP (Discrepancies Spring 2019) | | | |
|---|---|---|---|
| Grade level | MCAP Scores for FCCS | MCAP Scores for FCPS | Discrepancy between FCCS and |

| | | | FCPS |
|---|---|---|---|
| 3 | 52.4%% of students met or exceeded | 51.5% of students met or exceeded | +0.9% |
| 4 | 73.2% of students met or exceeded | 52.9% of students met or exceeded | +20.3% |
| 5 | 50% of students met or exceeded | 54.5% of students met or exceeded | -4.4% |
| 6 | 56.1% of students met or exceeded | 52.9% of students met or exceeded | +3.2% |
| 7 | 64.1% of students met or exceeded | 61.4% of students met or exceeded | +2.7% |
| 8 | 76.3% of students met or exceeded | 60.8% of students met or exceeded | +15.5% |

| Student Gap Analysis for MCAP (ELA grades 3-8) | | |
|---|---|---|
| Student Group vs.  | All students in grades 3-8 | Discrepancy- All FCCS and Subgroup |
| 3rd-8th **Special Education** students: 31.3% of students scored a 4 or 5 on MCAP | 61.8% of 3rd-8th students scored a 4 or 5 on MCAP | -30.5% |
| 3rd-8th **FARM** students: 34.1% of students scored a 4 or 5 on MCAP | 61.8% of 3rd-8th students scored a 4 or 5 on MCAP | -27.7% |
| 3rd-8th **Hispanic/Latino** students: 22.7% of students scored a 4 or 5 on MCAP | 61.8% of 3rd-8th students scored a 4 or 5 on MCAP | -39.1% |
| 3rd-8th **Two or more Races** students: 50% of students scored a 4 or 5 on MCAP | 61.8% of 3rd-8th students scored a 4 or 5 on MCAP | -11.8% |
| 3rd-8th **African American** students: 54.1% of students scored a 4 or 5 on MCAP | 61.8% of 3rd-8th students scored a 4 or 5 on MCAP | -7.7% |

**I-Ready diagnostic data can be interpreted as Tier 1 being on Grade Level, Tier 2 is one grade below, Tier 3 is two or more Grade Levels below.**

**I-Ready Overall Diagnostic Data 2018-2019**

| Grade | Beginning of Year | Middle of Year | End of Year | 5 Change BOY toEOY |
|---|---|---|---|---|
| K | 44% Tier 1<br>56% Tier 2<br>0% Tier 3 | 74% Tier 1<br>26% Tier 2<br>0% Tier 3 | 93% Tier 1<br>3% Tier 2<br>0% Tier 3 | +49% increase in Tier 1 students<br>-53% decrease in Tier 2 students<br>No change |
| 1 | 43% Tier 1<br>57% Tier 2<br>0% Tier 3 | 87% Tier 1<br>13% Tier 2<br>0% Tier 3 | 92% Tier 1<br>8% Tier 2<br>0% Tier 3 | +49% increase in Tier 1 students<br>-49% decrease in tier 2 students<br>No Change |
| 2 | 61% Tier 1<br>32% Tier 2<br>8% Tier 3 | 92% Tier 1<br>8% Tier 2<br>0% Tier 3 | 87% Tier 1<br>13% Tier 2<br>0% Tier 3 | +26% increase in Tier 1 students<br>-19% decrease in Tier 2 students<br>-8% decrease in Tier 3 students |
| 3 | 68% Tier 1<br>20%Tier 2<br>13%Tier 3 | 83% Tier 1<br>12% Tier 2<br>5% Tier 3 | 86% Tier 1<br>14% Tier 2<br>0% Tier 3 | +18% increase in Tier 1 students<br>-6% decrease in Tier 2 students<br>-13% decrease in Tier 3 students |
| 4 | 50% Tier 1<br>35%Tier 2<br>15% Tier 3 | 70% Tier 1<br>23% Tier 2<br>8% Tier 3 | 76% Tier 1<br>17% Tier 2<br>7% Tier 3 | +26% increase in Tier 1 students<br>-18% decrease in Tier 2 students<br>-8% decrease in Tier 3 students |
| 5 | 51% Tier 1<br>28% Tier 2<br>21% Tier 3 | 51% Tier 1<br>36% Tier 2<br>13% Tier 3 | 68% Tier 1<br>18% Tier 2<br>15% Tier 3 | +17 increase in Tier 1 students<br>-10% decrease in  Tier 2 students<br>-6% decrease in Tier 3 students |
| 6 | 63% Tier 1<br>18% Tier 2 | 78% Tier 1<br>15% Tier 2 | 75% Tier 1<br>15% Tier 2 | +12% increase in  Tier 1 students<br>-3% decrease in Tier 2 students |

