

Stoneleigh Elementary School
Community School Progress Summary 2022-2023
Ms. Hollenbeck, Principal

<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: At Stoneleigh Elementary School we are a nurturing learning community committed to preparing students to love learning and embrace diversity to achieve our academic and social goals, to be college and career ready.</p>
ACTION STEPS	
Mathematics	Culture
<p>Action Step(s): Equitable Access – 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.</p> <p>High Expectations – Teachers will implement system programs and resources with fidelity while being responsive to learner variability within the parameters of the programs and resources.</p>	<p>Action Step(s): Provide professional development on the implementation of all aspects of Number Corner</p> <p>Creating the opportunity for grade level planning to analyze data determining trends present in mathematics instruction, discuss instructional implications, and provide all students access and opportunity to rigorous coursework.</p>
<p>Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.</p>	
Literacy	Culture
<p>Action Step(s): Equitable Access – 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.</p> <p>High Expectations - 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.</p>	<p>Action Step(s): Standardization of planning using specific data to identify skills/strategies for student small groups so that all students demonstrate growth in learning.</p> <p>Creating the opportunity for grade level planning (i.e., back mapping of the CCRS, long range planning, data analysis for future instruction).</p>
<p>Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment.</p>	

Safe and Secure Environment	Culture
<p>Action Step(s): Equitable Access – 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> <p>Culturally Relevant Pedagogy – Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content</p>	<p>Action Step(s): Courageous conversations and continuation of school-wide equity work through professional development offerings which accommodate equity conversations.</p> <p>Creating opportunities to engage in dialogue which will be ongoing between stakeholders focused on student engagement, ethnicity, and student perspective.</p> <p>Using existing structures and opportunities to model, guide, and support staff with implementing Conscious Discipline and equity conversations and actions around how ethnicity shows-up and is supported.</p>