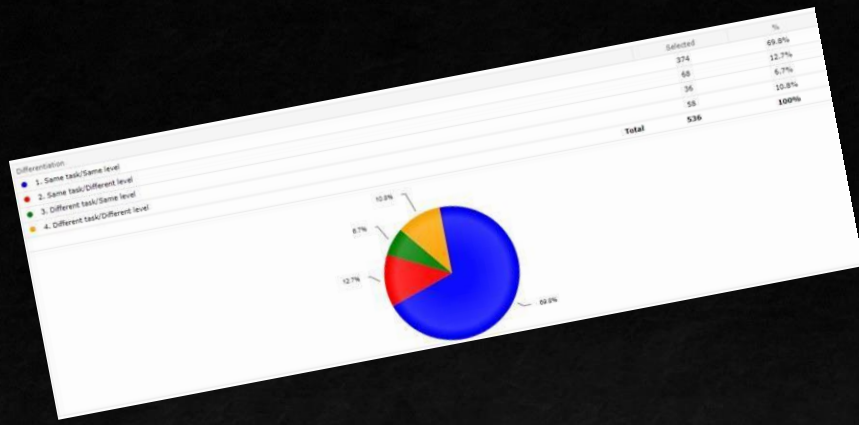


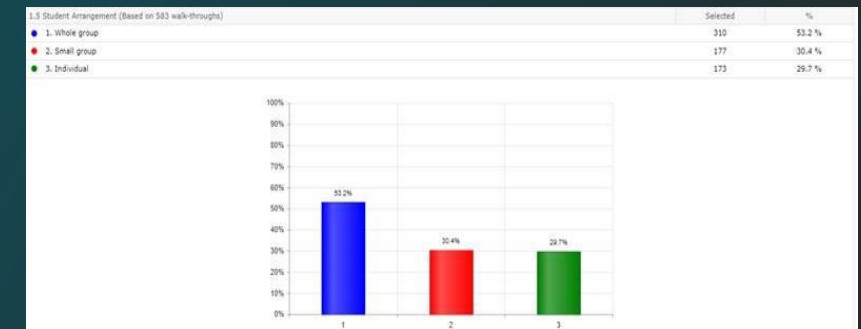


Instructional Program Update



Instructional Data Collection

- Walkthroughs – brief, structured, non-evaluative classroom observation that collects data to inform instructional practices
- Begun in early September, over 600 have been conducted at this point
- Using eWalk as our data collection tool



- Professional Learning Community whereby principals, instructional coaches, and teachers work collaboratively to improve instructional strategies and overall student academic performance.
- School team uses measurable data (walkthrough information, formative and summative assessments, KSA data, etc.) to make informed decisions on instruction.



PLC Protocol



Instructional Leadership Team meetings

District Leadership Team

- Central Office staff and school leadership teams meet monthly to review and evaluate progress and discuss next steps for district improvement and system design.
- The focus and priority of all of these meetings is student performance and school improvement.

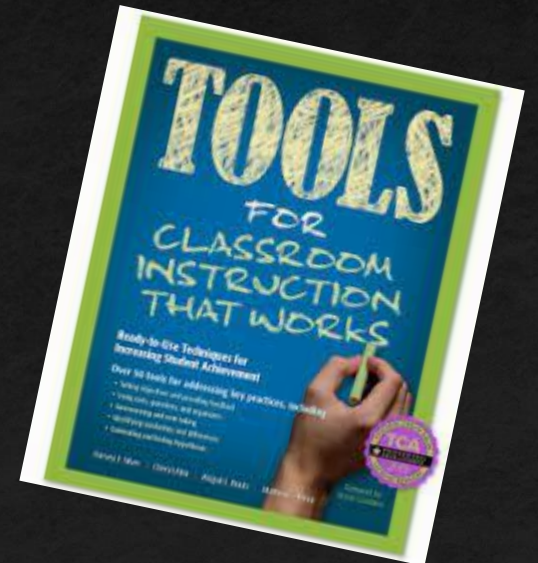
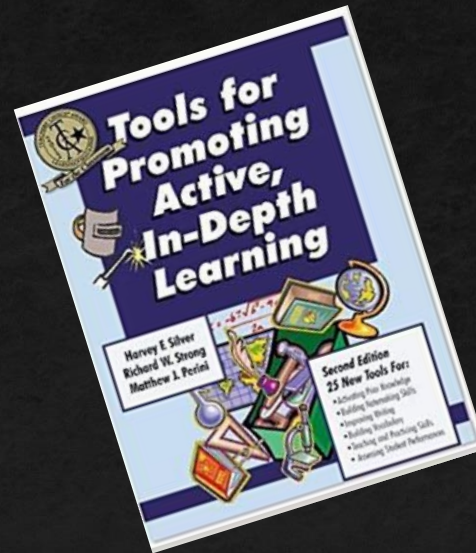