| | 20% Tier 3 | 8% Tier 3 | 10% Tier 3 | -10% decrease in Tier 3 students |
|---|---|---|---|---|
| 7 | 57% Tier 1<br>14% Tier 2<br>30% Tier 3 | 62% Tier 1<br>21% Tier 2<br>18% Tier 3 | 64% Tier 1<br>18% Tier 2<br>18% Tier 3 | +7% increase in Tier 1 students<br>+4% increase in Tier 2 students<br>-12% decrease in Tier 3 students |
| 8 | 62% Tier 1<br>22% Tier 2<br>16% Tier 3 | 78% Tier 1<br>8% Tier 2<br>14% Tier 3 | 75% Tier 1<br>6% Tier 2<br>19% Tier 3 | +13% increase in Tier 1 students<br>-16% decrease in Tier 2 students<br>+3% increase in Tier 3 students |

## Math:

In math, the achievement scores on MCAP for all students were above the county and state average for proficiency (4 & 5) in grades 4,6 and 7. In grade 3 the MCAP scores were at 45.2% while the county scored 51.2%. In grade 5 FCCS scores were at 47.5% while the county was at 49.6%. In grade 8 FCCS scores were at 22.2% while the county average was 36.9% In addition to these findings shown by the chart below,  it was evident that FCCS MCAP performance was higher than the county average for Math when looking at combined 4 and 5 score proficiency levels. The discrepancy between FCCS and FCPS on Math MCAP for grades 3-8  was 6% ( FCCS 57.9%, FCPS 51.9%). When comparing data among the other charter schools, FCCS outperformed Carroll Creek Montessori by 13.2% and Monocacy Valley Montessori outperformed FCCS by 3.2%.

| Math  MCAP Proficiencies (Spring 2019) | | | | | |
|---|---|---|---|---|---|
| Grade | % of students scoring 1 | % of students scoring 2 | % of students scoring 3 | % of students scoring 4 | % of students scoring 5 |
| 3 | 2.4% | 16.7% | 35.7% | 31% | 14.3% |
| 4 | 2.4% | 4.9% | 17.1% | 65.9% | 9.8% |
| 5 | 5% | 15% | 32.5% | 37.5% | 10% |
| 6 | 0% | 17.1% | 36.6% | 34.1% | 12.2% |
| 7 | 0% | 2.6% | 46.2% | 43.6% | 7.7% |
| 8 | 11.1% | 33.3% | 33.3% | 22.2% | 0% |
| ALL | 2.7% | 13.1% | 33.5% | 40.7% | 10.% |

| Math Data - MCAP Discrepancies (Spring 2019) | | | |
|---|---|---|---|
| **Grade level** | **MCAP Scores for FCCS** | **MCAP Scores for FCPS** | **Discrepancy between FCCS and FCPS** |
| 3 | 45.2%% of students met or exceeded | 51.2% of students (ES) met or exceeded | -6% |
| 4 | 75.6% of students met or exceeded | 51% of students (ES)met or exceeded | +24.6% |
| 5 | 47.5% of students met or exceeded | 49.6% of students(ES) met or exceeded | -2.1% |
| 6 | 46.3% of students met or exceeded | 38.7% of students met or exceeded | +7.6% |
| 7 | 51.3% of students met or exceeded | 49.7% of students met or exceeded | +1.6% |
| 8 | 22.2% of students met or exceeded | 37% of students met or exceeded | -14.8% |

