

Exhibit D – Literacy

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Responsive Strategies and Planning for Powerful Instruction

Instructional Goal(s):

Literacy: For all students to be able to demonstrate mastery of vocabulary acquisition measured by a MAP-R strand score of: 6th=216, 7th=218, 8th=220.

Analyzing Data to Inform Instruction

Department	Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
Arts	<ul style="list-style-type: none"> PLC Data chats SLO Data Teacher observation/rubrics Peer observations/Critique Exit Cards Student Discourse Student Verbal Repetition Artist Statements 	<ul style="list-style-type: none"> Student Data Technology PB, Chromebooks Curriculum Gradebook Performance Matters 	<ul style="list-style-type: none"> Department PLC planning Meet with Math and English RTs Staff Development 	<ul style="list-style-type: none"> Grades SLOs
English	<ul style="list-style-type: none"> Department meetings used to discuss SIP data Department meetings also used to have teachers look at specific student data related to SIP and plan for support and enrichment opportunities PLC data chats to discuss grade level SIP data in order to inform instruction Using student data to inform placement, structure and instruction for reading intervention courses: <ul style="list-style-type: none"> Reading TAP Digital Literacy 2-3 Read 180 	<ul style="list-style-type: none"> Performance Matters Unify data reports (MAP-R reports and Progress Check results) NWEA data reports Classroom data (Skills based assessments, and Common Tasks) Flex program ILit20 program Read 180 program 	<ul style="list-style-type: none"> How to utilize data to support instruction Training on how to provide teachers with strategies to specifically support students who are scoring low to low average in the Vocabulary strands of MAP-R Department PLC planning Performance Matters training NWEA reports training 	<ul style="list-style-type: none"> EOL data (monitored quarterly and after MAP-R administrations) Meeting EOL measures/milestones Grades in Grade Book Reading Inventory Assessments in Reading Intervention courses

	<ul style="list-style-type: none"> ○ Basic and Developmental reading 			
Math	<ul style="list-style-type: none"> • Analysis of MAP-R data • Data chats in department meeting • PLC discussion on assessment data • Multiple opportunities to demonstrate mastery 	<ul style="list-style-type: none"> • Baseball card • Gradebook extracts • NWEA MAP reports 	<ul style="list-style-type: none"> • NWEA reports • Supporting vocabulary acquisition 	<p>MONITORING</p> <ul style="list-style-type: none"> • August analysis of Spring MAP-R Data • October analysis of Fall MAP-R data • February analysis of 6th grade MAP-R Data <p>RESULTS - Students proficient with vocabulary acquisition</p>
PE	<ul style="list-style-type: none"> • PLC Data chats • SLO Data • Teacher observation/rubrics • Peer observations/Critique • Exit Cards • Student Discourse • Student Verbal Repetition 	<ul style="list-style-type: none"> • Student Data • Technology PB, Chromebooks • Curriculum • Gradebook • Performance Matters 	<ul style="list-style-type: none"> • Department PLC planning • Meet with Math and English RTs • Staff Development 	<ul style="list-style-type: none"> • Grades • SLOs
Science	<ul style="list-style-type: none"> • Data chats around common tasks within PLC • Data chats around implementation of strategies • Discussions around identification of SLO students and progress • Analysis of skills missed and re-assessment/re-teaching needs 	<ul style="list-style-type: none"> • Access to PM Unify • PLC and Department time for data chats • 	<ul style="list-style-type: none"> • Further support from admin and Staff Development for PM Unify practice and access 	<ul style="list-style-type: none"> • Grades • SLO results • Informal Observations • Formal Observations • State of the Department Meeting template and discussion with admin.
Social Studies	<ul style="list-style-type: none"> • PLC data chats around common assessments • Periodic discussion within PLC's and departments concerning SLO progress • Opportunities for department articulation and planning around social studies skills development 	<ul style="list-style-type: none"> • PLC and department time to focus on data chats • Access to Performance Matters Unify • Support from Staff Development Teacher • Classroom data (common assessments) 	<ul style="list-style-type: none"> • Training around instructional focus during Department Meetings • Department PLC planning 	<ul style="list-style-type: none"> • Grades • SLOs • Performance on Common Writing Tasks

