

# School Improvement Overview

## Bells Mill Elementary School

<b>System Goal:</b> <i>All students will meet 2 or more Evidence of Learning Measures</i>	
<b>School Goal(s):</b> <ul style="list-style-type: none"><li>• All students will increase proficiency on MAP P/M in the strand of Numbers &amp; Operations.</li><li>• All students will increase proficiency on MAP-RF (K-2) in the strand of Phonological Awareness &amp; MAP-R (3-5) Reading and Responding to Informational Text.</li></ul>	
<b>Instructional Goal(s):</b> (List math and literacy goals for each grade level band.)	
<b>Pre-K Goals:</b>	<b>Literacy:</b> All Headstart students, with a focus on FARMS students, will meet or exceed Literacy Benchmarks on the spring Early Learning Assessment. <b>Math:</b> All Headstart students, with a focus on FARMS students, will meet or exceed the math benchmarks on the spring Early Learning Assessment.
<b>K-2 Goals:</b>	<b>Literacy:</b> All students, with a focus on African-American students, will increase from below or approaching to meets or exceeds on MAP-RF in the strand of Phonological Awareness. <b>Math:</b> All students, with a focus on African-American students, will increase from low or low-average to at least average proficiency/growth on MAP-P/M in the strand of Numbers & Operations.
<b>3-5 Goals:</b>	<b>Literacy:</b> All students, with a focus on African-American students, will increase from low to low-average & low-average to average proficiency/growth on MAP-R in the strand of Reading & Responding to Informational Text. <b>Math:</b> All students, with a focus on African-American students, will increase from low or low-average to least average proficiency/growth on MAP-P/M in the strand of Numbers & Operations.

	What will the focus of your work be?
<p><b>Professional Learning on the Standards</b></p>	<p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <ul style="list-style-type: none"> <li>● To increase effectiveness in supporting students in learning the names of the letters and the letter-sound relationships.</li> <li>● To increase teacher capacity to unpack grade level standards and resources related to Phonological Awareness/Vocabulary Acquisition as they implement Benchmark Literacy throughout the year</li> <li>● Professional development on research based instructional strategies that support informational literacy as they implement Benchmark Advanced Literacy throughout the year.</li> </ul> <ul style="list-style-type: none"> <li>● To increase teacher capacity to unpack grade level common core state standards related to Number &amp; Operations:           <ul style="list-style-type: none"> <li>○ Unpacking the standards to identify the foundational skills and essential skills</li> </ul> </li> <li>● All staff will participate in professional development on the noted Standards of Mathematical Practices that will be used across content:           <ul style="list-style-type: none"> <li>○ #3 ~ Construct viable arguments &amp; critique the reasoning of others (will finish this standard)</li> <li>○ #4 ~ Model with mathematics</li> <li>○ #5 ~ use appropriate tools strategically</li> </ul> </li> </ul>
<p><b>Analyzing Data to Inform Instruction</b></p>	<p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <ul style="list-style-type: none"> <li>● Teachers will increase their capacity to use Performance Matters as a data analysis tool and way to monitor student progress.</li> <li>● To increase teacher capacity to analyze NWEA MAP-RF, MAP-R, Oral Reading Fluency and MCPS Early Learning Assessment reports &amp; data to drive instruction.</li> <li>● Increase skills and consistency in group scoring of student work throughout the year.</li> </ul> <ul style="list-style-type: none"> <li>● Teachers will increase their capacity to use Performance Matters as a data analysis tool and way to monitor student progress.</li> <li>● To increase teacher capacity to analyze NWEA Growth MAP-P/M reports &amp; UnboundED</li> </ul>

	<p>mid-module and/or end of module assessment data to drive instruction.</p> <ul style="list-style-type: none"> <li>● Grade level teams will identify common formative assessments &amp; analyze data to inform instruction.</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <ul style="list-style-type: none"> <li>● Use student data to challenge teacher beliefs around student achievement (student Voice data; face to face &amp; surveys)</li> <li>● Use of Performance Matters Baseball card to disaggregate data without the biases related to identification of student attributes.</li> <li>● To increase staff awareness around Equitable Practices &amp; Culturally Responsive Teaching (CRT).</li> <li>● To increase teacher understanding &amp; use of cooperative group structures to maximize student engagement as included in the Benchmark Advanced Programming.</li> <li>● Bells Mill Elementary School will be a No Place for Hate School by forming a committee made up of parents, students and staff</li> </ul>
<p><b>School Climate and Culture</b></p>	<p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?</i></p> <ul style="list-style-type: none"> <li>● To increase staff awareness and use of strategies related to the 6 Essentials of BeWell 365(Zones of Regulation, Mindfulness, and Calming Corners)</li> <li>● Bells Mill will be a <i>No Place for Hate</i> by forming a committee consisting of parents, students &amp; staff.</li> </ul> <p><i>What are the strengths and areas of focus based on the employee climate survey?</i></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● Staff morale is positive in this school</li> <li>● My school is safe for staff and students</li> <li>● My school promotes a culture of respect for all students</li> <li>● Staff in this school have high expectations and believe every student can learn</li> <li>● Staff in this school are committed to using a variety of methods to help every student succeed</li> </ul> <p><b>Areas of focus:</b></p> <ul style="list-style-type: none"> <li>● The school leadership involves me in decisions affecting my work</li> <li>● There is open communication within my school</li> </ul> <p><i>What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <p><b>Staff will analyze climate survey identifying strengths and areas of need. We will then identify ways</b></p>

**that we can increase communication between the Leadership Team and grade level teams.**

- All staff are welcome to participate in leadership
- All notes are published on the BMES Private Folder
- All Collaborative Conversation Notes are posted on BMES Private Folder
- Team Leaders are conducting a Study of *The Art of Coaching Teams* by Elena Aguilar

*Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?*

- Culturally Responsive Relationship Building:
  - Emotional Check-ins - greeting at door
  - Social Skills Groups
  - No Place for Hate Program
- Mental and Emotional Health
  - Counseling lessons

- Use student data to challenge teacher beliefs around student achievement (student Voice data; face to face & surveys)
- Use of Performance Matters Baseball card to disaggregate data without student names.
- To increase staff awareness around Equitable Practices & Culturally Responsive Teaching (CRT).
- To increase teacher understanding & use of cooperative group structures to maximize student engagement.