

# JOHNNYCAKE ELEMENTARY SPP SNAPSHOT

## Responsive Instruction

Teachers will use a process for formative assessment including checks for understanding during instruction and adjust teaching as needed based on student progress.

### MATH

**Decrease** the percentages of students demonstrating MAP Math achievement below the 41st percentile from 60% in Winter 2023 to 40% in Winter 2024.  
**Increase** the percentages of students demonstrating MAP Math achievement at or above the 61st Percentile from 15% in Winter 2023 to 35% Winter 2024.

### LITERACY

**Decrease** the percentages of students demonstrating MAP Math achievement below the 41st percentile from 64% in Winter 2023 to 44% in Winter 2024.  
**Increase** the percentages of students demonstrating MAP Reading achievement at or above the 61st Percentile from 15% in Winter 2023 to 35% in Winter 2024.

Teachers will use BCPS curriculum and resources to proactively design differentiated lessons to provide instruction that addresses learner variability through culturally responsive practices.

### TEACHER ACTIONS

- Teachers will use a process for formative assessment including checks for understanding during instruction and adjust teaching as needed based on student progress.
- Teachers will use BCPS curriculum and resources to proactively design differentiated lessons to provide instruction that addresses learner variability.
- Teachers will provide opportunities for guided practice and provide timely and specific feedback to students.
- Provide multiple opportunities for students to demonstrate learning and grades are aligned to standards and based on a body of evidence.
- Plan for targeted responsive instruction which accelerates, enriches, or extends learning as needed.

### TEACHER EVIDENCE

- CBA results indicating 85% of students scoring 60% or better.
- Updated gradebooks reflecting student's current levels of performance in ELA and Math.
- Participation in PLC meetings focused on planning responsive, standard aligned, small group instruction.
- Building student use of academic vocabulary and fluency.
- Use of cognitively engaging instructional practices.
- Real time data collection to make moment-to-moment instructional decisions for students.
- Formative assessment results used to plan for responsive small group instruction.
- Consistent review of Unit Assessment data to determine trends, patterns, and reteaching/enrichment opportunities.
- Informal and formal observation data indicating effective instruction.

### STUDENT ACTIONS

- Connect new learning to enduring learning and essential questions.
- Engage in sustained reading tasks.
- Apply critical thinking skills to make inferences
- Decode and read fluently.
- Domonstrate knowledge of academic vocabulary when speaking and writing.
- Work independently and collaboratively.
- Read and respond to complex text
- Use textual evidence to support reasoning and responses.
- Knowledge built through content rich non-fiction.
- Actively engage in discourse using math vocabulary.
- Apply critical thinking skills to solve problems.
- Attend to precision when solving problems.
- Construct viable arguments and critique the thinking of others.
- Make sense of problems & persevere in solving them.
- Reason abstractly & quantitatively.

### STUDENT EVIDENCE

- CBA results indicate increases in students scoring 50% or higher.
- Formative assessment results indicating growth towards grade level standards.
- Application of understanding through a variety of standards aligned tasks.
- Student exit ticket/classwork examples show growth towards reaching/exceeding expected outcomes.
- Marking period grades showing the increasing % of C or better (Grades 4 and 5).
- MAP data indicating increasing number of students meeting or exceeding the 61st percentile.
- Work samples showing growth in writing aligned to writing standards.
- Ability to solve complex math problems and read understand complex text.
- Use of academic vocabulary.
- Engaged in cognitively demanding tasks.

## SAFE AND SUPPORTIVE ENVIRONMENT

**Decrease the percentage of students chronically absent from 32% in 2023 to 25% in 2024.**

### Equitable Access

Teachers will identify and implement appropriate scaffolds for instruction to promote student independence and to ensure students receiving special services (ESOL and Special Education) can access grade level content.

### Culturally Relevant Pedagogy

Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity as a means of increasing consistent student attendance and decreasing peer conflicts and instructional disruptions.

### Teacher Actions

- Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs.
- Teaches will use a variety of evidence based strategies to promote studnent engagement and curiosity.
- Teachers will make accomodations and modifications for exceptional learners.
- Expectations clearly defined.
- Implementation of C.H.A.M.P.S. Classroom Management System

### Student Actions

- Students will be able to access grade level instruction through equitable and student-centered practices.
- Students will demonstrate respectful, responsible and ready to learn behavior in alignment with school-wide expectations.
- Students and staff will follow the outlined SEL protocols.
- Student recognition and praise
- Participation in C.H.A.M.P.S. Classroom Management System