Oakville Elementary
School Improvement Plan 2021-2022

OVERVIEW

Our School:

Oakville Elementary School is a small community school of 272 students in grades PreK-5 located in the central portion of St. Mary's County. The majority of our students come to school ready to learn. Demographics include a minority population of 24.5%, a FARMS population of 27.94%, and a special education population of 9.93%.

Our vision for Oakville Elementary School is, "One community committed to learning and safety in all children." When we make this statement, we include all Oakville students, regardless of race, economic status, or disability. We hold ourselves accountable to creating a safe learning environment for every student who walks through our doors. We implement both Tier 1 and Tier 2 strategies aligned with positive behavior through alignment with a multi-tiered system of support (MTSS). Our P.A.W.S. program teaches students to show their personal best, act responsibly, work hard, and remember safety first.

Oakville Elementary School works collaboratively to provide a warm, nurturing environment for our children. We have developed a true sense of community and strong knowledge of our students' academic and social-emotional needs.

ACTIONS

Focus Area 1: *MATH*

Goal Statement
50% of each of our school's third, fourth, and fifth grade students will meet or exceed standards in Math as assessed by the Maryland Comprehensive Assessment Program.
Rationale

Mathematics

	2016 PARCC Performance: Level 4 & 5 (>Level 3)	2017 PARCC Performance: Level 4 & 5	2018 PARCC Performance: Level 4 & 5	2019 PARCC Performance: Level 4 & 5	2020 MCAP September *Projection*	2020 MCAP November *Projection*	2020 MCAP Final *Projection*
Grade 3	36.1% (75.0%)	50.0%	48.9%	53.85%	61.54%	48.78%	
Grade 4	40.0% (77.5%)	60.0%	73.3%	79.55%	51.28%	45.00%	
Grade 5	35.2% (72.2%)	23.0%	39.0%	61.29%	81.39%	24.44%		

Historically, OES students have shown a pattern of meeting or exceeding expectations as measured by the PARCC assessment at a rate above or close to 50%. Data collected prior to school closures shows students predicted to hold the demonstrated pattern as measured by the MCAP assessment.

Performance Level Key
Approached Expectations
Met Expectations
Exceeded Expectations
ONLY available Data will be displayed below

Name				Overall Score
Maryland Student(s): 61,359	79%	12%	9%	40% avg.
ST MARYS COUNTY Student(s): 1,252	77%	14%	9%	42% avg.
OAKVILLE ELEMENTARY Student(s): 41	73%	7%	20%	46% avg.

Current Fourth Grade Students
Preliminary Report
Early Fall 2021 MCAP In-School (Math)

Current Fifth Grade Students
Preliminary Report
Early Fall 2021 MCAP In-School (Math)

Currently, as measured by the Early Fall 2021 administration (preliminary report only) of MCAP, 29% of current fourth grade students and 27% of current fifth grade students are meeting or exceeding expectations in relation to standards aligned with the previous grade level in math.

A review of student performance aligned to math standards both historically and currently show Number and Operations in Base Ten (NBT) standards to be low performing as a school and for those students identified as economically disadvantaged. The understanding and application of place value knowledge and strategies have also been formatively assessed by teachers to be significantly impacting students' ability to correctly solve and explain current grade level content.

Historic Data

Information displayed below was gathered from data collected during the 2019-2020 school year prior to school closures when our current fourth and fifth grade students were in second and third grade respectively. The data reflects all assessments included in Performance Matters aligned to the listed standard. Specific low performing standards were identified through a review of the *OES "5-In and 5-Out" Non-Performing Math Standards* document provided by the Department of Assessment and Accountability.
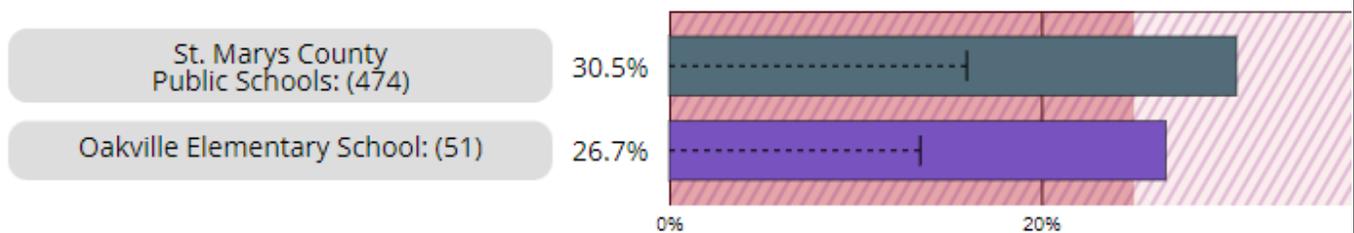
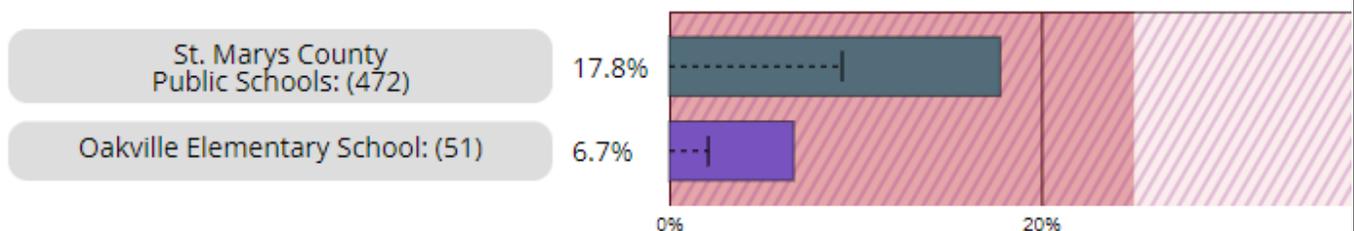| Current Fourth Grade Students			Current Fifth Grade Students		
SMCPS Low Performing Standard	OES Total Student Score	OES ED Student Score	SMCPS Low Performing Standard	OES Total Student Score	OES ED Student Score
2.NBT.B.6 (66.9%)	55.8%	42%	3.NBT.A.2 (61.25%)	59.0%	35%
2.NBT.B.7 (37.8%)	36.2%	22%	3.NBT.A.3 (71.8%)	33.3%	0%

