**Northwest Academy of Health Sciences**

**School Progress Summary 2022-2023**

**Phillip Robinson, Principal**

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| **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.  **School Vision:** Northwest Academy of Health Sciences is a school community that fosters the social, emotional, and academic growth of globally competitive learners. | **School Mission:** Northwest Academy of Health Sciences **will exceed high academic standards by implementing an** equity centered community of responsive practitioners and learners striving to enhance access for students. Through personalized practice and teaching foundational and comprehensive skills, our students will be globally competitive. |
| **Belief Statement:** We believe all students are capable of achieving high academic outcomes and therefore all teaching and learning must be rigorous and reflect **high expectations** for all students. Instruction, assignments and assessments must align to the rigor of grade or course level standards. | |
| **ACTION STEPS** | |
| **Mathematics** | **Culture** |
| **Action Step(s):**   * Teachers will implement personalized and customized instruction that reflects high expectations and ensure that all students do the vast majority of the cognitive work of the task.  (BL and Eco Dis/TSI). * Teachers will use the formative and summative assessment cycle including, but not limited to checks for understanding during instruction and adjust teaching as needed based on student progress. * Teachers will provide opportunities for guided practice, explicit instruction and provide timely and specific feedback to students. | **Action Step(s):**   * The Mathematic Department Chair and resource teacher will collaborate with Office of Mathematics, SDT, and ILT to provide professional development on implementing instruction that aligns with the rigor of grade or course level standards for all students. * The ILT will develop schedules for bi-weekly collaborative content planning that includes general educators and special educators * The ILT will develop a unit calendar to review formative (monthly) and summative (quarterly) student performance data. * The ILT will lead teachers in (monthly) data analysis and action planning based on results of common teacher-made assessments aligned to MCAP standards. * The ILT will provide explicit staff-wide professional development on implementing IEP and 504 plans with fidelity at minimum once a semester. SPED DC will provide ongoing coaching as necessary. * NAHS staff will provide opportunities for parents to be part of the development and implementation of the SPP by accessing feedback/input as part of family engagement events during the year. |
| Goal: To improve student outcomes in Math. By 2023, student proficiency on MCAP Math will increase from 5.6% to 25% or higher. | |
| **Literacy** | **Culture** |
| **Action Step(s):**   * Teachers will implement personalized and customized instruction with that reflect high expectations and ensure that students do the vast majority of the cognitive work of the task.    (BL and Eco Dis/TSI-MU, SE)   * Teachers will model through explicit instruction by using formative assessment strategies including, but not limited to, checks for understanding during instruction and adjust teaching as needed based on student progress. (BL and Eco Dis/TSI-MU, SE) * Teachers will proactively align lessons that address learner variability using culturally relevant resources to promote student mastery of literacy skills. | **Action Step(s):**   * The ILT will develop schedules for bi-weekly collaborative content planning that include general educators and special educators. * The ILT will develop a unit calendar to review formative (monthly) and summative (quarterly) student performance data * The ILT will lead teachers in (monthly) data analysis and action planning based on results of uniform teacher-made assessments aligned to MCAP standards * The ILT will provide explicit staff-wide professional development on implementing IEP and 504 plans with fidelity at minimum once a semester. SPED DC will provide ongoing coaching as necessary. * NAHS staff will provide opportunities for parents to be part of the development and implementation of the SPP by accessing feedback/input as part of planned parent events during the year. |
| Goal: To improve student outcomes in Literacy. \*\*By 2023, student proficiency for students ELA will increase from 20% to 50% on MCAP ELA. | |
| **Safe and Secure Environment** | **Culture** |
| **Action Step(s):**   * Teachers will assess for and center student’s identities, strengths, interests, and needs in order to make instruction accessible in every classroom. * Teachers will examine their unintentional biases to become aware of the ways in which their own experiences influence the conditions and learning opportunities that they create for students. * Teachers will deploy student voice and advocacy to inform instructional decision making. | **Action Step(s):**   * The ILT will create student surveys to gain information on student interests, needs, and perception regarding instruction. * The ILT will lead and support a framework to ensure access to instructional reinforcement, feedback and meaningful “re-dos” for students * The ILT will recreate the Equity Team in order to ensure that instruction and celebration reflects culturally relevant attributes, and provide professional developments on equity, biases, and responsiveness in the classroom. * The ILT will recreate the Equity Team in order to ensure that instruction and celebration reflects culturally relevant attributes, and provide professional developments on equity, biases, and responsiveness in the classroom. * The NAHS Student Support Team will provide professional developments on responsiveness through the lens of equity (AVID, Social Worker, Counselor, Nurse). |