

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**INNOVATION COMMITTEE**  
4:00 p.m., Thursday, October 20, 2022

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

**Committee Members**

Ms. Tanya Ortiz Franklin, Chairperson  
Mr. Nick Melvoin, Board Member

**Board Secretariat Contact**

Ebony Wilson  
Tel: (213) 241-7002  
Email: [ebony.wilson@lausd.net](mailto:ebony.wilson@lausd.net)

**District Members**

Mr. Pedro Salcido, Chief of Staff

**Method for Accessing the Meeting and Providing Public Comment**

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling 213-338-8477 and entering the Meeting ID: **851 6662 0937**, or (3) in person. Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. A maximum of 15 speakers may sign up for general Public Comment. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at [boardmembers@lausd.net](mailto:boardmembers@lausd.net);
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call 213-338-8477 and enter Meeting ID: **851 6662 0937** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press \*6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

**AGENDA**

**Black Student Achievement**

**Welcome and Opening Remarks** .....Ms. Tanya Ortiz Franklin  
Chairperson

1. **Black Student Achievement Plan: Overview & Updates** ..... Dr. Jared Dupree  
Senior Director

2. **School Site Spotlights** .....Ms. Emily Barbee  
Principal, Annalee Avenue Elementary School

Mr. Samuel Dovlatian  
Principal, Hollywood Senior High School

**Closing**.....Ms. Tanya Ortiz Franklin  
Chairperson

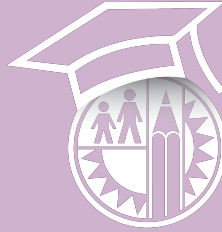
**Public Comment**

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:  
<https://achieve.lausd.net/site/Default.aspx?PageID=18628&DomainID=1057#calendar73805/20221020/event/65274>

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Welcome and Opening Remarks  
Board Member Tanya Ortiz Franklin  
Chairperson



TANYA ORTIZ  
FRANKLIN  
BOARD DISTRICT 7

# **Black Student Achievement**

**Innovation Committee**

**October 20, 2022**

# Innovation Committee



**The Innovation Committee aims to understand and uplift innovative solutions that address some of the District's most persistent challenges.**

**Presenters are invited based on data-driven decisions that have resulted in observable, promising practices that can be replicated or scaled.**

## **Check in Question**



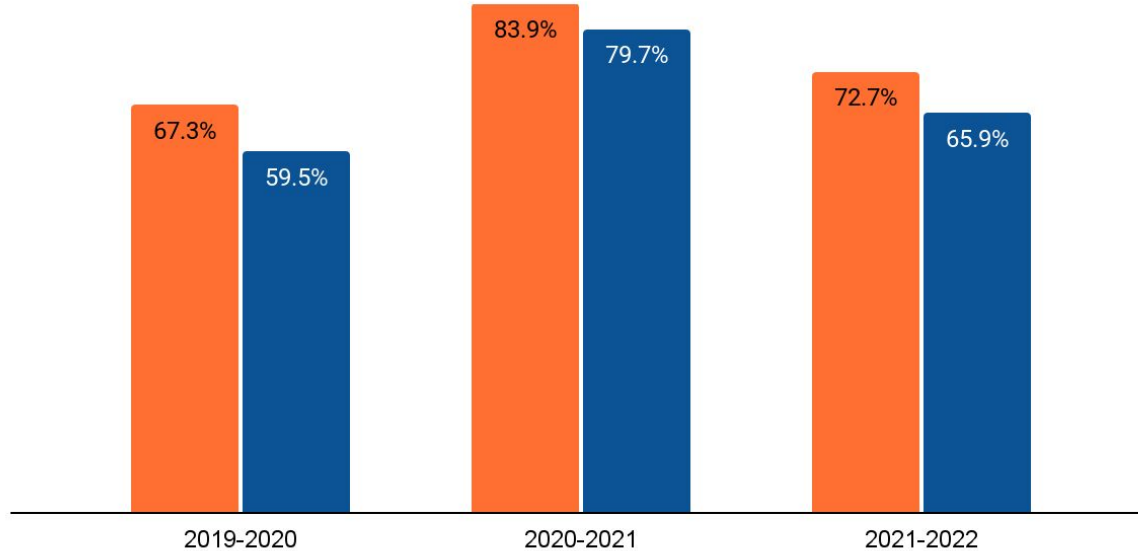
**What is a recent win you have  
witnessed across our BSAP schools?**