| Student Gap Analysis for MCAP (Math grades 3-8) | | |
|---|---|---|
| Student Group vs. | All students in grades 3-8 | Variance |
| 3rd-8th **Special Education** students: 18.8% of students scored a 4 or 5 on MCAP | 50.7% of 3rd-8th students scored a 4 or 5 on MCAP | -31.9% |
| 3rd-8th **FARM** students: 26.8% of students scored a 4 or 5 on MCAP | 50.7% of 3rd-8th students scored a 4 or 5 on MCAP | -23.9% |
| 3rd-8th **Hispanic/Latino** students: 36.4% of students scored a 4 or 5 on MCAP | 50.7% of 3rd-8th students scored a 4 or 5 on MCAP | -14.3% |
| 3rd-8th **Two or more Races** students: 38.5% of students scored a 4 or 5 on MCAP | 50.7% of 3rd-8th students scored a 4 or 5 on MCAP | -12.2% |
| 3rd-8th **African American** students:34.6% of students scored a 4 or 5 on MCAP | 50.7% of 3rd-8th students scored a 4 or 5 on MCAP | -16.1% |

**I-Ready diagnostic data can be interpreted as Tier 1 being on Grade Level, Tier 2 is one grade below, Tier 3 is two or more Grade Levels below.**

**I-Ready Overall Diagnostic Data 2018-2019**

| Grade | Beginning of Year | Middle of Year | End of Year | 5 Change BOY toEOY |
|-------|-------------------|----------------|-------------|---------------------|
| K | 36% Tier 1<br>64% Tier 2<br>0% Tier 3 | 77% Tier 1<br>23% Tier 2<br>0% Tier 3 | 92% Tier 1<br>8% Tier 2<br>0% Tier 3 | +56% increase in Tier 1 students<br>-56% decrease in Tier 2 students<br>No change |
| 1 | 35% Tier 1<br>59% Tier 2<br>5% Tier 3 | 75% Tier 1<br>25% Tier 2<br>0% Tier 3 | 79% Tier 1<br>21% Tier 2<br>0% Tier 3 | +44% increase in Tier 1 students<br>-38% decrease in tier 2 students<br> -5% decrease in Tier 3 students |
| 2 | 47% Tier 1<br>45% Tier 2<br>8% Tier 3 | 68% Tier 1<br>32% Tier 2<br>0% Tier 3 | 97% Tier 1<br>3% Tier 2<br>0% Tier 3 | +50% increase in Tier 1 students<br>-42% decrease in Tier 2 students<br>-8% decrease in Tier 3 students |
| 3 | 35% Tier 1<br>53%Tier 2<br>13%Tier 3 | 64% Tier 1<br>31% Tier 2<br>5% Tier 3 | 81% Tier 1<br>14% Tier 2<br>5% Tier 3 | +46% increase in Tier 1 students<br>-39% decrease in Tier 2 students<br>-8% decrease in Tier 3 students |
| 4 | 40% Tier 1<br>45%Tier 2<br>15% Tier 3 | 73% Tier 1<br>20% Tier 2<br>7% Tier 3 | 90% Tier 1<br>7% Tier 2<br>2% Tier 3 | +50% increase in Tier 1 students<br>-38% decrease in Tier 2 students<br>-13% decrease in Tier 3 students |
| 5 | 54% Tier 1<br>36% Tier 2<br>10% Tier 3 | 62% Tier 1<br>31% Tier 2<br>8% Tier 3 | 73% Tier 1<br>18% Tier 2<br>10% Tier 3 | +19 increase in Tier 1 students<br>-18% decrease in  Tier 2 students<br>No Change |
| 6 | 53% Tier 1 | 80% Tier 1 | 80% Tier 1 | +27% increase in  Tier 1 students |

| | | | | |
|---|---|---|---|---|
| | 33% Tier 2<br>15% Tier 3 | 18% Tier 2<br>3% Tier 3 | 20% Tier 2<br>0% Tier 3 | -13% decrease in Tier 2 students<br>-15% decrease in Tier 3 students |
| 7 | 61% Tier 1<br>32% Tier 2<br>8% Tier 3 | 74% Tier 1<br>18% Tier 2<br>8% Tier 3 | 85% Tier 1<br>10% Tier 2<br>5% Tier 3 | +24% increase in Tier 1 students<br>-22% decrease in Tier 2 students<br>-3% decrease in Tier 3 students |
| 8 | 49% Tier 1<br>32% Tier 2<br>19% Tier 3 | 56% Tier 1<br>33% Tier 2<br>11% Tier 3 | 70% Tier 1<br>16% Tier 2<br>14% Tier 3 | +21% increase in Tier 1 students<br>-16% decrease in Tier 2 students<br>-5% decrease in Tier 3 students |

