

**Hillcrest Elementary School**  
**Community School Progress Summary 2020-2021**  
**Principal: Jennifer Lynch, Ph.D.**

<p><b>BCPS Vision:</b> 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><b>School Mission:</b> Hillcrest Elementary is a Professional Learning Community committed to the achievement of all students. Through an integrated holistic approach students will develop personally, socially, and academically, in order to thrive in a global society.</p>
<b>ACTION STEPS</b>	
<b>Mathematics</b>	<b>Culture</b>
<p><b>Action Step(s):</b>  Responsive Instruction:</p> <ul style="list-style-type: none"> <li>• Teachers will analyze pre-assessment data in order to develop instruction that includes rich problem-solving and reasoning tasks that will allow students to meet the top of the standard.</li> <li>• School staff will evaluate student learning using a variety of assessments and will create plans for providing targeted, responsive instruction which reteaches, accelerates, or extends learning as needed.</li> <li>• Teachers will implement appropriate scaffolding in order to promote student independence with a targeted focus on improving outcomes for our students identifying as Black, two or more races and students receiving special education services, ESOL services, and FARMS services.</li> </ul> <p>High Expectations:</p> <ul style="list-style-type: none"> <li>• Teachers will promote higher level questioning to enrich the curriculum and provide rigorous tasks for all students, with a targeted focus on improving outcomes for our students identifying as Black, two or more races and students receiving special education services, ESOL services, and FARMS services.</li> <li>• In remote learning environment, teachers will extend and enhance the curriculum by using effective questioning and inquiry-based learning processes.</li> </ul>	<p><b>Action Step(s):</b>  Teachers will examine and question their own practices to identify potential constructs of thinking and biases to become aware of the ways their own cultural experiences influence the learning opportunities they create for their students.</p> <p>We will create a comprehensive Professional Learning profile that will allow teachers to build their competencies and engage in a supportive continuous learning cycle. Specifically, we will focus on developing a common understanding that 1.) all students can learn 2.) student success is our responsibility 3.) all students have a unique fund of knowledge that has been influenced by factors such as access, experience, culture, race, gender, etc. Our responsibility is to fill in gaps, extend, and build upon those funds of knowledge through direct teaching.</p> <p>We will continue to develop structures that encourage strong partnerships with all stakeholder groups.</p>

<p>Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.</p>	
<p><b>Literacy</b></p>	<p><b>Culture</b></p>
<p><b>Action Step(s):</b>  Responsive Instruction:</p> <ul style="list-style-type: none"> <li>Teachers will analyze pre-learning data in order to develop instruction that will allow students to meet the top of the learning standard.</li> <li>School staff will evaluate student learning on using a variety of assessments and will create plans for providing targeted, responsive instruction which reteaches, accelerates, or extends learning as needed.</li> <li>Teachers will implement appropriate scaffolding in order to promote student independence with a targeted focus on improving outcomes for our students identifying as Black, two or more races and students receiving special education services, ESOL services, and FARMS services.</li> </ul> <p>High Expectations:</p> <ul style="list-style-type: none"> <li>Teachers will directly teach comprehension strategies for of all students and will provide opportunities for all students to enrich the curriculum and provide rigorous tasks for all students, with a targeted focus on improving outcomes for our students identifying as Black, two or more races and students receiving special education services, ESOL services, and FARMS services.</li> <li>In remote learning environment, teachers will focus on effective questions and inquiry-based learning processes.</li> </ul>	<p><b>Action Step(s):</b>  Teachers will examine and question their own practices to identify potential constructs of thinking and biases to become aware of the ways their own cultural experiences influence the learning opportunities they create for their students.</p> <p>We will create a comprehensive Professional Learning profile that will allow teachers to build their competencies and engage in a supportive continuous learning cycle. Specifically, we will focus on developing a common understanding that 1.) all students can learn 2.) student success is our responsibility 3.) all students have a unique fund of knowledge that has been influenced by factors such as access, experience, culture, race, gender, etc. Our responsibility is to fill in gaps, extend, and build upon those funds of knowledge through direct teaching.</p> <p>We will continue to develop structures that encourage strong partnerships with all stakeholder groups.</p>
<p>Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment.</p>	
<p><b>Safe and Secure Environment</b></p>	<p><b>Culture</b></p>
<p><b>Action Step(s):</b>  Teachers will demonstrate cultural competencies in making decisions regarding the students in their class, noting the strengths and challenges</p>	<p><b>Action Step(s):</b>  Teachers will examine and question their own practices to identify potential constructs of thinking and biases to become aware of the ways</p>

while making accommodations and modifications for all students.

Teachers will directly teach and model social emotional learning skills and strategies and mental wellness strategies during morning meetings each morning for all students each morning in which students will be directly taught mental wellness strategies.

Staff will engage with students to deepen their knowledge of their students, including the way a student's culture, race, economic status, gender, etc impacts their fund of knowledge and learning styles.

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