# Sense of School Safety



Students Who Feel Safe at School

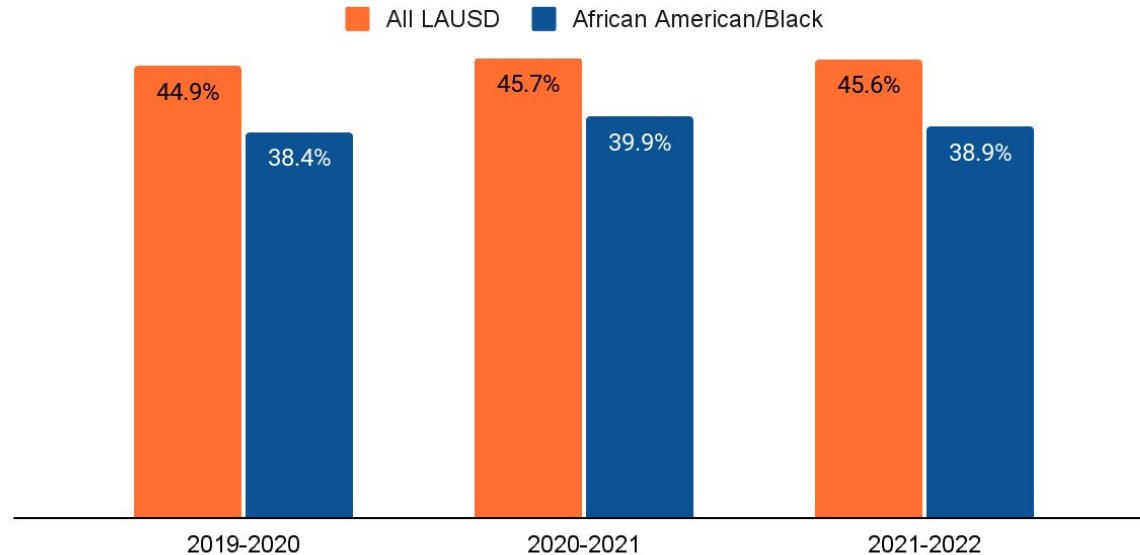
■ All LAUSD ■ African American/Black



# Enrollment in AP and Honors



## Students Enrolled in at Least One Advanced Placement (AP) or Honors Course



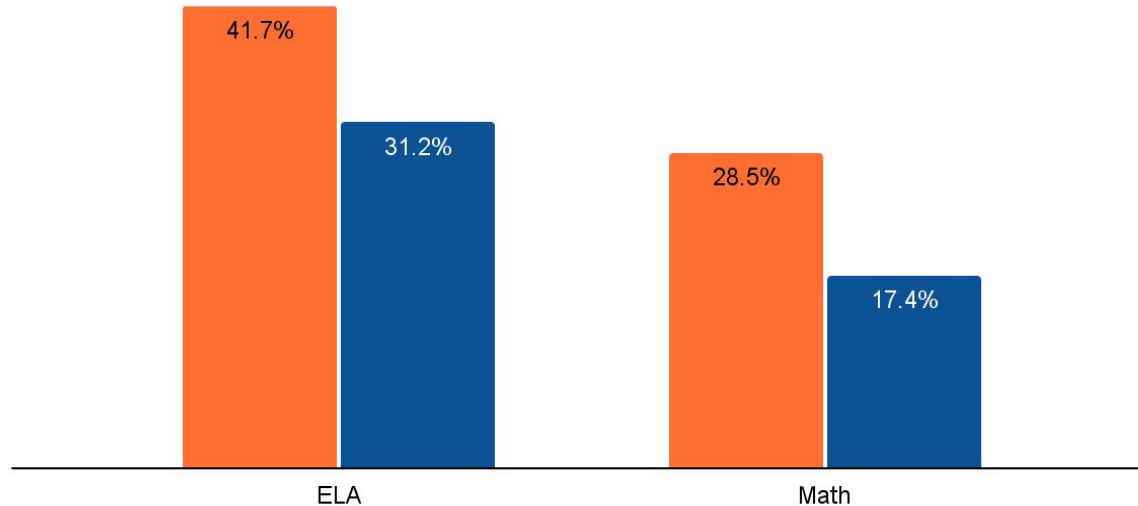


# Gaps in SBAC Performance



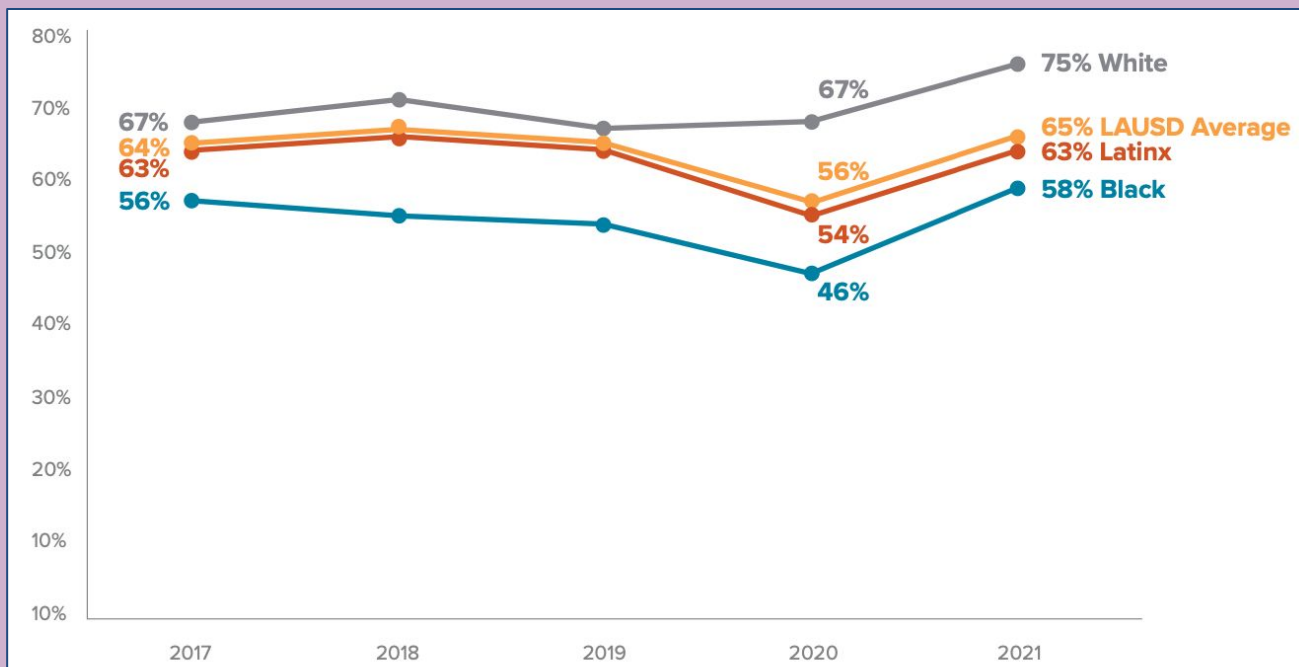
Percentage of Students Who Met or Exceeded Standards (2021-2022)