**Assessing Needs-Analyze Data:** Review your school's Progress Report data. Consider your school's performance in relation to others in the county. Consider any trends that are occurring. Consider how all of the teaching and learning measures interact. Examine the effectiveness of school processes and instructional strategies to ensure that they result in high expectations for all students and teachers and create a culture of continuous learning. Consider root causes that are within your control.

After analyzing our MCAP data, the results show the majority of our students are meeting or exceeding the county averages. Upon analyzing our subgroup population data, there are large discrepancies- especially in our Special Education and FARM populations.

**Assessing Needs-Synthesize Data and Identify Strategic Content** (link to optional resources):

FCCS showed an overall increase on the 2018 PARCC performance from 57.9% to 61.8% in 2019 (MCAP). This was an overall ELA increase of 3.9%. Additionally, FCCS shows showed an overall increase on the 2018 PARCC to MCAP performance from 49.5% to 50.7 in 2019. This was an overall increase of 1.2%.

**This charts above indicate the data from our sub-groups performance**

- There was an increase in Special Education performance from 20.8% on the 2018 ELA PARCC to 31.3% on the 2019 ELA MCAP.
- There was a decrease in Hispanic/Latino student group performance from 35.3% on the 2018 ELA PARCC to 22.7% on the 2019 ELA MCAP
- There was an increase in Black/African American student group performance from 52.9% on the 2018 ELA PARCC 54.1% on the 2019 ELA MCAP
- There was an increase in Two or More Races student group performance from 42.9% on the 2018 ELA PARCC to 50% on 2019 ELA MCAP.
- There was a decrease in Free and Reduced Meal student group performance from 48.4% on the 2018 ELA PARCC to 34.1% ELA MCAP.


- There was an increase in Special Education performance from 8.3% on the 2018 Math PARCC to 18.8% on 2019 Math MCAP.
- There was an increase in Hispanic/Latino student group performance from 21.4% on the 2018 Math PARCC to 36.4% on 2019 Math MCAP.
- There was a decrease in Black/African American student group performance from 43.8% on the 2018 Math PARCC to 34.6% on 2019 Math MCAP.
- There was an increase in Two or More Races student group performance from 21.4% on the 2018 Math PARCC to 38.5% 2019 Math MCAP.

- There was a decrease in the Free and Reduced Meal student group performance from 27.6% on the 2018 Math PARCC to 26.8% 2019 Math MCAP.

## Root Cause Analysis (Using 5 WHYS, Fishbone, Drilling Down or other protocols, conduct a root cause analysis):

**Reading:**

1. Historic program of instruction was not strong and as such it did not move the students to achievement. Instead of moving the students ahead, our students were trending in a downward trajectory.
2. There was little differentiation in instruction which caused for limited understanding throughout the instructional periods
3. Struggling learners were not getting regular intervention based on the lack of time in the master schedule.
4. Many of our students were instructed for multiple years without explicit correlation to the Common Core Standards.
5. There was a lack of standardized vocabulary across content areas and specific strategies for both reading and writing.

**Math:**

1. Primary curriculum not aligned with the Common Core Standards
2. Inconsistent teaching methods across grade levels
3. Inconsistent use or lack of using manipulatives to build concrete understanding of standards
4. Lack of emphasis on integrating standards taught with problem solving
5. Lack of purposeful reteaching to close the achievement gap due to inadequate pacing
6. Primary curriculum does not overlap from year to year; no gradual release to a higher level.