Special Education	<p>Content Department Meetings- Clarify questions on the curriculum and learning goals</p> <p>Weekly Collaborative Planning- SPED teachers will meet with their general education co-teachers (English) and resource teachers (English and RTSE)</p> <ul style="list-style-type: none"> Review data/common tasks and assessments (range grading) Discuss differentiated instruction Discuss reteach/reassess opportunities and providing feedback Criterion for success Consider accommodations, and supplementary aids and services 	<p>Support from IEP team members (administration, counseling, school psychologist, speech language pathologist, etc.) English RT, RTSE, and Paraeducators</p> <ul style="list-style-type: none"> SDT: curriculum resources that address multiple perspectives and learning strategies Identify culturally responsive strategies, challenging resources, and equitable practices <p>-Data Collection -Performance Matters (EOL) -Gradebook -IEPs: Progress on IEP goals -BIPs -FBAs</p>	<p>Trainings for new programs in Reading (Flex Literacy and iLit)</p> <p>Strategies such as: Frayer Model,</p> <p>Explanation of these programs for articulation and IEP meetings</p> <p>Baldrige- document and display data, class goals, and achievement</p> <p>Discuss students' strengths and needs in order to plan next steps</p> <p>Monthly Special Education department updates</p>	<ul style="list-style-type: none"> Present Levels of Academic Achievement and Functional Performance” (PLAAFP) provides a holistic view of the student through a variety of means. This includes, but is not limited to: <ul style="list-style-type: none"> current classroom-based assessments district and/or state assessments classroom-based observation parent/guardian, student, and general education teacher input in all relevant areas. <p>Data chats within Department PLCs, independently, SLOs</p> <p>Accommodation documentation</p> <p>IEP Present Levels-MAP-R vocabulary acquisition and use RIT with grade level and percentiles WJ-IV Tests of Achievement <ul style="list-style-type: none"> Word Reading Fluency </p>
World Languages	<ul style="list-style-type: none"> PLC Data chats SLO Data Teacher observation/rubrics 	<ul style="list-style-type: none"> Student Data Technology PB, Chromebooks 	<ul style="list-style-type: none"> Department PLC planning 	<ul style="list-style-type: none"> Grades SLOs

	<ul style="list-style-type: none"> • Peer observations/Critique • Exit Cards • Student Discourse • Student Verbal Repetition • Reading & Listening Activities-WL • Student TPR-WL 	<ul style="list-style-type: none"> • Curriculum • Gradebook • Performance Matters 	<ul style="list-style-type: none"> • Meet with Math and English RTs • Staff Development 	
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Content Knowledge

Department	Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
Arts	<ul style="list-style-type: none"> • Arts-analyze curriculum to determine common vocabulary and identify strategies. 	<ul style="list-style-type: none"> • Curriculum • Department PLC time allocated • Technology-chromebooks/Computer 	<ul style="list-style-type: none"> • Department PLC • Staff Development/admin 	<ul style="list-style-type: none"> • Monthly check-ins for strategy development and adjustments if needed • Effective lesson plans and instruction
English	<ul style="list-style-type: none"> • Analyzing literary and informational texts 	<ul style="list-style-type: none"> • Leveled and diverse texts • Technology (Chromebooks, Promethean Board) • CommonLit • Achieve the Core 	<ul style="list-style-type: none"> • Training on how to effectively teach vocabulary • Training on providing enrichment and support (differentiation) 	<ul style="list-style-type: none"> • Informal and formal class observations • PLC planning visits • Meeting EOL data measures/milestones
Math	<ul style="list-style-type: none"> • PLC weekly planning analyzing document in curriculum google drive. • Department Meeting discussion 	<ul style="list-style-type: none"> • English RT • Vocabulary word walls 	<ul style="list-style-type: none"> • Vocabulary teaching strategies 	MONITORING <ul style="list-style-type: none"> • Informal classroom observation • Formal Classroom Observation
PE	<ul style="list-style-type: none"> • PE-analyze curriculum to determine common vocabulary and identify strategies. 	<ul style="list-style-type: none"> • Curriculum • Department PLC time allocated • Technology-chromebooks/Computer 	<ul style="list-style-type: none"> • Department PLC • Staff Development/admin 	<ul style="list-style-type: none"> • Monthly check-ins for strategy development and adjustments if needed • Effective lesson plans and instruction
<i>Science</i>	<ul style="list-style-type: none"> • Analyze the curriculum to identify strategies to 	<ul style="list-style-type: none"> • PLC and Department time to identify strategies 	<ul style="list-style-type: none"> • Meet with Staff Development 	<ul style="list-style-type: none"> • Qualitative Data during Department

