

School Improvement Overview

Damascus Elementary School 2019-2020

System Goal: *All students will meet 2 or more Evidence of Learning Measures*

School Goal(s): All students with a focus on the Hispanic Farms/Non-Farms students will meet or exceed proficiency on Measures of Academic Progress, Reading for K-5. All students with a focus on Hispanic FARMS/Non-FARMS will meet or exceed proficiency on Measures of Academic Progress, Math for K-5.

Instructional Goal(s):

K-2 Goals:	<p>K Literacy: All students with a focus on Hispanic Farms/Non-Farms students, will meet or exceed proficiency in Phonemic Awareness on Measures of Academic Progress, Reading Fluency.</p> <p>1-2 Literacy: All students with a focus on Hispanic Farms/Non-Farms students, will meet or exceed proficiency in Oral Reading on Measures of Academic Progress, Reading Fluency.</p> <p>K-2 Math: All students with a focus on Hispanic FARMS/Non-FARMS, will meet or exceed proficiency for Numbers in Base Ten on Measures of Academic Progress, Primary Math in Grades K-2.</p>
3-5 Goals:	<p>3-5 Literacy: All students with a focus on Hispanic Farms/Non-Farms students will meet or exceed proficiency as determined by MCPS and measured by Measures of Academic Progress, Reading.</p> <p>3-5 Math: All students with a focus on Hispanic FARMS/Non-FARMS will meet or exceed proficiency for Operations and Algebraic Thinking on Measures of Academic Progress, Math Grades 3-5.</p>

	What will the focus of your work be?
Professional Learning on the Standards	<p>Teachers will engage in professional learning on the following areas:</p> <ul style="list-style-type: none"> • How to use NWEA reports to determine student continuum based on standards • How to effectively use specific standards and strands to focus instruction based on NWEA, math progress checks, district assessments and classroom performance • How to use Common Core State Standards Framework to unpack standards in order to determine instructional strategies
Analyzing Data to Inform Instruction	<p>School-wide Learning around Data: Measures of Academic Progress, Math K-2 & 3-5</p> <p>Grade-Level Needs: An explicit weekly review of relevant data and planning for teaching utilizing results,</p>

Exhibit D
Overview for School Website

	<p>deep-diving into NWEA</p> <p>Data: Math: Progress Checks between Measures of Academic Progress Assessment periods and during assessment windows</p>
Equitable and Culturally Responsive Instructional Strategies	<p>Teachers will focus on relationship building between adults and students.</p> <p>Foundations of relationship building:</p> <ul style="list-style-type: none">• Morning meetings• In class community circles• Behavior intervention tier training• Student voice data• Counseling Lessons
School Climate and Culture	<p>Teachers will develop and implement a school-wide behavior management plan:</p> <p>School-Wide Needs:</p> <ul style="list-style-type: none">• Positive Behavioral Intervention System• Restorative Justice/Practices Professional Development• Culturally Responsive Teaching Professional Development• Trauma-Informed Practices (ACES) Professional Development