LAUSD AA/Black



SOURCE: LAUSD Open Data: Smarter Balanced/CA Science Test

# A-G Completion Rates for LAUSD Graduates



SOURCE: California Department of Education. (2021). *DataQuest: Four-Year Cohort Graduation Rates & Outcomes*

## Today's Objective:



**Elevate site-based strategies that led to an increase in Black student achievement and understand the impact of BSAP on school communities**

# TAB 1



**LAUSD**  
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# Black Student Achievement Plan

Board of Education  
Innovation Committee  
October 20, 2022





*Innovation (noun)*

*- the action or practice of developing and implementing new things*

**The LAUSD Board of Education approved the Black Student Achievement Plan (BSAP) in February 2021. The BSAP outlines new practices to address the ongoing underperformance of Black students. Implementation of the BSAP started in August 2021.**

**53 Group 1 Schools**  
**9,337 Black Students**  
**(28% of total)**



**Culturally Responsive**  
**Teacher Professional Development**

**Culturally Responsive Curriculum Grants**

**African American Studies Course**  
**(Secondary Schools)**



**Community Partnerships**

**Community Schools Option**

**Safe Passages**

**57 Group 2 Schools**  
**10,606 Black Students**  
**(32% of total)**



**Psychiatric Social Workers**

**Secondary Academic Counselors**

**Pupil Services & Attendance**  
**Counselors**

**School Climate Advocates**

**Restorative Justice Teachers**

*(Group 2 does not include PSW and RJ Teacher allocations)*<sub>3</sub>

# BSAP Success Indicators

## School Experience and Support

- Every student has an advocate
- Increase access to mental and social-emotional health resources
- Increase favorable school experience survey responses
- Access to culturally responsive curriculum and pedagogy
- Decrease discipline rates (arrests, suspensions, referrals)
- Elimination of policies and practices that contribute to school to prison pipeline

## Academic Achievement

- Graduation rate increase
- Attendance and chronic absenteeism rate decrease
- Increase enrollment in Advanced Placement and honors courses
- Increase proficiency in Math and ELA/English
- Increase number of students on track in A-G requirements
- Increase number of students at or above benchmark in literacy skills
- Decrease 1<sup>st</sup> time referrals for special education services

## Engagement

- Increase levels of parent and family engagement
- Increase participation in extracurricular activities at school
- Increase presence of community organizations on campus



# Black Students to District Average

2020-2021	Black Students	All Students	Difference
Graduation Rate	78.8%	81.6%	-2.8%
SBA English/ELA Proficiency (18-19)	43.9%	44.2%	-0.3%
SBA Mathematics Proficiency (18-19)	20.2%	33.5%	-13.3%
DIBELS (EOY) Proficiency	47.0%	53.6%	-6.6%
A-G Completion – UC/CSU requirements	40.0%	48.1%	-8.1%
Attendance – Chronic Absenteeism	30.7%	18.2%	12.5%

2021-2022	Black Students	All Students	Difference
Graduation Rate	86.6%*	86.1%*	0.5%
SBA English/ELA Proficiency	31.2%	41.7%	-10.5%
SBA Mathematics Proficiency	17.4%	28.5%	-11.1%
DIBELS (EOY) Proficiency	53.9%	62.7%	-8.8%
A-G Completion – UC/CSU requirements	45.7%*	50.5%*	-4.8%
Attendance – Chronic Absenteeism	57.1%	45.3%	11.8%

# Black Students to Non-Black Students

2021-2022	Black Students	Non-Black Students	Difference
Graduation Rate	86.6%*	86.0%*	0.6%
SBA English/ELA Proficiency	31.2%	42.5%	-11.3%
SBA Mathematics Proficiency	17.4%	29.4%	-12.0%
DIBELS (EOY) Proficiency	53.9%	63.3%	-9.4%
A-G Completion – UC/CSU requirements	45.7%*	50.9%*	-5.2%
Attendance – Chronic Absenteeism	57.1%	44.3%	12.8%

Notes: Focus Dashboard 10/7/22 pull

\* preliminary data

# Black Students to Black Students 2020/21 to 2021/22

Black Students	2020-2021 (18-19 SBA)	2021-2022	Difference
Graduation Rate	78.8%	86.6%*	7.8%
SBA English/ELA Proficiency	43.9%	31.2%	-12.7%
SBA Mathematics Proficiency	20.2%	17.4%	-2.8%
DIBELS (EOY) Proficiency	47.0%	53.9%	6.9%
A-G Completion – UC/CSU requirements	40.0%	45.7%*	5.7%
Attendance – Chronic Absenteeism	30.7%	57.1%	26.4%