	reinforce vocabulary <ul style="list-style-type: none"> Analyze curriculum to identify appropriate vocabulary which would help support written claims 		Teacher for some instructional approaches to use in science <ul style="list-style-type: none"> Meet with ELA RT to identify strategies to incorporate vocabulary acquisition in the science classroom 	meetings around discussion of strategies
<i>Social Studies</i>	<ul style="list-style-type: none"> Analyzing historical evidence using the Social Studies Literacy Skills (Sourcing, Close Reading, Contextualization, Corroboration) Incorporate content-specific vocabulary in written responses 	<ul style="list-style-type: none"> Bank of vocabulary strategies Diverse primary and secondary source texts Time during department meeting to share strategies related to Social Studies literacy skills 	<ul style="list-style-type: none"> Training around social studies literacy skills during Department Meetings Training on how to embed vocabulary instruction into historical evidence analysis 	<ul style="list-style-type: none"> Informal and formal class observations PLC planning visits
Special Education	<ul style="list-style-type: none"> Creating IEP goals based on the curriculum 	<ul style="list-style-type: none"> Content (English, Reading Interventions) Department Meetings 	<ul style="list-style-type: none"> Content (English, Reading Interventions) PLCs 	<ul style="list-style-type: none"> IEP data points Teacher reports IEP Goals based on Curriculum standards
World Languages	<ul style="list-style-type: none"> WL-analyze curriculum to determine common vocabulary and identify strategies. 	<ul style="list-style-type: none"> Curriculum Department PLC time allocated Technology-chromebooks/Computer 	<ul style="list-style-type: none"> Department PLC Staff Development/admin 	<ul style="list-style-type: none"> Monthly check-ins for strategy development and adjustments if needed Effective lesson plans and instruction

Strategies that Provide the Opportunities to Learn

Department	Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
Arts	<ul style="list-style-type: none"> Student Discourse-All Warm-ups-All Word Walls- Health & Arts 	<ul style="list-style-type: none"> Vocabulary Supplies for word walls Technology Materials for performance/demonstrations 	<ul style="list-style-type: none"> Department PLC Staff Development/admin 	<ul style="list-style-type: none"> Monthly check-ins for strategy evaluation Informal observations

	<ul style="list-style-type: none"> • Verbal Repetition of Vocabulary-Theatre, Music, WL • Reading, Listening & Performing Activities-WL & Music 			<ul style="list-style-type: none"> • PLC data • Best Practice Sharing
English	<ul style="list-style-type: none"> • Utilizing Personalized Blended Learning rotations to group students by performance strands in order to provide more personalized support/instruction • Student centered discourse • Utilizing Universal Design for Learning (UDL) strategies to access strength-based learning • Explicitly teaching context clues • Explicitly teaching prefixes and suffixes • Marzano's 6 Step Process 	<ul style="list-style-type: none"> • Professional Development • Technology (Chromebooks, Promethean Board) • Vocabulary.com 	<ul style="list-style-type: none"> • Training on providing enrichment and support (differentiation) • Training on UDL • Training on different models of student centered discourse • Training on effective ways to teach vocabulary 	<ul style="list-style-type: none"> • Informal and formal class observations • Lesson plans • PLC planning visits • Meeting EOL data measures/milestones
Math	<ul style="list-style-type: none"> • Flexible grouping • Choice activities • Enrichment activities • Opportunities to make thinking visible • Student discourse 	<ul style="list-style-type: none"> • Differentiation 	<ul style="list-style-type: none"> • Strategies to support students with disabilities • Enrichment strategies for kids who already have mastered grade level indicators 	<p>RESULTS -</p> <ul style="list-style-type: none"> • Students are engaged in rigorous • Students received individualized instruction.
PE	<ul style="list-style-type: none"> • Student Discourse-All • Warm-ups-All • Word Walls- Health & Arts • Demonstrations-Theatre & PE • Word of the week-PE 	<ul style="list-style-type: none"> • Vocabulary • Supplies for word walls • Technology • Materials for performance/demonstrations 	<ul style="list-style-type: none"> • Department PLC • Staff Development/admin 	<ul style="list-style-type: none"> • Monthly check-ins for strategy evaluation • Informal observations • PLC data

