

School Improvement Overview

Oak View Elementary School

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

School Goal(s):

Gr 3-4-5 Literacy: All 3rd, 4th, and 5th grade students, with a focus on Hispanic FARMS and Hispanic non-FARMS students will score at or above the 50th percentile in Informational Texts on MAP-R.

Gr 3-4-5 Math: All 3rd, 4th, and 5th grade students, with a focus on Hispanic FARMS and Hispanic non-FARMS students will score at or above the 50th percentile in the Number and Operations Strand of MAP M.

Instructional Goal(s): (List math and literacy goals for each grade level band.)

**Grade 3-5
Literacy Goals**

Grade 3:

- ask and answer questions to demonstrate understanding of a text
- determine the main idea of a text
- recount the key details and explain how they support the main idea
- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 4:

- use informational texts to determine the main idea and explain how it is supported by key details
- use informational texts to describe the overall structure of events, ideas, concepts, or information in a text or part of a text
- use informational texts to compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus and the information provided
- use informational texts to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

	<p>Grade 5:</p> <ul style="list-style-type: none"> • determine two or more main ideas of a text and explain how they are supported by key details and summarize the text. • analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent • determine two or more main ideas of a text and explain how they are supported by key details and summarize the text. • quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
<p>Grade 3-5 Math Goals</p>	<p>Grade 3:</p> <ul style="list-style-type: none"> • apply properties of operations as strategies to multiply and divide • fluently add and subtract within 1000 • find the area of a rectangle with whole-number side lengths and represent whole-number products as rectangular areas in mathematical reasoning • solve two-step word problems using the four operations and represent these problems using equations with a letter standing for the unknown quantity <p>Grade 4:</p> <ul style="list-style-type: none"> • fluently add and subtract multi-digit whole numbers using the standard algorithm • multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers and explain the calculation • understand a fraction $\frac{a}{b}$ with $\frac{a}{1}$ as a sum of fractions $\frac{1}{b}$ • express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100 <p>Grade 5:</p> <ul style="list-style-type: none"> • add, subtract, multiply and divide decimals to hundredths using strategies based on place value, relate the strategy to a written method and explain the reasoning • add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators • interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ • find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths and

	multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas
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	What will the focus of your work be?
Professional Learning on the Standards	<p>Staff will participate in a curriculum study of the standards for literacy and math to unpack the standards to identify content, prerequisites, sequencing.</p> <p>Staff will learn how to take grade level standards and design instruction that will allow ALL students access to the grade level content curriculum with the emerging bilingual team and special education team providing differentiation strategies.</p> <p>Staff will learn how to scaffold grade level content and use equitable participatory engagement activities to increase the number of students achieving grade level standards.</p>
Analyzing Data to Inform Instruction	<p>Staff will refine the Collaborative Model Sessions to focus attention on the use of data to impact teacher utilization of impactful instructional strategies.</p> <p>Staff will design and implement informal assessments (exit tickets) aligned to grade level expectations of MCPS District Quarterly Assessments to be used to progress monitor student achievement.</p> <p>Staff will analyze EOL, EAM, MAP-R, WIDA, MCPS district assessments, and commonly developed exit ticket data by whole class, demographic groups, SIP focus groups and SLO students to drive instructional planning and strategies in order to provide students reteaching, maintenance, and enrichment as a means to increase student achievement.</p>
Equitable and Culturally Responsive Instructional Strategies	<p>Teachers will learn about student backgrounds: where they came from, how they got here and what they experienced in their quest to get here, and why the</p>

Exhibit D

Overview for School Website

	<p>students are to build empathy, develop relationships, and sense of urgency related to our core mission of student achievement.</p> <p>Teachers will engage in learning strategies for employing student discourse opportunities in literacy and math.</p> <p>Staff will design a student goal setting process to assist students with taking ownership of their learning, provide motivation, and celebration of accomplishments of growth toward benchmarks and attainment or the exceeding of benchmarks.</p> <p>Teachers will be given strategies for how to use linguistic frames, anchor charts, word walls, and sentence frames in literacy and math.</p> <p>Teachers will experience WIDA practices and understand expectations in order to apply strategies with students throughout the school year.</p> <p>Teachers will learn the importance of building student background knowledge, when it is appropriate to do so within a lesson, and how to implement it during daily instruction.</p>
School Climate and Culture	<p>Culture of respect: by acknowledging others and thinking about how we respond verbally and in writing.</p> <p>Professional learning: by providing opportunities to grow our capacity through collaborative model sessions, staff meetings, voluntary sessions.</p> <p>Communication and engagement: by the leadership team ensuring timely reporting from LT members and access to agendas and notes from meetings, opportunities for staff engagement to provide input, and refine the school decision making grid clarifying roles of various teams.</p>

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	<p>Recognition and morale: by encouraging staff to share positive observations of each other verbally or in writing, during various meetings use the Three A's (acknowledgment, appreciation or aha moment), and provide opportunities to spend time getting to know each other through activators.</p>
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