Notes: Focus Dashboard 10/7/22 pull

\* preliminary data

# Black Students Proficiency Change

## 53 Group 1 Schools - 2018/19\* to 2021/22

Number of Schools (%)	X = English Proficiency Change
3 (6%)	$x \leq -15\%$
5 (9%)	$-15\% < x \leq -10\%$
8 (15%)	$-10\% < x \leq -5\%$
14 (26%)	$-5\% < x \leq 0\%$
15 (28%)	$0\% < x \leq 5\%$
2 (4%)	$5\% < x \leq 10\%$
4 (8%)	$10\% < x \leq 15\%$
2 (4%)	$x > 15\%$

Number of Schools (%)	X= Math Proficiency Change
1 (2%)	$x \leq -15\%$
2 (4%)	$-15\% < x \leq -10\%$
14 (26%)	$-10\% < x \leq -5\%$
15 (28%)	$-5\% < x \leq 0\%$
15 (28%)	$0\% < x \leq 5\%$
5 (9%)	$5\% < x \leq 10\%$
0 (0%)	$10\% < x \leq 15\%$
1 (2%)	$x > 15\%$

# Black Students Proficiency Change

## 57 Group 2 Schools – 2018/19\* to 2021/22

Number of Schools (%)	X = English Proficiency Change
4 (7%)	$x \leq -15\%$
6 (11%)	$-15\% < x \leq -10\%$
17 (30%)	$-10\% < x \leq -5\%$
16 (28%)	$-5\% < x \leq 0\%$
9 (16%)	$0\% < x \leq 5\%$
3 (5%)	$5\% < x \leq 10\%$
0 (0%)	$10\% < x \leq 15\%$
2 (4%)	$x > 15\%$

Number of Schools (%)	X= Math Proficiency Change
4 (7%)	$x \leq -15\%$
9 (16%)	$-15\% < x \leq -10\%$
11 (19%)	$-10\% < x \leq -5\%$
18 (32%)	$-5\% < x \leq 0\%$
7 (12%)	$0\% < x \leq 5\%$
6 (11%)	$5\% < x \leq 10\%$
0 (0%)	$10\% < x \leq 15\%$
2 (4%)	$x > 15\%$



# Black Student Growth Highlight

## Group 1 Schools - Literacy Proficiency

English/ELA	% Growth
UCLA Mann MS	5%
Manual Arts HS	5%
Purche ES	5%
Dorsey HS	9%
Venice HS	9%
Audubon MS	11%

English/ELA	% Growth
Gardena HS	11%
Windsor Hills ES	14%
West Athens ES	15%
Annalee ES	16%
Hollywood HS	31%

Schools with greater than 5% growth comparing 2021-22 end of year SBAC data to 2020-21 (HS) or 2018-19 (ES or MS) SBAC data

# Black Student Growth Highlight

## Group 1 Schools - Mathematics Proficiency

Mathematics	% Growth
42 <sup>nd</sup> St ES	7%
Annalee ES	7%
Cimarron ES	7%
Paseo Del Rey ES	8%
West Athens ES	10%
Hollywood HS	18%

Schools with greater than 5% growth comparing 2021-22 end of year SBAC data to 2020-21 (HS) or 2018-19 (ES or MS) SBAC data

# Black Student Growth Highlight

## Group 2 Schools - Literacy Proficiency

English/ELA	% Growth
135 <sup>th</sup> St ES	8%
Century Park ES	10%
Revere MS	10%
Obama MS	21%
Taft SH	22%

Schools with greater than 5% growth comparing 2021-22 end of year SBAC data to 2020-21 (HS) or 2018-19 (ES or MS) SBAC data



# Black Student Growth Highlight

## Group 2 Schools - Mathematics Proficiency

Mathematics	% Growth
Obama MS	5%
Jordan HS	5%
City of Angels	5%
Curtiss MS	5%
Century Park ES	6%

Mathematics	% Growth
Santee HS	7%
112 <sup>th</sup> St ES	9%
Taft HS	9%
Leapwood ES	19%
Middle College HS	33%

Schools with greater than 5% growth comparing 2021-22 end of year SBAC data to 2020-21 (HS) or 2018-19 (ES or MS) SBAC data

# Open Data – BSAP Dashboard

Please explore the Open Data Dashboard to view Black student progress at your school, community of schools or Board District Office. Use the link below.

