

# School Improvement Overview

## Viers Mill Elementary School

<b>System Goal:</b> All students will meet 2 or more Evidence of Learning Measures. <b>School Goal(s):</b> MAP Proficiency for K-5 <b>Instructional Goal(s):</b> Developed for focus groups based on external measures.	
<b>Pre-K Goals</b>	<b>Literacy:</b> All students, with a focus on Hispanic/Latino students (emergent bilinguals, FARMS, and non-FARMS), will be able to identify 30 letters as measured by meeting proficiency in MCPS-AP and ELA.  <b>Math:</b> All students, with a focus on Hispanic/Latino students (emergent bilinguals, FARMS, and non-FARMS), will be able to count to 12 using 1-1 correspondence as measured by meeting proficiency in MCPS-AP and ELA.
<b>K-2 Goals</b>	<b>Literacy:</b> All students, with a focus on Hispanic/Latino students (emergent bilinguals, FARMS, and non-FARMS), will know and apply grade level phonics and word analysis skills in decoding words as measured by meeting proficiency in MAP.  <b>Math:</b> All students, with a focus on Hispanic/Latino students (emergent bilinguals, FARMS, and non-FARMS), will demonstrate fluency in skills related to addition and subtraction of whole numbers using strategies and the standard algorithm as evidenced by the Number and Operations strand of MAP-P.
<b>3-5 Goals</b>	<b>Literacy:</b> All students, with a focus on Hispanic/Latino students (emergent bilinguals, FARMS, and non-FARMS), will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases using grade level complex text and content as evidenced by meeting proficiency in the Vocabulary strand of MAP-R.  <b>Math:</b> All students, with a focus on Hispanic/Latino students (emergent bilinguals, FARMS, and non-FARMS), will demonstrate fluency in skills related to addition, subtraction, multiplication, and division of whole numbers using strategies and the standard algorithm as evidenced by meeting proficiency in the Number and Operations strand of MAP-M.

	What will the focus of your work be?
<p><b>Professional Learning on the Standards</b></p>	<p><b>K-2 Literacy</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Maryland State Literacy Curriculum</a>: Understand the grade level foundational skills component called for in the Standards</li> <li>● Plan the progression of foundational skills per grade level</li> <li>● Develop a scope and sequence for small group instruction that incorporates explicit foundational skills instruction</li> <li>● Read/Understand the foundational skills activities before planning</li> <li>● Data chats, monthly- to discuss routines, best practices, problem solve, as well as to analyze the implementation considerations and differentiation abilities of each activity</li> <li>● Orton-Gillingham refresher trainings/model lessons as needed</li> </ul> <p><b>3-5 Literacy</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Vocabulary Acquisition and Use Standards</a>: Understand the grade level Vocabulary components called for in the Standards</li> <li>● Plan the progression of vocabulary instruction per grade level using NWEA progression</li> <li>● Develop a scope and sequence for instruction that incorporates explicit vocabulary instruction</li> <li>● Data chats, monthly- to discuss routines, best practices, problem solve, as well as to analyze the implementation considerations and differentiation abilities of each activity</li> <li>● Vocabulary models and resources for teachers</li> </ul> <p><b>K-5 Math</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Common Core State Standards for Mathematics</a>: Understand the grade level fluency component called for in the Standards</li> <li>● Using NWEA website to break down the components of Numbers and Operations strand of MAP-P and MAP-M (Learning Continuum)</li> <li>● Read and understand the fluency activities and Eureka lessons <b>before planning</b></li> <li>● Plan collaboratively (weekly) to examine sprints, counting exercises, choral and whiteboard exchanges, and other fluency activities</li> <li>● Study vertically (study groups, monthly) to discuss routines, best practices, problem solve, as well as to analyze the implementation considerations and differentiation abilities of each fluency activity</li> </ul>
<p><b>Analyzing Data to Inform Instruction</b></p>	<p><b>K-2 Literacy</b></p> <ul style="list-style-type: none"> <li>● Quarterly data walls to analyze foundational skills and instructional levels</li> <li>● RR analysis weekly for below grade level students, ongoing progress checks for all students</li> <li>● Feedback on delivery of OG by RS</li> <li>● MAP-RF analyzation and overall goal setting with students (Fall to Winter goals)</li> <li>● Mid Year Data meeting using Data Protocol</li> </ul>

	<p><b>3-5 Literacy</b></p> <ul style="list-style-type: none"> <li>● Data wall (quarterly)</li> <li>● Previewing assessments and incorporating vocabulary language into our instruction</li> <li>● Close reading strategies to answer questions</li> <li>● Item analysis of assessments and addressing questions that students struggled with</li> </ul> <p><b>K-5 Math</b></p> <ul style="list-style-type: none"> <li>● Preview fluency activities, “do the math” to understand fluency content and how students will be asked to demonstrate knowledge of those indicators, i.e. language, strategies, question format</li> <li>● Item analysis of mid-module and end-of-module assessments and identify questions that students struggled with to plan for future instruction</li> <li>● Peer visit data of fluency activities (videotaping lessons and sharing on T-shared)</li> <li>● Feedback on delivery of fluency instruction based on Eureka Observation Tool Fluency portion</li> <li>● MAP Student Profile Report analyzation (Number and Operations) and overall goal setting with students (Fall, Winter)</li> <li>● Mid Year Data meeting using Data Protocol</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>● CRT Strategies (<a href="#">CRT &amp; The Brain</a>) with a focus on utilizing instructional scaffolding, capitalizing on students cultural styles and strengths, providing opportunities for cooperative learning and social interaction, good organization and management.</li> <li>● Growth mindset learning to help enable all students to focus on rigorous tasks, growth, and progress.</li> </ul>
<p><b>School Climate and Culture</b></p>	<ul style="list-style-type: none"> <li>● Restorative Justice Community-Building Circles with students to promote relationship-building and positive classroom climate.</li> <li>● CPI De-Escalation Module Learning to help analyze and appropriately respond to student behavior</li> <li>● Trauma Informed Yoga Study</li> <li>● Wellness Committee planned activities for staff and community</li> </ul>