				<ul style="list-style-type: none"> • Best Practice Sharing •
Science	<ul style="list-style-type: none"> • Use of word banks • Whole class production of word banks to be used for writing prompts • Incorporate movement to model vocabulary • Flashcard reinforcing vocab • Card sorts • Prefix, root word analysis • Relate to root words in other languages • Criteria Charts • Images to support • Kahoot 	<ul style="list-style-type: none"> • Bank of Vocab Strategies (Toolkit) • Kim St. John for some instructional approaches to use in science 	<ul style="list-style-type: none"> • Meet with Staff Development Teacher for some instructional approaches to use in science • Meet with ELA RT to identify strategies to incorporate vocabulary acquisition in the science classroom 	<ul style="list-style-type: none"> • Reflection time provided during Department PLC time • Data Chats focusing on data around the specific implementation of strategies
Social Studies	<ul style="list-style-type: none"> • Social Studies Literacy Skills graphic organizers • Student discourse opportunities • UDL strategies to support vocabulary development • Activators and Exit Cards 	<ul style="list-style-type: none"> • Academic Discourse Sentence Starters • UDL resources • Technology (Chromebooks, etc.) 	<ul style="list-style-type: none"> • Training on enrichment and differentiation • Training on UDL strategies to support vocabulary development • Training on discourse models 	<ul style="list-style-type: none"> • Informal and formal classroom observations • PLC planning visits
Special Education	<ul style="list-style-type: none"> • Small group instruction, re-teaching and re-assessment opportunities, support classes, accommodations and supplementary aids and services 	<ul style="list-style-type: none"> • Assistive technology • Writing Tools • Staffing (read to accommodations) 	<ul style="list-style-type: none"> • PD on accommodations and Supplementary Aids and Services (SAS) 	<p>Strengths of the student;</p> <ul style="list-style-type: none"> • Concerns of the parents/guardians for enhancing the education of their student; • Results of the initial evaluation or most recent evaluation of the student; and • Academic, developmental, and functional needs of the student.

World Languages	<ul style="list-style-type: none"> • Student Discourse-All • Warm-ups-All • Verbal Repetition of Vocabulary-Theatre, Music, WL • Reading, Listening & Performing Activities-WL & Music • Vocabulary Lists-WL 	<ul style="list-style-type: none"> • Vocabulary • Supplies for word walls • Technology • Materials for performance/demonstrations 	<ul style="list-style-type: none"> • Department PLC • Staff Development/admin 	<ul style="list-style-type: none"> • Monthly check-ins for strategy evaluation • Informal observations • PLC data • Best Practice Sharing
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Equity/Cultural Awareness & Proficiency

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
<ul style="list-style-type: none"> • Utilizing Universal Design for Learning (UDL) strategies to access strength-based learning • Student centered discourse Implementation • Using materials with diverse cultural perspectives • Providing opportunities for students to share their diverse perspectives • Students leading for equity with peers and staff • Student Diversity Leadership Team (SDLT) • School focused lessons on culture diversity and respect 	<ul style="list-style-type: none"> • Professional Learning • Materials with Diverse Perspectives • Technology (Promethean Board, Chromebook, Interactive Engagement) • Interactive Lessons • Student Data • Student Voice Data 	<ul style="list-style-type: none"> • Monthly Race and Equity training • Department PLC Planning • Department Specific training related to culturally responsive instruction • Optional MCPS training • Supporting LBGTQ students 	<ul style="list-style-type: none"> • Feedback from trainings are monitored monthly • Informal/formal classroom observations • Lesson plans <p>RESULTS:</p> <ul style="list-style-type: none"> • Development of Student Leaders • Culturally Proficient Lessons • School-wide lessons and learning • Decrease in number of culturally or racially charged referrals or student issues

