

# School Improvement Overview

## Great Seneca Creek Elementary

<b>System Goal:</b> <i>All students will meet 2 or more Evidence of Learning Measures</i>	
<b>School Goal(s):</b> MAP Proficiency for K-8, PARCC/Eligibility for 9 and 10, and CCR for 11 and 12. <b>Instructional Goal(s):</b> See below for the goals of each grade level bank.	
<b>Pre-K Goals:</b>	
<b>K-2 Goals:</b>	<b>Math</b> - All students, with a focus on African American and Hispanic FARMS not meeting EOL 2019, will achieve the 'Meets' or 'Exceeds' level on MAP Growth: Math K - 2. <b>Literacy</b> - All students, with a focus on African American and Hispanic FARMS not meeting EOL 2019, will achieve the 'Meets' or 'Exceeds' level on MAP-RF.
<b>3-5 Goals:</b>	<b>Math</b> - All students, with a focus on African American and Hispanic FARMS not meeting EOL 2019, will achieve the 'Meets' or 'Exceeds' level on MAP Growth: Math 2 - 5. <b>Literacy</b> - All students, with a focus on African American and Hispanic FARMS not meeting EOL 2019, will achieve a MCPS Assigned Score of '3' or higher on MAP-R.
<b>6-8 Goals:</b>	
<b>9-10 Goals:</b>	
<b>11-12 Goals:</b>	

	What will the focus of your work be?
<p><b>Professional Learning on the Standards</b></p>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>● <a href="#">CCSS.MATH.PRACTICE.MP1</a> Make sense of problems and persevere in solving them.</li> <li>● <a href="#">CCSS.MATH.PRACTICE.MP2</a> Reason abstractly and quantitatively.</li> <li>● <a href="#">CCSS.MATH.PRACTICE.MP4</a> Model with mathematics.</li> <li>● <a href="#">CCSS.MATH.PRACTICE.MP6</a> Attend to precision</li> <li>● <a href="#">CCSS.MATH.PRACTICE.MP7</a> Look for and make use of structure</li> </ul> <p><b>Literacy K-2: (ELA Standard of Focus for K-2)</b></p> <ul style="list-style-type: none"> <li>● <a href="#">CCSS.ELA-LITERACY.RF.K.2.A</a> - Recognize and produce rhyming words.</li> <li>● <a href="#">CCSS.ELA-LITERACY.RF.K.2.B</a> - Count, pronounce, blend, and segment syllables in spoken words.</li> <li>● <a href="#">CCSS.ELA-LITERACY.RF.K.2.C</a> - Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>● <a href="#">CCSS.ELA-LITERACY.RF.K.2.D</a> - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>● <a href="#">CCSS.ELA-LITERACY.RF.K.2.E</a> - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>● <b>1:</b> RF.2 - demonstrate an understanding of spoken words syllables and sounds</li> <li>● <b>2:</b> RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words</li> </ul> <p><b>Literacy 3-5: (ELA Standards of Focus for 3-5)</b></p> <ul style="list-style-type: none"> <li>● <a href="#">CCSS.ELA-LITERACY.CCRA.R.1</a> - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● <a href="#">CCSS.ELA-LITERACY.CCRA.R.2</a> - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● <a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a> - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● <a href="#">CCSS.ELA-LITERACY.CCRA.R.10</a> - Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>
<p><b>Analyzing Data to Inform</b></p>	<p><b>K-5:</b></p>

Exhibit D  
 Overview for School Website

<p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>● Teachers will be able to access, analyze and interpret NWEA learning continuum data reports to determine which standards students have and have not attained.</li> <li>● Teachers will be able to access, analyze and interpret NWEA data reports and convert data into instructional decisions to meet specific student academic needs</li> <li>● Teachers will be able to gather and analyze student classroom performance to align classroom instruction to the rigor of the standard.</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p><b>K-5:</b></p> <ul style="list-style-type: none"> <li>● Teachers will be able to examine the concept of Warm Demanders and reflect on what changes in practice they would like to make to become more of a Warm Demander</li> <li>● Teachers will identify a specific student with whom they would like a better learning partnership and begin to develop and monitor a plan.</li> </ul>
<p><b>School Climate and Culture</b></p>	<p><b>Staff:</b> Increase staff appreciation and recognition of quality work and accomplishment</p> <p><b>K-5:</b></p> <ul style="list-style-type: none"> <li>● Develop an understanding of mindfulness in the classroom</li> <li>● Develop an understanding of the zones of regulation</li> <li>● Implement monthly counseling lessons that incorporate BeWell365 essentials</li> <li>● Implement daily class meetings with a focus on BeWell365 pillars to create an environment that is intellectually safe for learning.</li> </ul>