Current Data

School Year 2021-2022. The black t-bar indicates performance of students who are identified as economically disadvantaged.

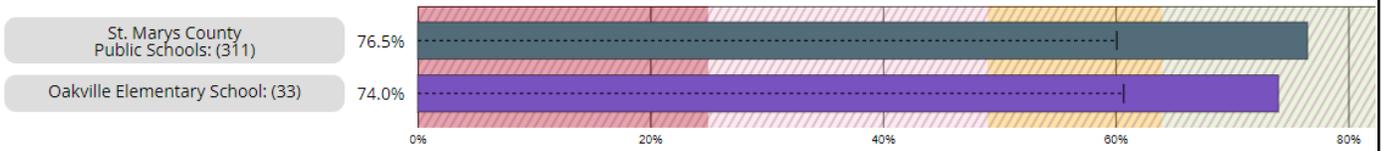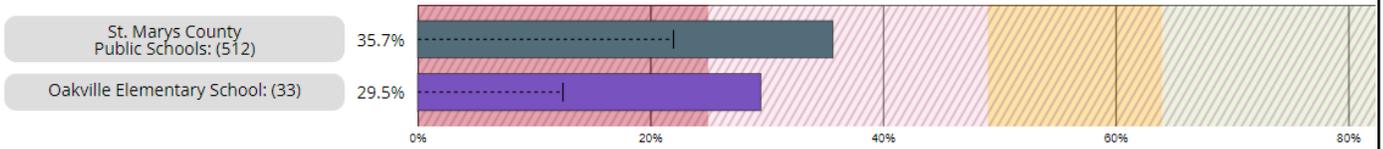**3rd Grade**

ⓘ CCSS.Math.Content.3.NBT.A.2 (6 Items)

St. Marys County Public Schools: (474) — 30.5%

Oakville Elementary School: (51) — 26.7%

ⓘ CCSS.Math.Content.3.NBT.A.3 (2 Items)

St. Marys County Public Schools: (472) — 17.8%

Oakville Elementary School: (51) — 6.7%

4th Grade

ⓘ CCSS.Math.Content.3.NBT.A.3 (1 Item)

St. Marys County Public Schools: (311)	76.5%
Oakville Elementary School: (33)	74.0%

ⓘ CCSS.Math.Content.4.NBT.B.4 (4 Items)

St. Marys County Public Schools: (512)	35.7%
Oakville Elementary School: (33)	29.5%

ⓘ CCSS.Math.Content.4.NBT.B.5 (4 Items)

St. Marys County Public Schools: (513)	11.2%
Oakville Elementary School: (33)	11.7%
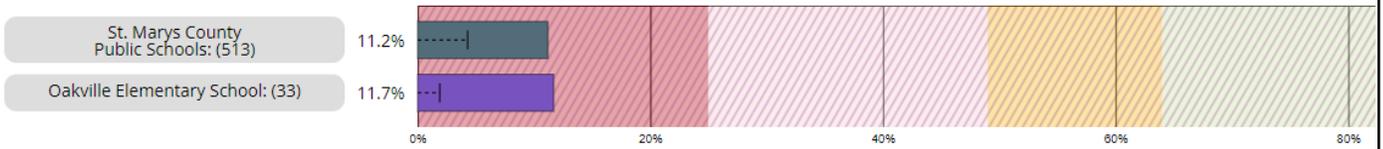
ⓘ CCSS.Math.Content.4.NBT.B.6 (2 Items)