## Academic Achievement

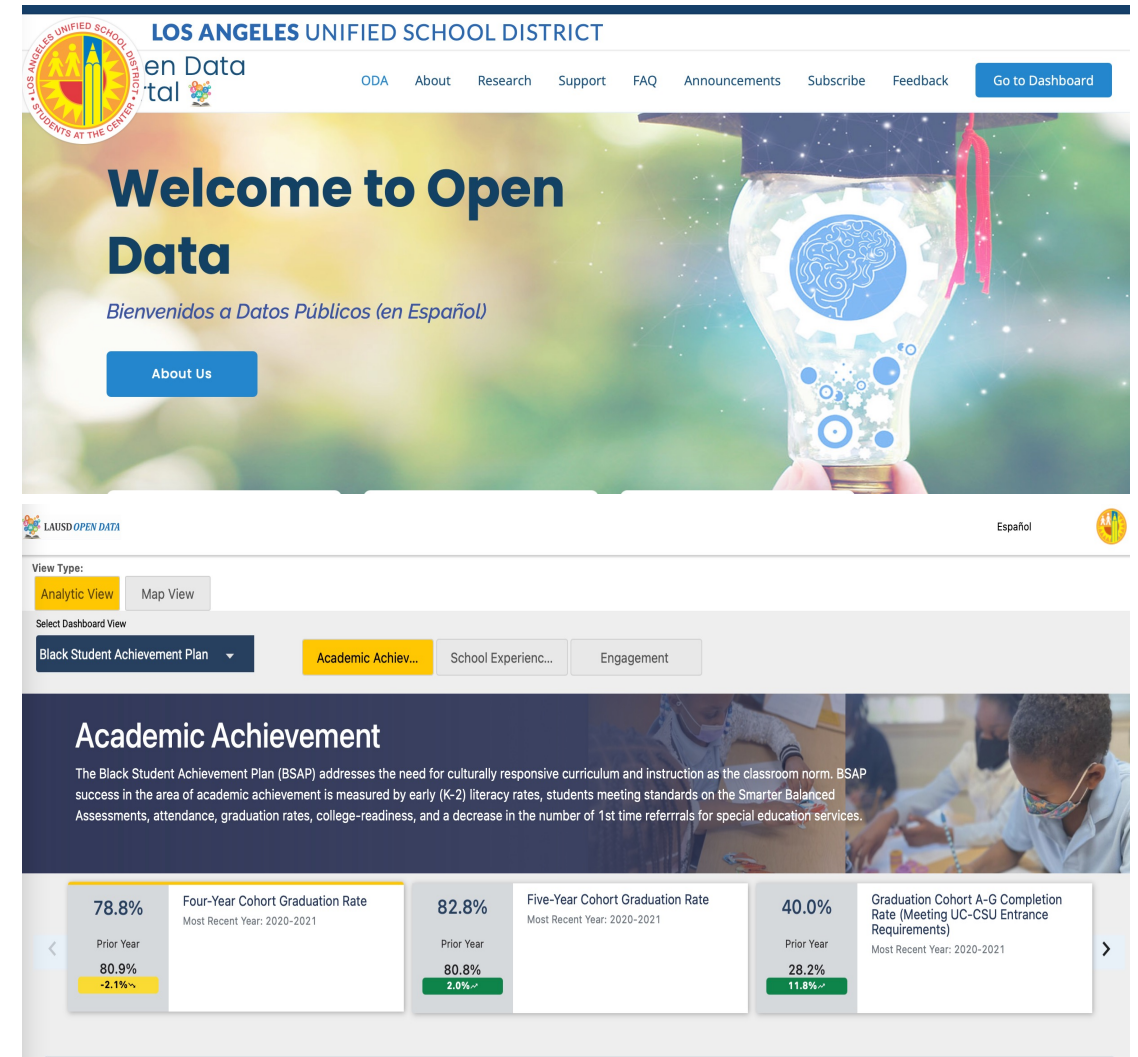
- Graduation rate
- English and mathematics proficiency
- Advanced placement and honors course data
- CSU/UC on-track to meet college requirements data
- Special education referrals
- Meeting early literacy benchmarks (DIBELS)
- Attendance data

## School Experience

- Student access to social emotional health resources
- Student access to culturally responsive curriculum
- Students feeling connected to the school (school experience survey)

## Engagement

- Parent engagement with the school community
- Students participating in extracurricular activities
- Community organizations partnerships



[https://my.lausd.net/opendata/landing\\_page](https://my.lausd.net/opendata/landing_page)

# Innovation to Address Areas of Challenge

**Group 3 Schools: 90 schools 100 > Black students  $\geq$  50 (4,870 students, 15% of total)**

- Culturally responsive pedagogy and curriculum
- Community partnership funding

**Group 4 Schools: All remaining schools 50 > Black students (8,372 students, 25% of total)**

- Culturally responsive pedagogy and curriculum
- Community partnership funding

**Spotify Math Education Units: Intersection of math, music and technology**

**Elementary teacher mathematics planning time**

**HBCU Experience: Atlanta University Center college tour**

**Parent community family resource centers, parent summit, and Black student cultural camps**

**Internships and externships for secondary students**

**Black student union enhancement grants**



# Community Information

- The annual report will be shared for public and district review.
- Town halls will continue to provide BSAP updates and to receive feedback.
- Parents and community members should contact their school communities to determine ways to support the BSAP.







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# TAB 2



# Annalee Elementary & STEAM Magnet

## *Learners Today, Leaders Tomorrow!*

2021-2022 Student Achievement & Growth

Proud Panthers on the Move!





# Annalee Elementary & STEAM Magnet

## Demographic Information



Annalee Elementary and STEAM Magnet School is a traditional calendar school serving approximately 198 students in grades Preschool through 6 including a Resource Specialist Program. Annalee's student body is comprised of 75% African American, 12% Latinx, 1% Asian, 2% Filipino, 2% Pacific Islander. Annalee is a school-wide Title 1 Program with 4% English Learners and 7% GATE identified students. Annalee Elementary and STEAM Magnet serves approximately 61 students in grades 2-5 in the STEAM Magnet Program.

