

**School  
Community School Progress Summary 2020-2021  
Principal**

<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> Our mission at Hereford High School is to provide a rigorous and engaging learning environment which empowers students to develop the necessary skills, knowledge and values to become globally competitive. Embracing its diversity, Hereford High School dedicates itself to educating all students to their fullest potential.</p>
<b>ACTION STEPS</b>	
<b>Mathematics</b>	<b>Culture</b>
<p><b>Action Step(s):</b> <i>Schools will evaluate student learning on a variety of summative assessments and create a plan for targeted, responsive instruction which accelerates, enriches or extends learning as needed; Students will have multiple opportunities to demonstrate learning and grades must be aligned to standards and based on a body of evidence. Instruction will include authentic application and relevant content for learning: Teachers will include opportunities for student voice and choice where appropriate, including multiple options for demonstrating learning.</i></p>	<p><b>Action Step(s):</b> <i>Create opportunities to dismantle tracking systems that separate students and their opportunities to learn—too frequently, marginalized students are placed in classes where they learn and practice procedures and never engage in deep reasoning and problem-solving tasks. Professional learning communities will work together to examine student data and instructional practices that best support marginalized students. Create opportunities for students to examine the contributions of people of color and their contributions to mathematics and scientific discoveries.</i></p>
<p>Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.</p>	
<b>Literacy</b>	<b>Culture</b>
<p><b>Action Step(s):</b> <i>Teachers will demonstrate knowledge of individual student learning needs when planning and implementing instruction. Schools will evaluate student learning on a variety of summative assessments and create a plan for targeted, responsive instruction which accelerates, enriches or extends learning as needed; Students will have</i></p>	<p><b>Action Step(s):</b> <i>Instructional Leadership will provide professional development to assist teachers with lessons involving presentation skills (in-person, small group, digital tools, etc...). This will assist students in increasing comfort in presenting during class and will help students meet fluency goals (if applicable). Professional Learning Communities will</i></p>

<p><i>multiple opportunities to demonstrate learning and grades must be aligned to standards and based on a body of evidence. Teachers will provide opportunities for guided practice and provide timely and specific feedback to students. Instruction will include authentic application and relevant contexts for learning; Teachers will include opportunities for student voice and choice where appropriate, including multiple options for demonstrating learning.</i></p>	<p><i>work together to norm grading of “Claim, Evidence, Reasoning” responses and discuss patterns/gaps in skills. Examine contributions of BIPOC to support the conceptual learning in classes and provide students with a variety of experiences represented in resources presented.</i></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>  <i>Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity. Teachers value students’ cultural and linguistic differences as assets and incorporate them into the learning process. Teachers understand the importance of representation and promote students identities by intentionally selecting curriculum resources and materials.</i></p>	<p><b>Action Step(s):</b>  <i>Intentional scheduling that allows counseling and other support positions the opportunity to meet with students to support social and emotional needs. Provide teachers with the time and opportunity to collaborate in Professional Learning Communities to curate authentic resources for learning that promote student identities. Examination of classroom practices that continue to disadvantage marginalized students; teachers will need Professional Development to disrupt those practices.</i></p>