

Lansdowne Elementary School
Community School Progress Summary 2021-2022
Principal McBride

<p>BCPS Vision: Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of creating, sustaining, and investing in excellence for every student, every school, and every community.</p>	<p>School Mission: Every student at Lansdowne Elementary will be provided the highest quality, 21st century education in a safe, secure, and positive environment conducive to high levels of teaching, learning, and student engagement, resulting in globally competitive students prepared for their chosen college and/or career path.</p>
ACTION STEPS	
Mathematics	Culture
<p>Action Step(s):</p> <p>Core Belief #2 - High Expectations:</p> <ul style="list-style-type: none"> Teachers will implement system programs (Bridges) and resources with fidelity while being responsive to learner variability within the parameters of the programs and resources. Differentiation of content and questioning is needed in order to provide acceleration/enrichment for some while providing reinforcement and extension for others. <p>Core Belief #4 - Responsive Instruction:</p> <ul style="list-style-type: none"> School staff will evaluate student work/learning on a variety of formative/summative assessments and create plans for providing targeted feedback, responsive instruction which reteaches, accelerates, or extends learning as needed. 	<p>Action Step(s):</p> <p>Core Belief #2: - We believe all students can achieve high academic outcomes and therefore all teaching and learning must be differentiated while maintaining the integrity of the grade-level standard.</p> <ul style="list-style-type: none"> We will encourage our most dependent learners to develop metacognition strategies while providing them with an environment that nurtures expectations of success. (<i>Cultivating Genius & EL Excellence as anchor text</i>)
<p>Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.</p>	
Literacy	Culture
<p>Action Step(s):</p> <p>Core Belief #2 - High Expectations:</p> <ul style="list-style-type: none"> Teachers will implement system programs (Open Court, ELA Scope & Sequence) and resources with fidelity while being responsive to learner variability within the parameters of 	<p>Action Step(s):</p> <p>Core Belief #2: - We believe all students can achieve high academic outcomes and therefore all teaching and learning must be differentiated while maintaining the integrity of the grade-level standard.</p>

<p>the programs and resources. Differentiation of content and questioning is needed in order to provide acceleration/enrichment for some while providing reinforcement and extension for others.</p> <p>Core Belief #4 - Responsive Instruction:</p> <ul style="list-style-type: none"> School staff will evaluate student work/learning on a variety of formative/summative assessments and create plans for providing targeted feedback, responsive instruction which reteaches, accelerates, or extends learning as needed. 	<ul style="list-style-type: none"> We will encourage our most dependent learners to develop metacognition strategies while providing them with an environment that nurtures expectations of success. (<i>Cultivating Genius & EL Excellence as anchor text</i>)
<p>Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment.</p>	
<p>Safe and Secure Environment</p>	<p>Culture</p>
<p>Action Step(s):</p> <p>Core Belief #4: We believe instruction must be culturally responsive to student strengths and needs and aligned to the rigor of state standards.</p> <ul style="list-style-type: none"> Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity. 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. 	<p>Action Step(s):</p> <p>Core Belief #4: We believe instruction must be culturally responsive to student strengths and needs and aligned to the rigor of state standards.</p> <ul style="list-style-type: none"> The leadership team will provide Conscious Discipline structures & resources to support students and teachers with building and providing proactive social-emotional development. The leadership team will continue to facilitate on-going equity conversations that focus on underserved students, and teacher beliefs.