

# School Improvement Overview

## Bethesda Elementary

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

**School Goal(s):**

**Math School Goal(s):** MAP Proficiency for K-5, with a focus on Numbers and Operations -- Demonstrate an understanding of place value and properties of operations to solve for the unknown.

**Math Instructional Goal(s):** Developed based on an internal measure from the EOL framework

**Literacy School Goal(s):** MAP Proficiency for K-5, with a focus on

Comprehension - apply knowledge of grade-level phonics and word analysis to support comprehension, as well as identify the key details that support the main idea/ topic

**Literacy Instructional Goal(s):** Developed based on an internal measure from the EOL framework

<b>K-2 Goals Math:</b>	<p>K- Students will be able to use place value skills to count by 10s within 100 and identify the quantity of 10s and 1s in a teen number as measured by district assessments and MAP-P</p> <p>1- Students will be able to use place value skills to add and subtract a multiple of 10 to any number within 100 as measured by formative, district assessments, and MAP-P.</p> <p>2- Students will be able to use place value skills to add 3-digit numbers as measured by weekly formative assessments, district assessments and MAP-P</p>
<b>3-5 Goals Math:</b>	<p>Gr 3-5 Demonstrate understanding of the place value system as it applies to multi-digit whole numbers and properties of operations.</p>
<b>K-2 Goals Literacy:</b>	<p><b>K-</b> A.Students will be able to identify the beginning, middle and end sounds of CVC words as measured by Benchmark Advance assessments</p>

	<p>B. Students will be able to identify the main idea and 2 key details of a grade level text using evidence from the text measured by grade level writing responses, small group reading and Benchmark Advance assessments.</p> <p>1- A.Students will be able to identify simple long and short vowel patterns as measured by Benchmark Advance assessments.          B. Students will be able to identify the main idea and 3 key details of a grade level text using evidence from the text measured by grade level writing responses, small group reading and Benchmark Advance assessments.</p> <p>2-Students will be able to identify the main idea and 3 key details of a grade level text using evidence from the text measured by grade level writing responses, small group reading and Benchmark Advance assessments.</p>
<p><b>3-5 Goals Literacy:</b></p>	<p><b>3 -</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text as measured by MAP R and Benchmark Assessments.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words to include common prefixes and derivational suffixes, decode words with common Latin suffixes, and multisyllable words as measured by MAP R and Benchmark Assessments.</p> <p><b>4-</b> Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context as measured by MAP R and Benchmark Assessments.</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text as measured by MAP R and Benchmark Assessments.</p> <p><b>5-</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text as measured by MAP R and Benchmark Assessments.</p>

	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears as measured by MAP R and Benchmark Assessments.
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	<b>What will the focus of your work be?</b>
<b>Professional Learning on the Standards</b>	<p>Staff will develop their proficiency in gathering and analyzing data as it relates to the priority groups: ESOL, Special Education, Africian American-FARMS, Africian American non-FARMS, Hispanic FARMS, Hispanic non-FARMS.</p> <p>Staff will participate in collaborative work sessions during weekly planning sessions to discuss best instructional strategies, instructional resources, and analyze data.</p>
<b>Analyzing Data to Inform Instruction</b>	<p>Staff will utilize data platforms as noted below, and the Leadership Team will facilitate NWEA testing to see if students are meeting the projected growth as determined by NWEA <a href="https://teach.mapnwea.org/report/home/map">https://teach.mapnwea.org/report/home/map</a></p> <p>Benchmark Advanced as determined by EOL Framework - TBD by central office OCIP</p> <p>WIDA, - monitoring students performance in the 4 areas: Listening, Speaking, Writing and Reading. Continue to provide training to staff around language acquisition and "Can Do" learning strategies based upon World-Class Instructional Design and Assessment (WIDA), Utilize ELD from Benchmark Advanced: <a href="https://www.nsbds.org/Page/2765">https://www.nsbds.org/Page/2765</a></p> <p>Determine correlations between district assessments, local assessments and MCAP.</p>
<b>Equitable and Culturally Responsive Instructional Strategies</b>	Collaborate to achieve academic success and maximize the physical, social and psychological well-being of our students through the six essentials and goals of Be Well 365. Morning meetings, class meetings, Personal Body Safety lessons, Mindfulness implementation, and Red Ribbon Week, Mental Health Awareness month will assist in providing students with the necessary skills for attaining the six essentials and goals.
<b>School Climate and Culture</b>	The leadership team will work together to improve staff morale and school climate by focusing on relationship building and open communication among the staff.