## Theory of Action Using the Theory of Action Question, develop a theory of action for school improvement):

➢ **If we collaborate as a team with specialists to unpack the standards and develop rigorous questions and assessments for each standard, then we will prepare students for more rigorous opportunities to demonstrate mastery- thus resulting in the elimination of achievement gaps between student groups and increased overall student achievement.**

➢ **If we have a system of progress monitoring to ensure that students' IEP and 504 plans are implemented with fidelity, then we will see progress toward closing the gap and grade level expectations.**

➢ **If all staff build their capacity in instructional best practices and differentiation, then we will see progress in all subgroups and increased overall student achievement.**

**Planning and Implementation- Setting Goals:** Giving consideration to FCPS System Achievement Targets, prioritize and set no more than 3 measurable goals to improve teaching and learning. **(Please use Quantitative data for progress monitoring of goals)**

**Goal 1: The percentage of students in grades 3-8 meeting or exceeding expectations on Reading MCAP will increase by 5% or more from the 2018-2019 administration of the assessment.**

**Progress monitoring for goal 1 checkpoint 1: IReady Beginning of Year**

**Progress monitoring for goal 1 checkpoint 2: IReady Middle of Year**

**Progress monitoring for goal 1 final: I Ready End of Year/ MCAP**

**Goal 2: The percentage of students in grades 3-8 meeting or exceeding expectations on Math MCAP will increase by 5% or more from the 2018-2019 administration of the assessment.**

**Progress monitoring for goal 1 checkpoint 1: IReady Beginning of Year**

**Progress monitoring for goal 1 checkpoint 2: IReady Middle of Year**

**Progress monitoring for goal 1 final: I Ready End of Year/ MCAP**

**Goal 3:In grades 3-8 the Identified subgroup populations (Special Education, FARM, Hispanic, 2+ Races, African American) will demonstrate an 8% or greater gain in meeting or exceeding on both the Math and ELA 2019-2020 MCAP assessment.**

**Progress monitoring for goal 1 checkpoint 1: IReady Beginning of Year**

| Progress monitoring for goal 1 checkpoint 2: IReady Middle of Year |
| :--- |
| **Progress monitoring for goal 1 final:  I Ready End of Year/ MCAP** |
|  |

NOTE:  **Evidence of Growth/Progress Monitoring  (Local Assessment Measures are most appropriately used for Progress Monitoring vs. Achievement Targets)**

| High Yield Strategies (link to optional resources) | Aligned to Systemic Initiatives (*including Title I) | Leader(s) Responsible for Implementing Strategy | Checkpoint 1 Progress Notes (qualitative description) | Checkpoint 2 Progress Notes (qualitative description) | Final Progress Notes (qualitative description) |
| :--- | :--- | :--- | :--- | :--- | :--- |
| **Response to Intervention (Hattie Effect Size 1.29)** <br><br> **Differentiated Practice during Intervention/Enrichment Block (Hattie Effect size .77)** <br><br> **Students will receive:** <br> ● dedicated enrichment/intervention block for all grades in math and ELA. <br> ● Implementation of our designed RTI program with the use of I-Ready diagnostic data to guide the intervention work <br> ● Differentiated instruction if students are | **Aspirational Goal** 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. <br><br> **Priority 2:** FCPS will raise achievement for all students and eliminate achievement gaps. <br><br> **F4T**: 1b,3e | **Math Specialist** <br><br> **Reading Specialist** <br><br> **Administration** | **I-Ready BOY** | **I-Ready MOY** | **I-Ready EOY** <br><br> **MCAP** |

| | | | | | |
|---|---|---|---|---|---|
| performing in Tier 2 & Tier 3 through Curriculum Associates | | | | | |
| **Comprehensive Instructional Programs for Teachers** **Hattie Effect Size (.72)** <br><br>● Core Literacy Program - Wit and Wisdom <br>● Writing Block <br>● Emphasis on Informational Text and Critical Vocabulary <br>● Singapore Math alignment to CCSS. | **Aspirational Goal** 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. <br><br>**Priority 1:** FCPS will provide each and every student high quality instruction that fosters inquiry, creative thinking, complex problem solving, and collaboration. <br><br>**F4T**: 1a,3c,1d | **Math Specialist** <br><br>**Reading Specialist** <br><br>**Administration** | **Evaluations on PD Sessions** <br><br>**Teacher Observations** <br><br>**I-Ready BOY** | **Evaluations on PD Sessions** <br><br>**Teacher Observations** <br><br>**I-Ready MOY** | **Evaluations on PD Sessions** <br><br>**Teacher Observations/ Evaluations** <br><br>**MCAP** <br><br>**I-Ready EOY** |

