

School Improvement Overview

Brookhaven Elementary

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i>	
School Goal(s): MAP Proficiency for K-8, PARCC/Eligibility for 9 and 10, and CCR for 11 and 12. Instructional Goal(s): (List math and literacy goals for each grade level band.)	
Pre-K Goals:	<u>Literacy:</u> All Pre-K students, with a focus of Hispanic students, will meet end-of-year proficiency on the MCPS-AP Pre-K Reading Assessment. <u>Mathematics:</u> All Pre-K students, with a focus of Hispanic students, will meet end-of-year proficiency on the MCPS-AP Pre-K Mathematics Assessment.
K-2 Goals:	<u>Literacy:</u> All K through 2nd grade students, with a focus of Hispanic students, will meet or exceed the MAP-RF assessment proficiency target for phonological awareness and word recognition. <u>Mathematics:</u> All students, with a focus of Hispanic students, will make growth towards meeting or exceeding proficiency on MAP-P, with a focus on Numbers and Operations.
3-5 Goals:	<u>Literacy:</u> All students in grades 3 - 5, with a focus on Hispanic students, will meet at least 2 out of 3 EOL measures, while meeting proficiency in MAP-R. Teachers will focus on complex text and text dependent questions meeting grade level standards. <u>Mathematics:</u> All students, with a focus on Hispanic students in grades 3-5, will meet at least 2 of 3 EOL measures and achieve proficiency on MAP-M; with a concentration on the Number and Operations and Operations and Algebraic Thinking standard. Teachers will focus on this area through daily focus on fluency.

	What will the focus of your work be?
Professional Learning on the Standards	<p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <ul style="list-style-type: none"> ● Administer assessments <ul style="list-style-type: none"> ○ DIBELS ○ mClass ○ Map-RF ○ Running Records ● Professional Development <ul style="list-style-type: none"> ○ Elkonin (sound) Boxes ● Teachers will focus on complex text and text dependent questions meeting grade level standards. Teams will dig deeper into this and lexile levels (what does it mean?) Close reading of texts as a grade level team to identify teaching points and what makes a text complex. ● Teachers will be doing “curriculum study” as opposed to math planning since the teacher editions have all resources, and student workbooks include all materials. Teachers will view videos, complete math tasks, and hold discussions in order to have ongoing PD built into the entire year. ● Professional development specific to the instructional strategies outlined in the new Eureka Math curriculum ● Professional development- Dreambox
Analyzing Data to Inform Instruction	<p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <ul style="list-style-type: none"> ● DIBELS ● Fountas and Pinnell phonemic awareness assessment ● Map-RF ● Informal assessments- running records, anecdotal notes ● Students' written work ● 2nd grade data point: TBD

	<ul style="list-style-type: none"> ● Examine data through the lens of the Equity Accountability Model focus groups ● District Assessments, Common grade level assessments. ● Use questions from District Assessments to determine teaching points/focus/standards. ● Examine data through the lens of the Equity Accountability Model focus groups ● MAP-P data ● Examine data through the lens of the Equity Accountability Model focus groups ● Math data from last year will be used to determine student groups for interventions (Dreambox, iReady) ● Fall MAP-M and tbd District Assessments will be analyzed as the measures are administered. ● Examine data through the lens of the Equity Accountability Model focus groups
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <ul style="list-style-type: none"> ● Adhering to different learning styles ● CVC work to blend/segment sounds ● Nonsense word fluency ● Sound boxes ● Multisensory approach to phonics instruction with emphasis on sounds ● Culturally responsive strategies-emphasis on relationships. ● Build background knowledge, culturally relevant texts, allowing peer to peer discourse with teacher as facilitator. ● Build stamina. ● Annotating. ● Will students benefit from scaffolds? ● Incorporating use of part-part-whole relationships ● Incorporating tape diagrams as visual model ● Number routines to strengthen number sense and fluency ● Teachers will need to be committed to the new curriculum and understand that it is a big shift from what is familiar. Patience, dedication and open-mindedness will be important in order to move students towards math proficiency. ● Because interventions will look different, it will be important to attend to students who might struggle. Teachers will keep in mind focus students to ensure that they are understanding (via Exit tickets, homework, problem checks)
<p>School Climate and Culture</p>	<p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students</i></p>

	<p style="text-align: center;"><i>and families?</i></p> <p style="text-align: center;"><i>What are the strengths and areas of focus based on the employee climate survey? What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <p style="text-align: center;"><i>Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?</i></p> <ul style="list-style-type: none">● Family learning night● Professional development related to culturally responsive teaching● Professional development to increase teacher capacity● Open communication regarding expectations for staff and students● Student-teacher relationships● Parent-teacher relationships● Open communication and clarity of decision making. Communicate the process of the decisions.● Focus on a number of the week● Open communication regarding what is happening in the new curriculum for staff and students● Students in all grades will have homework workbooks that contain “homework helpers”, additional communication strategies will be utilized as necessary. Students in interventions will receive reports on a routine basis.● Staff feels supported for the most part. Communication should be open and the process for making school-wide decisions should be as transparent as possible.
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