St. Marys County Public Schools: (512)	4.3%
Oakville Elementary School: (33)	4.2%
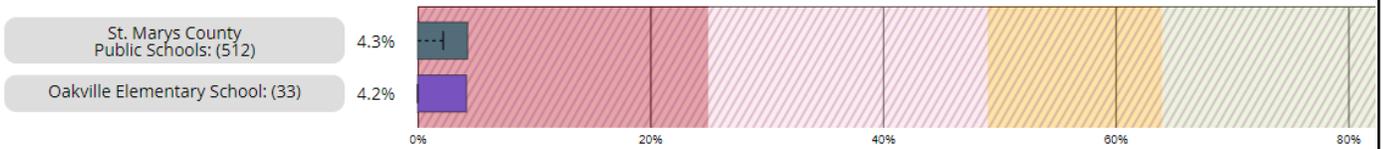
5th Grade

ⓘ CCSS.Math.Content.4.NBT.B.5 (2 Items)

St. Marys County Public Schools: (244)	48.4%
Oakville Elementary School: (18)	56.9%

ⓘ CCSS.Math.Content.4.NBT.B.6 (1 Item)

St. Marys County Public Schools: (243)	15.2%
Oakville Elementary School: (18)	8.3%

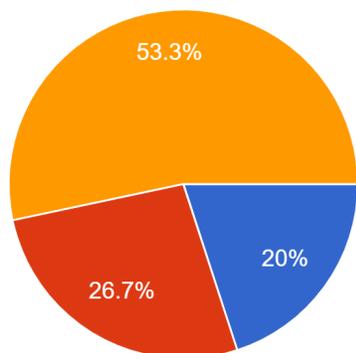| Objectives	Strategies
● Increase our overall grade level performance on NBT standards to match or exceed that of SMCPS as a whole as measured by assessment data collected in Performance Matters, i.e., county benchmark assessments and unit post assessments. ● Increase the performance of students identified as economically disadvantaged to be within 10% points of their grade level's score related to NBT standards as measured by assessment data collected in Performance Matters, i.e., county benchmark assessments and unit post assessments.	● Tier 1 small group instruction ● PLC data meeting analysis of student data and determination of action steps using available resources such as classroom formative assessments and Performance Matters ● IRT supported planning in the implementation of purposeful planning using resources such as Piktocharts to target place value instruction at differentiated levels appropriately ● Research-based/targeted intervention ● Support and consultation with the SMCPS Elementary Math content supervisor
Evaluative Measures *How will you evaluate the effectiveness of the strategies?*	
● Classroom formative assessment results ● County Benchmark assessment results ● End of Year OANBT assessment results ● Intervention assessment results	

Focus Area 2: School Culture & Climate

Goal Statement
Continue to implement our P.A.W.S. framework for positive behavior (MTSS Tier 1) and increase our overall score on the Tiered Fidelity Inventory by 2 points.

Rationale
Due to the COVID-19 Pandemic, students were unable to attend in person school five days a week from March 2020 - June 2021. They were also unable to attend school with the full complement of their classroom even when they returned for hybrid instruction in March 2021. Student's behavior stamina in a large group dynamic has been impacted. Students require the opportunity to be taught, retaught, and to practice school-wide and classroom expectations. The Spring 2021 OES MTSS Tier 1 Tiered Fidelity Inventory score was 19 out of 30 or 63%. Two areas identified that will provide the largest positive impact on student behavior are 1.3 - Behavioral Expectations and 1.4 - Teaching Expectations. These are the two areas which our school will target for growth. In a recent staff survey, it was determined that many classrooms do not have classroom matrices aligned to the school-wide expectations (1.3 - Behavior Expectations). Having behavior expectations and teaching those expectations go hand in hand in fostering positive student behavior.

I have a classroom P.A.W.S. Matrix aligned to the School-Wide P.A.W.S. Matrix. It is specific to my classroom procedures, but is aligned to P.A.W.S expectations.

15 responses

- Yes
- No
- I'm not sure what you are talking about! I have the classroom poster that was provided to me posted in my classroom

53.3%
26.7%
20%

Objectives	Strategies
- Increase our TFI score in the area of 1.3 - Behavior Expectations from a 1 to a 2. - Increase our TFI score in the area of 1.4 - teacher expectations from a 1 to a 2.	- Involve staff and students in the development of expectation and rules (classroom matrix aligned to school-wide matrix) (1.3) - Involve staff and students in the development and delivery of behavioral curriculum (classroom matrix aligned to school-wide matrix) (1.4) - Develop a teaching matrix to identify specific behaviors linked to expectations in various areas in the school (1.3) - Teach a social emotional behavior curriculum that includes expectations and specific behaviors/rules for each location in the school (classroom matrix aligned to school-wide matrix) (1.4) - Teach and re-teach throughout the school year lessons related to the social emotional behavior curriculum (classroom matrix aligned to school-wide matrix) (1.4) - Teach lessons which include examples and non examples and a reason why the behaviors are important (1.4)

Evaluative Measures
How will you evaluate the effectiveness of the strategies?

- Classroom Matrix (Product)
- Discipline Data
- Classroom observations - TPAS Domain 2
- PLC meeting minutes
- P.A.W.S. MTSS Tier 1 Committee Meeting Minutes/Agendas
- Staff Meeting Agendas
- Surveys
- Tiered Fidelity Inventory Score (EOY)