| | | | | | |
|---|---|---|---|---|---|
| **Collective Teacher Efficacy**<br>**Hattie Effect Size (1.57)**<br><br>● Professional development will be provided by the Literacy and Math Specialists according to PL Calendar<br>● Progress monitoring and data talks will occur during team planning meetings.<br>● Coaching will be provided by Literacy and Math Specialists<br>● Cross grade level planning and department meetings<br>● Special Education and Intervention teachers will collaborate on individual student needs.<br>● Ongoing systemic training by FCPS Special Education Staff.<br>● Math PD with Specialist- Bill Jackson | **Aspirational Goal** 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.<br><br>**Aspirational Goal 2:** FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.<br><br>**Priority 4:** FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.<br><br>**F4T:** 4a,4d,4e | **Math Specialist**<br><br>**Reading Specialist**<br><br>**Administration** | **Evaluations on PD Sessions**<br><br>**Teacher Observations** | **Evaluations on PD Sessions**<br><br>**Teacher Observations** | **Evaluations on PD Sessions**<br><br>**Teacher Observations/ Evaluations**<br><br>**MCAP** |
| **Evaluation and Reflection**<br>**Hattie Effect Size .75** | **Aspirational Goal** 1: FCPS will equip | **Math Specialist** | **Teacher Observations** | **Teacher Observations** | |

| | | | | | |
|---|---|---|---|---|---|
| **Feedback**<br>**Hattie Effect Size .70**<br><br>● Student advocacy and goal setting will be encouraged through feedback from teachers<br>● Evaluation and reflection by both the teacher and student will occur through the use of conferencing, journaling and goal setting | each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.<br><br>**F4T:** 2a,1b,4a,3e | **Reading Specialist**<br><br>**Administration** | | | **Teacher Observations/ Evaluations**<br><br>**MCAP** |
| **Learning Goals VS No Learning Goals**<br><br>**Hattie Effect Size .68**<br>● Teachers will interactively use objectives and success criteria with students.<br>● LI and SC will be collaboratively developed with intervention and special education teachers | **Aspirational Goal** 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.<br><br>**Priority 2:** FCPS will raise achievement for all students and eliminate achievement gaps.<br><br>**F4T:** 3a,3c,1a,1c,1b | **Math Specialist**<br><br>**Reading Specialist**<br><br>**Administration** | **Evaluations on PD Sessions**<br><br>**Teacher Observations** | **Evaluations on PD Sessions**<br><br>**Teacher Observations** | **Evaluations on PD Sessions**<br><br>**Teacher Observations/ Evaluations**<br><br>**MCAP**<br><br>**I-Ready EOY** |

**Professional Learning**

**Aligned Strategic Plan Priorities:**

Priority 3: FCPS will implement strategies to ensure a high quality and diverse workforce.

Priority 4: FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.

The Standards for Professional Learning define the elements that must be in place for professional learning to have a meaningful impact on teacher practice and student achievement. These standards outline the seven core elements that need to be in place for professional learning to be effective:

1. Learning Communities - Educators in a building are committed to professional growth and collective responsibility in the context of shared goals.
2. Leadership - Leaders in a building build capacity and advocate for and support professional learning.
3. Resources - Resources, including human, fiscal, material, technology, and time, are available and allocated effectively.
4. Data - Information about student and educator performance is collected to plan, assess, and evaluate professional learning.
5. Learning Designs - Professional Learning is conducted in ways that are consistent with research on how adults learn best.
6. Implementation - Professional Learning is conducted in ways that are consistent with research on change and includes sustained support.
7. Outcomes - Student outcomes and educator learning are clearly linked and are consistent with system goals and priorities.

These standards work in conjunction with each other to produce lasting change in educator practice and an increase in student achievement.

