

# Travilah Elementary School



## Baldrige Guided School Improvement Plan as of 9/27/17

### Leadership

**Our Vision:** Travilah Elementary School students, staff, parents and community are committed to creating a nurturing educational setting, that results in high academic achievement and continuous growth to prepare all students to be college or career ready with the life skills necessary to achieve success in a global society.

**Our Mission:** We will work to realize our vision through an emphasis on critical and creative thinking skills, high expectations, mutual respect, and open communication. The Travilah Expectations will be modeled and honored by students, staff and the school community.

#### **The expectations for students are:**

My school, my family and I expect me to be the best person I can be today. I will live these expectations by:

- Being kind in what I say and do.
- Being honest and making good choices.
- Following school rules and being a good friend.
- Taking responsibility for myself and my learning.

#### **The expectations for staff are:**

We will support all children in meeting the student expectations. We will consistently do this by:

- Being kind and supportive in what we say and do.
- Making well-informed decisions and choices that put children's best interests first.
- Supporting the school's vision and mission by creating a positive learning environment that promotes high standards for **all** children.
- Continuously improving our teaching skills and strategies that enable us to help students to take responsibility for themselves and their learning.

#### **The expectations for the community are:**

We will support the students and staff in achieving the vision of the school. We will do this by:

- Being respectful, supportive and kind in our interactions with others.
- Staying informed and actively involved in the decisions that affect our children.
- Providing a learning environment in the home that enhances and supports the school's vision and mission.
- Encouraging and supporting our children's abilities and efforts to be responsible for themselves and their learning.

### **Strategic Planning**

#### **Literacy Focus**

≥95% of students will achieve 2 or more criteria as defined by the MCPS Literacy Milestone Levels.

#### **Focused Lens**

An increase of 8% of our Hispanic, ESOL, and FARMS students will achieve the end of the year milestone benchmark.

#### **Mathematics Focus**

≥95% of students will achieve 2 or more criteria as defined by the MCPS Math Milestone Levels.

#### **Focused Lens**

An increase of 15% of our Hispanic, ESOL, and FARMS students will achieve the end of the year milestone benchmark.

### **Organizational Performance Results (Summative)**

See attached data charts.

### **Measurement, Analysis, and Knowledge Management (Formative)**

Data Points:

- MCPSAP-PR
- MAP-P
- PARCC
- MAP-R
- MAP-M
- MIRL
- EMAT
- Common grade level formative assessments
- Report card data
- Student and teacher voice surveys
- Progress checks
- Written response tasks

### **Student and Stakeholder Focus**

As a result of the root cause analysis, it was determined that our students, especially our Hispanic, ESOL, and FARMS students need:

- Clear and specific learning outcomes
- Meaningful sequence of instruction
- Strategic opportunities for targeted and tailored guided practice in basic facts and whole number concepts
- Access to deeply taught and enriched instruction
- Staff to examine their own beliefs, expectations, and biases and provide an understanding, warm and inviting environment

### **Faculty and Staff Focus**

As a result of root cause analysis, the following professional development will be:

- Building a depth of understanding about curriculum and the *Eight Mathematical Standards* in order for teachers to make educated decisions about their instruction
- Using guided practice to observe and assess student proficiency
- Analyzing grade level data to make meaningful sequence of instruction for students
- Using and analyzing intervention data to ensure students' needs are being met
- Effective facilitation/coaching of the collaborative planning process
- Analyzing school-wide data and the impact on student achievement through a cultural proficient lens
- Cultural proficiency and how it impacts instruction

### **Process Management**

As a result of root cause analysis, the following structures and processes will be implemented and monitored to address student and staff needs:

- Weekly collaborative team planning structured to ensure clear and specific learning outcomes
- School Improvement Plan Meetings to monitor progress on action plans
- Team analysis and reflection on student data during quarterly data chats
- Participate in periodic peer observations to learn and provide feedback on instructional practices related to our instructional focus