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# Staffing Structure



CA State Preschool Program

7 Teachers in Community School

3 Teachers in STEAM Magnet Program

Resource Specialist Teacher

2 Primary Promise Teachers

Intervention Coordinator

BSAP Team

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# SBA Data 2021-2022

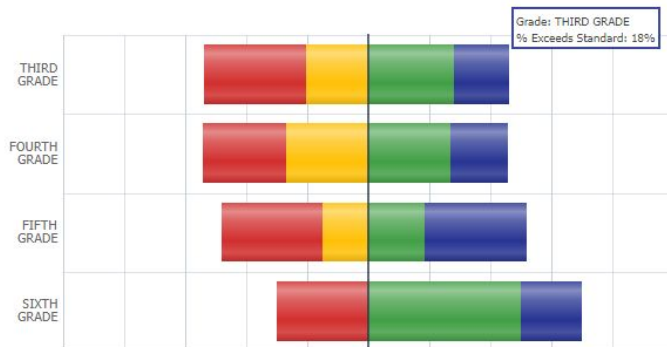
## Smarter Balanced Assessment Achievement Levels

Comparison by Subgroup

### English Language Arts

2021-2022

Summarize by: Grade



Not Met Nearly Met Met Exceeds

Display as: % of students

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# with Scores	# Tested
THIRD GRADE	54%	33%	21%	28%	18%	46%	39	39
FOURTH GRADE	54%	27%	27%	27%	19%	46%	37	37
FIFTH GRADE	48%	33%	15%	19%	33%	52%	27	27
SIXTH GRADE	30%	30%		50%	20%	70%	10	10
Overall	50%	31%	19%	27%	22%	50%	113	113

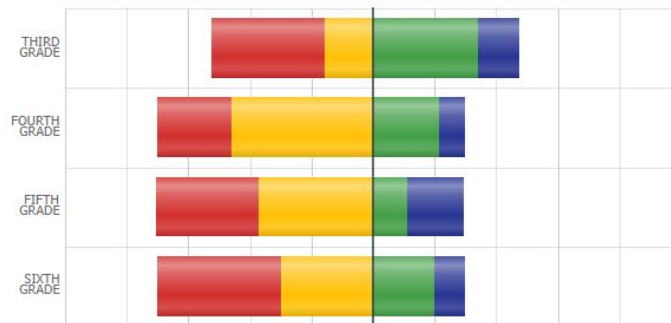
## Smarter Balanced Assessment Achievement Levels

Comparison by Subgroup

### Mathematics

2021-2022

Summarize by: Grade



Not Met Nearly Met Met Exceeds

Display as: % of students

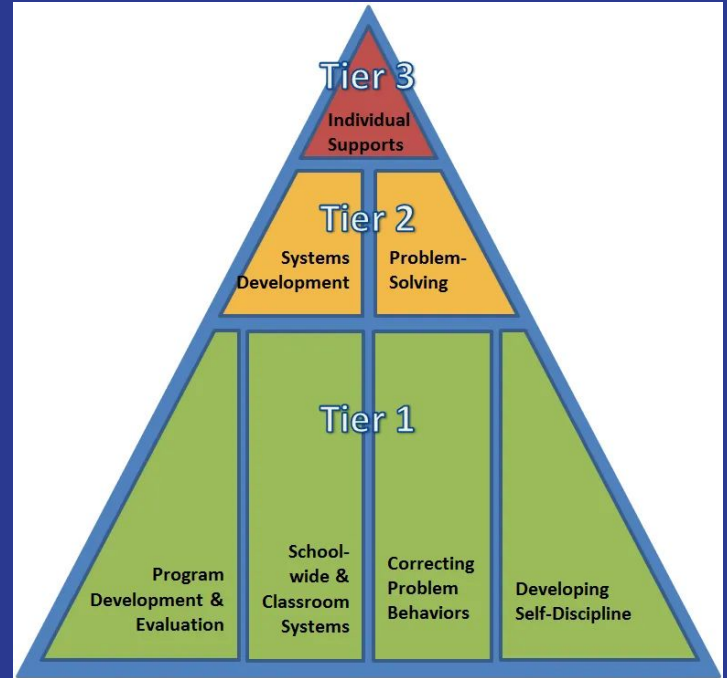
Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# with Scores	# Tested
THIRD GRADE	53%	37%	16%	34%	13%	47%	38	38
FOURTH GRADE	70%	24%	46%	22%	8%	30%	37	37
FIFTH GRADE	70%	33%	37%	11%	19%	30%	27	27
SIXTH GRADE	70%	40%	30%	20%	10%	30%	10	10
Overall	64%	32%	32%	23%	13%	36%	112	112

# SBA Growth 2019 to 2022

	2019	2022	Growth +/-
3rd Grade ELA	46.2%	46.2%	-
4th Grade ELA	27.3%	45.9%	18
5th Grade ELA	42.4%	51.9%	9
6th Grade ELA	30.0%	70.0%	40
3rd Grade Math	41.0%	47.4%	6
4th Grade Math	18.2%	29.7%	11
5th Grade Math	36.4%	29.6%	7
6th Grade Math	5.0%	30.0%	25

# Key to Growth #1

## School-Wide Positive Behavior Support Systems



# Key to Growth #2

## Universal Daily Schedules Coherence



**Annalee Elementary & STEAM Magnet**

*Learners Today, Leaders Tomorrow!*

### **4th-6th Grade Universal Daily Schedule**

Monday, Wednesday, Thursday, and Friday



TIME	CONTENT
8:00am	Class Begins: Opening
8:05am - 8:30am	Social Emotional Learning - Brief Writes
8:30am - 9:30am	Mathematics: Warm-up, Problem Solving, Share-Out*
9:30am - 10:00 am	Writers' Workshop
10:00am -10:20am	Recess
10:20am - 11:00am	ELA: Phonics, Fluency
11:00am-11:30 am	ELA: Interactive Read Aloud, Shared Reading, Close Reading**
11:30am - 12:10pm	MELD/ELD
12:10pm-12:50pm	Lunch
12:50pm - 1:30pm	Science, HS-SS, PE
1:30pm - 2:15pm	Panther Pods: Schoolwide Small Group ELA Instruction
2:15pm - 2:23pm	Closing and Dismissal