Instructional Coaches

- Weekly meetings to carry out the mission and vision of the instructional coaching program.
- PLC Processes, Purposeful Classroom Interactions/Partnerships, Standards-based Resources, Professional Learning and Growth, On-going Communication, and Data Analysis
- Classroom Collaboration – Consistent modeling of best practices that enhance student mastery of content

Book Studies

- We must ensure that students are learning meaningful content, are motivated, and are developing the skills they will need for future academic and vocational success (Silver, Strong, & Perini, 2001).
- These book studies give teachers techniques, or tools, to strengthen and broaden their instructional strategies.



Deeper Learning

- Deeper learning competencies promote the ability for **ALL** learners to **transfer learning** and **apply** it to new and complex situations in an ever-changing global environment.
- This shift in the educational experience will prepare students to be **lifelong learners** and contributing members of society.

Change of student experience



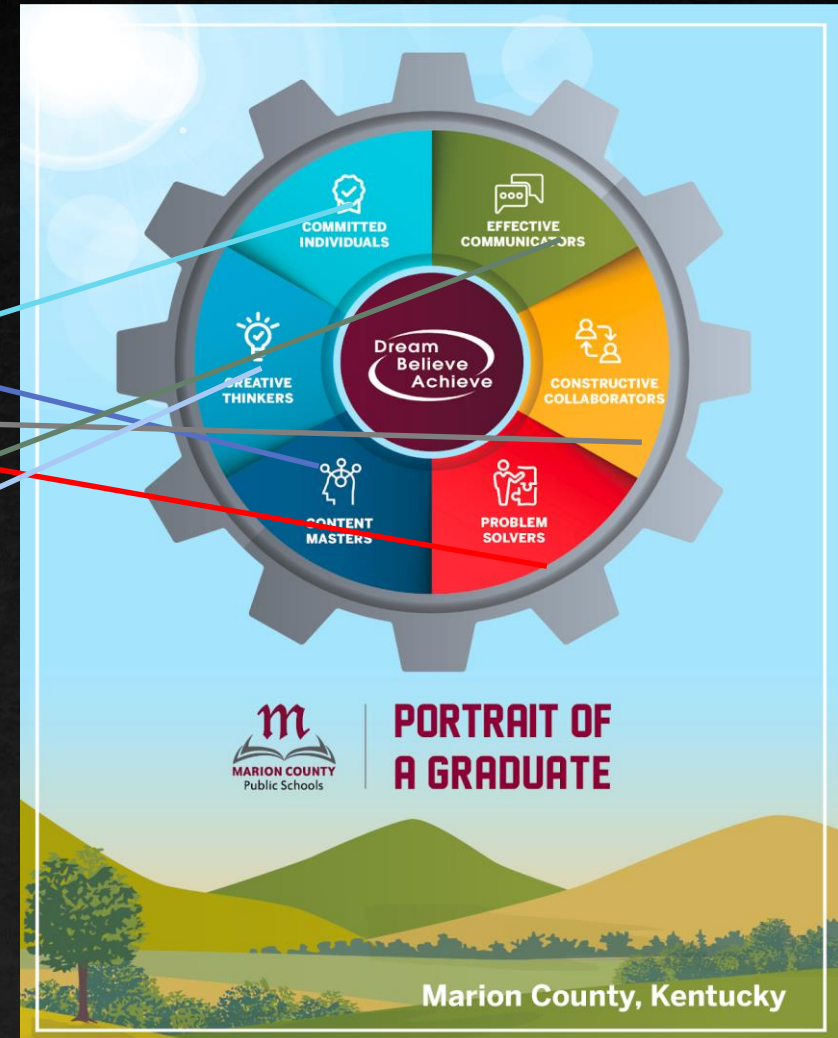
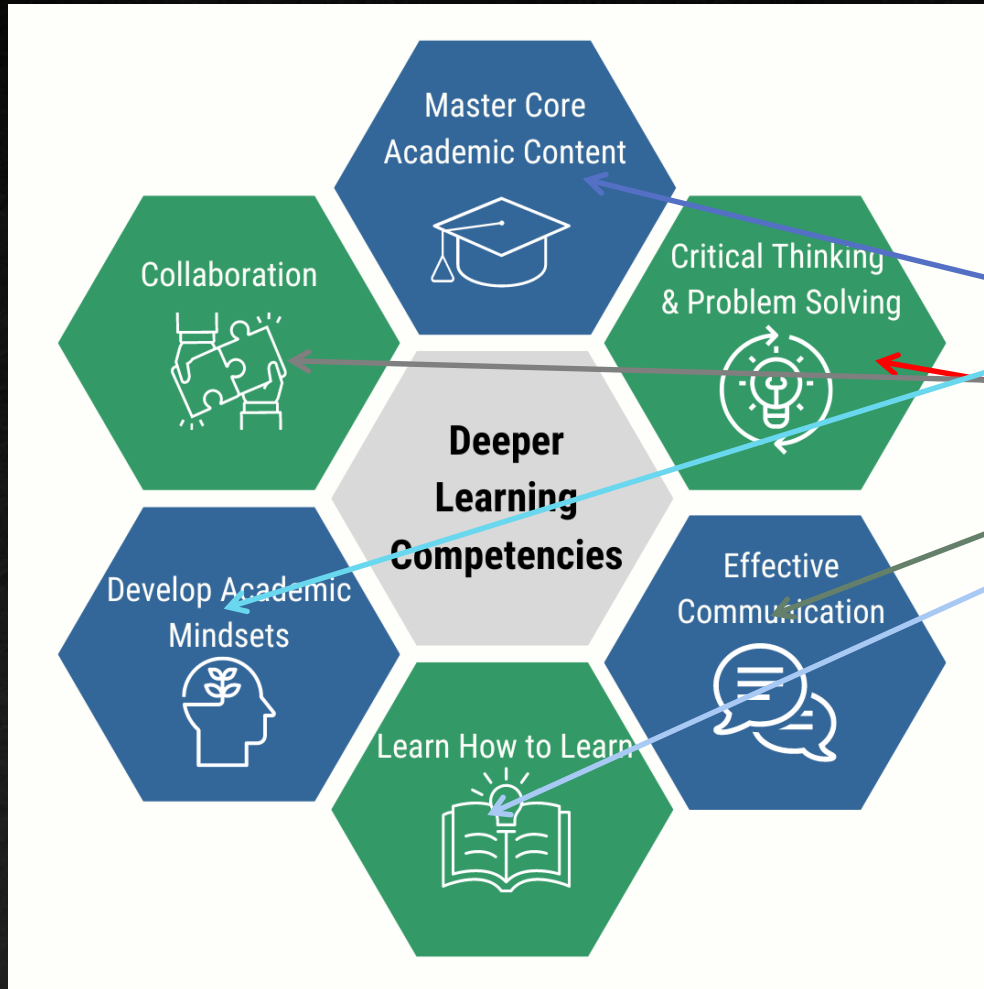
Better student outcomes



