

School Improvement Overview

William Tyler Page Elementary School

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i>	
School Goal(s): Page students will obtain MAP Proficiency for K-5 per MCPS grade level benchmark. Instructional Goal(s): (List math and literacy goals for each grade level band.)	
Pre-K Goals:	Math: All African American and Hispanic learners who receive FARMS scoring in the low range (names less than 3 numerals and/or counts less than 6 with 1:1 correspondence) will increase their score to a 4 on the Number Sense strand of the Spring Early Learning Assessment. Literacy: All African American and Hispanic learners who receive FARMS scoring low (identifies less than 20 upper and lowercase letters) will increase their score to a level 4 on the Letter Recognition and Phonics Strand of the Spring Early Learning Assessment.
K-2 Goals:	Math: All African American and Hispanic learners scoring in the low range will increase their score to at least the average range on the strand of Numbers and Operations and Operations and Algebraic Thinking in MAP-P by spring administration. Literacy: All African American and Hispanic learners who receive FARMS scoring below or approaching within Phonological Awareness or Phonics/Word Recognition or Oral Reading (gd1-2) will increase their score to meets or exceeds on MAP-RF by Spring administration.
3-5 Goals:	Math: All African American and Hispanic learners scoring in the low range will increase their score to at least the average range on the strand of Numbers and Operations and Operations and Algebraic Thinking in MAP-M by spring administration. Literacy: All African American and Hispanic learners who receive FARMS scoring low and low average on Informational Text and Literacy will increase their score to average or higher on MAP-R by Spring Administration.

	What will the focus of your work be?
<p>Professional Learning on the Standards</p>	<p>Math:</p> <ul style="list-style-type: none"> ● K-5 teachers need to have a deep understanding and application of Eureka's four components: fluency, concept development, application of problems, and student debrief. ● K-5 teachers need to understand the standards of mathematical practices and a focus on specifics standards elevated in Eureka math four components. <p>Literacy:</p> <ul style="list-style-type: none"> ● K-5 teachers learn access and specifics NWEA reports that assist in making instructional decisions that are aligned C2.0. ● K-2 teachers refine their application of The Words their Way program to increase students phonological awareness. ● K-2 teachers will learn effective strategies to support students cold oral reading practices. ● K-2 teachers will apply the Common Core Companion Strategies as appropriate as it related to phonological awareness, cold oral reading, and student discourse. ● 3-5 teachers will evaluate and teach using external resources that align to C2.0 to increase student ability to identify main idea & details within complex text. ● Apply the Common Core Companion Strategies as appropriate as it related to Complex Text.
<p>Analyzing Data to Inform Instruction</p>	<p>Math:</p> <ul style="list-style-type: none"> ● K-5 teachers will use Eureka Math formative assessments to customize student learning experience. ● K-5 teachers will use Performance Matters and the Student Item Analysis Report (District Assessments) to reflect on student growth toward standards and teacher instructional growth. ● K-5 teachers will learn how to access specific NWEA reports that assist in making instructional decisions that are aligned to Eureka's four components. <p>Literacy:</p> <ul style="list-style-type: none"> ● K-2 will learn how to access and apply specific reports related to ORR that focus around phonological awareness. ● K-2 teachers will develop and analyze formative assessments to customize experience for struggling readers (fluency, word segmenting). ● K-5 teachers will use Performance Matters and the Student Item Analysis Report (District Assessments) to reflect on student growth toward standards and teacher instructional growth. ● 3-5 will create, apply, and monitoring a Criteria for success for written responses using the Teacher Clarity Playbook. ● 3-5 teachers will learn how to access specific NWEA reports that assist in making instructional decisions

Exhibit D
 Overview for School Website

	<p>that are aligned C2.0.</p>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<ul style="list-style-type: none"> ● PreK-5 teachers will learn the four components of Culturally Responsive Teaching through the Ready for Rigor Framework (Zaretta Hammond). ● PreK-5 will apply learning around Culturally Responsive Teaching Framework component identified using teacher/student data. ● PreK-5 teachers will learn the Restorative Justice Framework, Restorative Conversations, Community Circles; What it is and how to use it. ● PreK-5 will apply learning around Restorative Conversations and Community Circles using teacher/student data.
<p>School Climate and Culture</p>	<ul style="list-style-type: none"> ● PreK-5 will create, apply, and monitoring a Criteria for success for class meeting, programs that support positive learning environment (i.e.PBIS, Dojo, mindfulness, community circles) and student well beginning. ● PreK-5 teachers will learn the Restorative Justice Framework, Restorative Conversations, Community Circles; What it is and how to use it. ● PreK-5 will apply learning around Restorative Conversations and Community Circles using teacher/student data.