**\*LD South Math Focus:**

- K-2 Warm Ups: How Many Ways, Choral Counting, Quick Images
- SMP 1: Make sense of problems and persevere in solving them
- SMP 3: Construct viable arguments and critique the reasoning of others
- SMP 4: Model with mathematics
- Problem Solving: Access Math, Do Math, Share Out

**\*\*LD South ELA Focus:**

- Close reading of literary and informative text
- Writing across genres/content areas
- Participation in academic discourse

# Key to Growth #3

School-wide  
Expectation of Weekly  
Progress Monitoring

Mindset Shifts

Uniformity

Drop & Do

Fridays 8:30 - 9:00

Edulastic ELA & Math

PM Assessments



**CHANGE  
YOUR  
MINDSET**

# Key Growth #4

Emphasis on  
Data-Driven Discussion  
& Actions



Building Capacity on  
Standards

Data Analysis &

Data Chats with Teachers  
Students, and Parents

Targeted Small Groups

*"Panther Pods"*

Parent Power Chats

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# Key to Growth #5

“SBA Bootcamp”

Intensive Review Leading up  
to Summative Smarter  
Balanced Assessment





# Key to Growth #6

## Wellness & Self-Care for Teachers

FEEL GOOD FRIDAYS

Step Challenges

Weekly

Encouragements/Check-Ins



# Key to Growth #7

## Partnerships

Gardening Classes

GARDEN SCHOOL  
FOUNDATION

LA GALAXY FOUNDATION

HERBALIFE

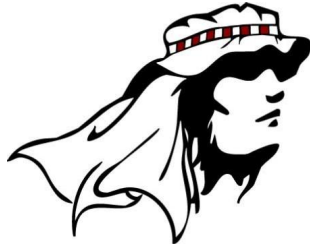


# The Adventure Continues at Annalee in 2022-23!

- ★ Overnight Field Trip to Point Fermin Marine Science Camp for 4th & 5th!
- ★ Robotics Club Launching!
- ★ Collaboratory Open for Business!
- ★ Partnership with San Pedro Ballet!
- ★ BSAP (Team Joy & Wellness #teamJW) representing!
- ★ Playground Project Approved!



# Hollywood High School



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## BSAP 2021-22 SBAC Success Story

**Principal: Mr. Samuel Dovlatian**

**BSAP Administrative Coordinator, Instruction: Dr. Gina Williams**

**Math Coach: Javier Perez**

**ELA Coach: Lori Hunt**

# Demographic information and staffing structure:

## Demographics

- 2021-22 Student Body Population = 1174
- 2021-22 Black Student Body Population = 253
- 2021-22 Black Student Body Juniors = 45



## Staffing Structure

- 4 Academic Programs
  - SAS–School for Advanced Studies
  - TCA–Teaching Career Academy
  - NMA–New Media Magnet
  - PAM–Performing Arts Magnet

### BSAP TEAM:

- Dr. Gina Williams–ACI
- Camila Cometa–Counselor
- Luis Velasquez–School Climate Advocate
- Keary Johns–PSW

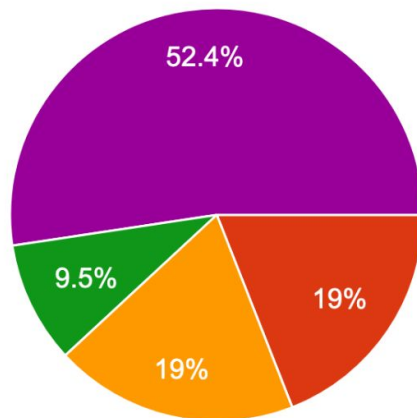
# SBAC Data for BSAP Students

Local District / CoS	School	ENGLISH 18-19	ENGLISH 21- 22	 CHANGE	MATH 18-19	MATH 21-22	 CHANGE
Hollywood CoS	Hollywood SH	41%	72%	31%	3%	21%	18%

# BSAP Student Survey

If you have lost interest or motivation in math, when did it start?