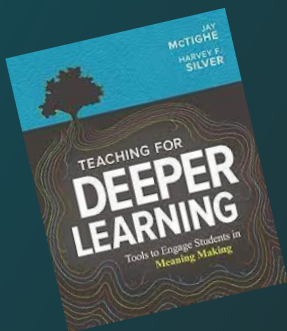
Improved quality of life



MCPS Portrait of a Graduate



District Deeper Learning Team



LETRS

(Language Essentials
for Teachers of
Reading & Spelling)

- The purpose of the Kentucky Reading Academies is to increase reading outcomes for elementary students by providing high-quality, job-embedded professional learning about HOW students learn to read to K-5 teachers and administrators.
- 19 elementary teachers & 4 administrators are participating in this professional learning.

K-PREP Proficiency Results

Year	Percent Proficient and Distinguished
2015	54.3%
2016	53.7%
2017	55.8%
2018	52.3%
2019	52.7%
2020	NO TESTING due to Federal Waiver/ Covid-19 Emergency
2021	29.8%

Why Early Literacy?

Significance of Third-Grade Reading Proficiency

- More likely to have continued academic success
- Less likely to have problems with attendance, dropout rate and juvenile crime
- More likely to feel higher self-esteem and feelings of adequacy
- More likely to break the cycle of intergenerational poverty

Kentucky Department of Education. (2019). Kentucky School Report Card. Retrieved from: https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment_performance/state_assessments_accountability?year=2019

- Our district pairs new teachers with experienced teacher mentors to support, learn, and grow throughout the year
- Mentors support mentees through observations, self reflection, and professional growth to make the first year of teaching successful
- Integral part of our Attract, Retain, and Recruit efforts



MCPS Educator Support Program