## Professional Learning Calendar

| Month | Meeting Type | Purpose | Time |
|-------|-------------|---------|------|
| September | Karine Meyers - SLO | Teach SLO writing and development. | 9/13/19 1:45 - 2:45 |
| | SMART Team Building. | To increase team building and collaboration across the building. | 9/13/19 2:45 - 3:45 |
| | FCCS 101 - Classroom management | Review and discover management techniques leading to increased achievement and efficiency. | 9/27/29 1:45 - 2:45 |
| | Middle School / Elementary School meetings | Increase student achievement through collaboration centered around enrichment/intervention, cross-curricular planning, writing strategies, and goal-setting. | 9/27/29 2:45 - 3:45 |

| | | | |
|---|---|---|---|
| October | Dr. Philips & Dr. Harris - Cultural Proficiency | Increase understanding, awareness and responsiveness to cultural differences. | 10/04/19 1:45- 3:45 |
| | Department Meetings | Ensure consistency of expectations specific to FCCS that lead to increased student achievement.. | 10/18/19 1:45- 3:00 |
| | Transgender Training- M Corden | Collaboration between grade levels and different curricula | 10/18/19 3:00-3:15 |
| November | Mary Wright - Special Education Classical EnvironmentTraining | Reading and implementing IEPs Classical Environment Training - Whole School | 11/01/19 1:45- 2:45 11/01/19 2:50 - 3:45 |
| | Classical EnvironmentTraining Department Meetings | Classical Environment Continued Team Collaboration Meetings & Pacing | 11/15/19 1:45 - 2:45 2:50 - 3:45 |
| December | Classical Environment | SLO Process Review Book study whole group with reflections and 2 month virtue tie in with Temperance & Compassion. . | 12/06/19 1:45- 2:30 2:40 - 3:45 |
| January | Dr. Philips & Dr. Harris - Cultural Proficiency | Increase understanding, awareness and responsiveness to cultural differences. | 1/10/20 1:45-3:45 |
| | Department Meeting Rotation a [Math / History / All Fine Arts | Collaboration between grade levels and different curricula | 1/17/20 1:45 - 3:45 |
| February | Special Education - Mary Wright | Reading and implementing IEPs | 02/07/20 1:45- 2:45 |
| | Department Meeting Rotation b [Science / ELA / Fine Arts w/ middle school ] Singapore Math PD | Literacy - LETRS Math - Singapore Math Fine Arts Pacing | 02/21/20 1:45 - 3:45 |
| March | Department Meeting Rotation a [Math / History / All Fine Arts | Collaboration between grade levels and different curricula | 03/06/20 1:45- 3:45 |
| | SLO Check ins and effectiveness | Review SLO writing and development. | 3/20/20 1:45- 2:40 |
| | Department Meeting Rotation b [Science / ELA / Fine Arts w/ middle school ] | Collaboration between grade levels and different curricula | 3/20/20 2:45 - 3:45 |
| April | Testing training / Final data review and planning | Ensure FCCS is prepared for a successful testing period. | 04/03/20 1:45- 2:40 |

| | | | |
|---|---|---|---|
| | Department Meeting Rotation a [Math / History / All Fine Arts | Collaboration between grade levels and different curricula | 04/03/20 2:45 - 3:45 |
| | FCCS 101 - Socratic Seminar / Classical Collaborations (group work) | Provide PL to increase staff use and proficiency in Socratic seminars and collaboration | 4/24/20 1:45 - 2:40 |
| | Department Meeting Rotation b [Science / ELA / Fine Arts w/ middle school ] | Collaboration between grade levels and different curricula | 4/24/20 2:45 - 3:45 |
| May | Dr. Philips & Dr. Harris - Cultural Proficiency | Increase understanding, awareness and responsiveness to cultural differences. | 05/08/20 1:45- 3:45 |
| | FCCS Leadership Team | SIP Review | 5/22/20 1:45 - 2:40 |
| | Department Meeting Rotation b [Science / ELA / Fine Arts w/ middle school ] | Collaboration between grade levels and different curricula | 5/22/20 2:45 - 3:45 |
| June | FCCS SIP Review and Debrief | SIP Discussion Continued | 6/5/20 1:45- 2:40 |
| | Middle School / Elementary School meetings | Increase student achievement through collaboration centered around enrichment/intervention, cross-curricular planning, writing strategies, and goal-setting. | 6/5/20 2:45 - 3:45 |

**Weekly PL Professional Development Calendar will operate on a 3 week rotational basis:**

**Week 1: Pd with Reading and Math Specialist**

**Week 2: Teaming**

**Week 3: Student Concerns with Guidance Counselor**

**Week 4: Pd with Administration**