21 responses



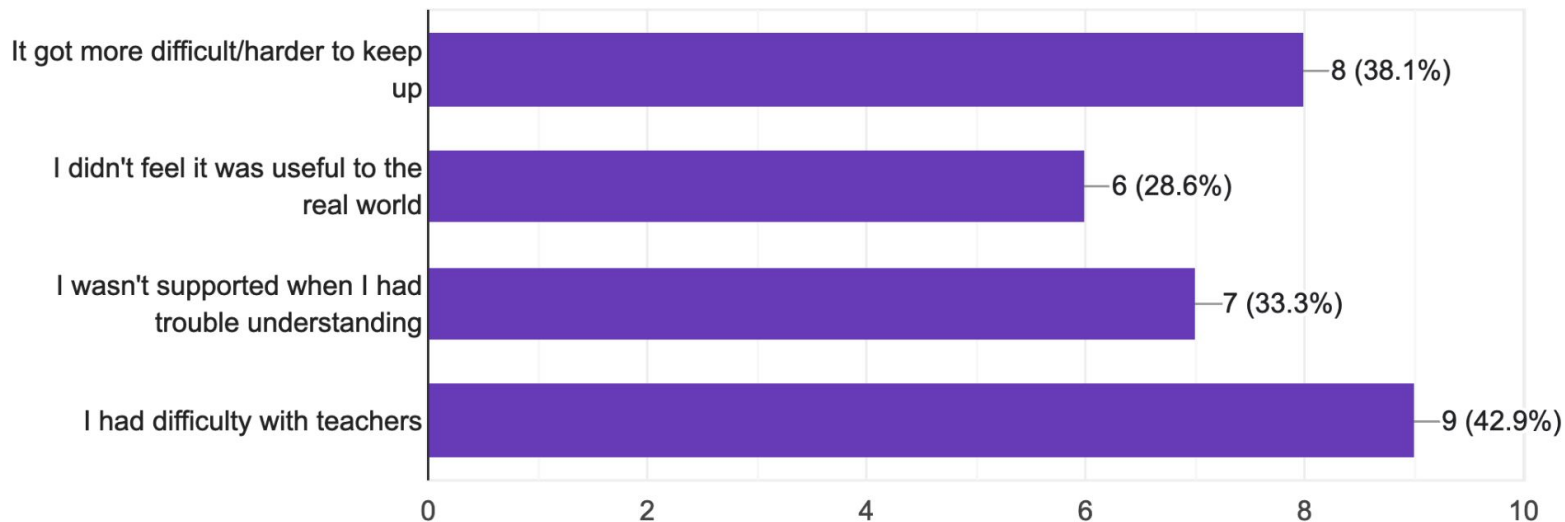
- Elementary (1-5th grade)
- Middle School (6-8th grade)
- High School (9-12th)
- Never liked math in the first place.
- I like math.



# BSAP Student Survey

What was the reason for losing motivation in math? Check all that apply

21 responses



# BSAP Student Survey

Any suggestions that would help you get better at math?

21 responses

A good teacher that's is helpful

Give me teachers that understand me

I like math I don't struggle in math

Think the teaching is fine

I would like to get a thorough explanation

N/a

N/A

That the teachers are interactive :)

slower lessons maybe

# Specific strategies or ideas that have led to improvements in Black student achievement:

## 1. Student Relationships

- a. BSAP team established relationships and regularly met with students to monitor their academic progress and social emotional well being
- b. Students were receptive and appreciative of the attention and recognition of their needs

## 2. Progress Monitoring/Test Prep Strategies –Math Specific

- a. Math coach along with BSAP Team, met with students in a pull out model for two weeks prior to administering the SBAC
- b. Reviewed student data achievement
- c. Students participated in a SEL activity in which they looked at previous SBAC DATA and were allowed to establish goals they could set for themselves to improve their scores
- d. Students were provided a list of strategies that would help them stay focused
- e. Reviewed Practice questions with students
- f. Administered sample test questions
- g. Reviewed test taking strategies
  - i. Pointed out simple errors to avoid
  - ii. Process of elimination
  - iii. Time management during the assessment

# Specific strategies or ideas that have led to improvements in Black student achievement:

(Schoolwide and ELA Specific)

## 3. EGI Training

- More than 70% of Hollywood High School teachers have been trained and/or certified in Equitable Grading and Instruction (EGI)
- Continued and ongoing training and support for EGI implementation with goal of reaching 100%.

### EGI Focus Strategies:

- ❖ Removing punitive grading policies such as: penalties for late assignments, giving a zero for unsubmitted work and poor attendance.
- ❖ Completely separating non-academic factors (work habits, cooperation, attendance, effort, participation, attitude) from academic grades.
- ❖ If you are using percentages, instead of giving a zero for an unsubmitted assignment, give a 50.
- ❖ Allow students to resubmit/redo/retake graded assignments for possible grade improvement.
- ❖ Drop lowest scores so students are not penalized while learning (practicing) or developing a skill.
- ❖ Focusing on the most recent and most consistent performance when determining grades.
- ❖ Allow alternate ways for a student to show proficiency i.e. presentation instead of essay, etc. (differentiation Strategies, using different learning modalities)

# Specific strategies or ideas that have led to improvements in Black student achievement:

## 4. Collaborative Practices / Community of Practice

- ❖ Google Drive [folder](#) for CRLP/BSAP Lesson Plans: supports schoolwide sharing of lessons, instructional strategies, and best practices.
- ❖ Universal Lesson Design [Template](#): supports teachers with the intentional design of units using the Five Tenets of Culturally Responsive Learning Pursuits.
- ❖ [HHS ELA Vertical Alignment](#) - Guide teachers on which standards/skills to emphasis by grade level in order to build student learning capacity.

# Collaborative Practices / Community of Practice

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- ❖ **Professional Learning Community (PLC):** an optional Schoology course allows teachers to collaborate and plan CLRP/BSAP units of study for additional compensation.



# **The impact of the Black Student Achievement Plan on our school community:**

1. CLRP Training & Setting the tone
  - a. 2021-22 BSAP Group 1 School
  - b. Principal set the tone at beginning of school year
  - c. Teachers were provided CLRP training and implemented CLRP lessons throughout the year
  - d. BSAP Team established relationships with students.
  - e. BSAP Student Recognition
  - f. BSAP Team conducts data chats every 5 weeks to progress monitor student academic progress and social emotional well being.



## **Ideas that would make BSAP even more impactful on students and overall school communities:**

- Sharing best practices (PLC, SLC, vertical, and lateral grade level visits)
- Systems, trainings, and support in place throughout the year
- Ensuring all teachers are utilizing these strategies across disciplines (not just the core)
- Utilizing CLRP components