Programming/Scheduling

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
<ul style="list-style-type: none"> • Co-taught classes for special education and ESOL • All departments off for instructional planning • Support classes are aligned with electives to allow for fluid 	<ul style="list-style-type: none"> • Schedule that allows for teams and departments to meet within the instructional day • Space to allow for team teaching and collaboration 	<ul style="list-style-type: none"> • Training for implementation of the instructional foci within department meetings and/or designated professional development days 	<ul style="list-style-type: none"> • Informal observations • Weekly team meetings • Bi-weekly professional development <p>RESULTS:</p> <ul style="list-style-type: none"> • Strong instructional

transition <ul style="list-style-type: none"> • Team teaching amongst PLCs (opening the wall) • Collaboration and team teaching with the media specialists • Built in time for professional development 	<ul style="list-style-type: none"> • Enough class sections to allow for a smaller teacher to student ratio • Student Data 		programming
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Intervention Match/Methods

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
<ul style="list-style-type: none"> • Providing instructional support with the following classes and/or programs: <ul style="list-style-type: none"> ○ Related Studies ○ TAP Organization ○ TAP ○ Read 180 ○ Resource ○ Digital Literacy 2/3 ○ Math TAP ○ Reading TAP ○ Lunch Help ○ HW Club ○ Read Naturally ○ Extended Learning Opportunities ○ After school STEM club ○ Optional Science Fair Project ○ ZAP ○ Extended Year Program 	<ul style="list-style-type: none"> • A master schedule that allows for smooth transitioning in and out of support classes and programs • Student Data • Ongoing articulation meetings both internally and with feeder ES and HS schools to examine data and determine appropriate interventions 	<ul style="list-style-type: none"> • How to use data to inform instruction and determine if students need to exit or enter interventions • How to utilize UDL and culturally responsive strategies to support student needs • Training for new math and social studies courses • Training on providing enrichment (differentiation) 	<ul style="list-style-type: none"> • Student EOL data (monitored quarterly) RESULTS: <ul style="list-style-type: none"> • Meeting EOL measures • Making sure that all students are appropriately challenged • Articulation meetings both internally and with feeder schools to monitor student response to interventions

Physical, Social and Psychological Well-Being

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
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<ul style="list-style-type: none"> Implementing quarterly school-wide Wellness Days Daily PE (opportunity for movement) Interscholastic after school sports After school clubs Free breakfast Facilitating suicide prevention lessons (Signs of Suicide) Red Flags instruction (Health) Providing students with resources and/or lessons for the following: <ul style="list-style-type: none"> Handling social media (instruction in Health) Reporting bullying & harassment Maintaining academic success 	<ul style="list-style-type: none"> Assemblies Town Halls Small Group Lessons Counselor Lessons Student Led Sessions/Workshops PTA Workshops School sponsored parent workshops Student data PPW involvement Psychologist involvement 	<ul style="list-style-type: none"> Training on: <ul style="list-style-type: none"> Suicide prevention Child Abuse/Neglect Supporting LBGQTQ students Diabetes Religious diversity Bullying and harassment/sexual harassment Anaphylaxis training 	<ul style="list-style-type: none"> Student engagement Student data (qualitative and quantitative) Referral and Suspension Data Crisis Referral Data <p>RESULTS:</p> <ul style="list-style-type: none"> Engaged and successful students
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Other

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
<ul style="list-style-type: none"> College and Career Readiness <ul style="list-style-type: none"> Counselor led Naviance Lessons Student visits to Edison and Finance Park Students Visits to feeder HS to explore Career Pathway offering Meeting with students regarding HS magnet opportunities 	<ul style="list-style-type: none"> Naviance Scope and Sequence Access to Edison Access to feeder HS Information on HS magnet options 	<ul style="list-style-type: none"> Naviance training Meetings regarding opportunities available at Edison and feeder HS 	<ul style="list-style-type: none"> Naviance completion data