

SY 2021-2022 School Performance Plan

150, **School Number**
Mary Ann Winterling Elementary School at Bentalou, **School Name**
Kimberly Hill-Miller, **Principal**
Sonya Goodwyn-Askew, **ILED**
www.baltimorecityschools.org/150, **Website**
SER Visit in SY 2019-20: Yes
Title I (Schoolwide) or Targeted Assistance

This document captures the SY 2021-2022 School Performance Plan Goals and Strategies for [school name]. The School Performance Plan (SPP) is a blueprint designed to support principals and school leadership teams in improving overall school performance, with an emphasis on instruction and student achievement. It serves as a year-round anchor in conversations between the district office, schools, and communities.

These goals and strategies were drafted by the school with community and stakeholder feedback and are currently in draft form.

Literacy Plan

SMART Goal #1

At BOY, SY 22, 64% of students performed well below on Dibels. We will decrease this percent to 54% at EOY.

Evidence-Based Strategy 1:

All students will engage in the appropriate personalized learning opportunities in ELA such as small group instruction, high dosage tutoring, enrichment, intervention, online learning, and/or mentoring.

Evidence-Based Strategy 2:

Teachers in Grades PreK-Grade 5 will participate in bi-weekly (90 minutes) ELA Collaborative Planning meetings to engage in team development with accelerated learning, data analysis, high quality instruction around priority standards, and flexible, personalized learning instructional strategies.

Evidence-Based Strategy 3:

Literacy Plan

SMART Goal #1**Evidence-Based Strategy 1:****Evidence-Based Strategy 2:****Evidence-Based Strategy 3:**

Math Plan

SMART Goal

At BOY SY22, 65% of students performed 2+ Grade Levels Below. We will decrease this to 50% at EOY SY22.

Evidence-Based Strategy 1:

All students will engage in the appropriate personalized learning opportunities such as small group instruction, high dosage tutoring, enrichment, intervention, online learning, and/or mentoring.

Evidence-Based Strategy 2:

Provide teachers and staff with regular professional development, coaching and support around adapted school priorities. This includes training on the use and interpretation of assessments, high quality instruction around priority standards, and flexible, personalized learning instructional strategies.

Evidence-Based Strategy 3:

Student Wholeness Plan

SMART Goal

The BOY attendance rate is 88%. We will increase it to 90% by EOY.

Evidence-Based Strategy 1:

Evidence-Based Strategy 2:

Evidence-Based Strategy 3:

4th Goal Selection:

SMART Goal

The percentage of students (MAW) with core course failures last year was 69.6%. This will decrease to 49.6%.

Evidence-Based Strategy 1:

Develop Tier 1, 2, and 3 Interventions based on academic, behavior, and course performance needs.

Evidence-Based Strategy 2:

Monitor student progress during the year around the effectiveness of interventions and update as needed.

Evidence-Based Strategy 3:

Fifth Goal Selection:

SMART Goal

100% of classroom teachers will implement the five SEL competencies into their teaching practices daily by EOY.

Evidence-Based Strategy 1:

The five-core social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) will be cultivated through teaching practices and academic instruction.

Evidence-Based Strategy 2:

Establish coordinated wraparound services for students in need of intensive supports in social and emotional learning.

Evidence-Based Strategy 3: