

School Improvement Overview

<<Brooke Growth Elementary School>>

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i> School Goal(s): All students will demonstrate proficiency on the MAP assessments. Instructional Goal(s): (List math and literacy goals for each grade level band.)	
Pre-K Goals:	Literacy: <ul style="list-style-type: none">• All ELL students will be able to identify 30 letters as measured by the end of year assessment. Mathematics: <ul style="list-style-type: none">• All ELL students will be able to count to 15 using 1-1 correspondence as measured on the end of year assessment.
K-2 Goals:	Literacy: <ul style="list-style-type: none">• All students, with a focus on African American and Hispanic Special Education students will demonstrate proficiency with sentence fluency, phonological awareness and phonics as measured on the MAP-RF assessment. Mathematics: <ul style="list-style-type: none">• All students, with a focus on Hispanic and African American Special Education students will demonstrate proficiency on the Numbers and Operations in Base Ten strand as measured on the MAP Growth Assessment.
3-5 Goals:	Literacy: <ul style="list-style-type: none">• All students, with a focus on Hispanic and African American FARMS will make an overall increase in MAP-R assessment in the vocabulary acquisition and informational text strands. Mathematics: <ul style="list-style-type: none">• All students, with a focus on Hispanic and African American FARM students will demonstrate proficiency on the Number and Operation strand and Operation and Algebraic Thinking strand as measured on the MAP Growth Assessment.

	What will the focus of your work be?
Professional Learning on the Standards	<p>Pre-K Focus:</p> <ul style="list-style-type: none">● Big Day Curriculum<ul style="list-style-type: none">○ Literacy Experiences<ul style="list-style-type: none">■ Unpack concepts of print■ Engage students through the use of Pre-A texts and leveled texts as fluency develops■ Focus on confirming understanding of text through identifying the key details in read-aloud texts <p>K-2 Focus:</p> <ul style="list-style-type: none">● NWEA MAP Growth Learning Continuum● Benchmark Advance<ul style="list-style-type: none">○ Interactive read alouds○ Experiences with complex text○ Shared Reading○ Phonological Awareness○ Phonics in Context○ Foundational Skills○ Components of small group instruction and flexible needs based groups <p>3-5 Focus:</p> <ul style="list-style-type: none">● NWEA MAP Growth Learning Continuum● Benchmark Advance<ul style="list-style-type: none">○ Reading Mini-Lessons focused on metacognitive strategies○ Close-reading experiences with complex text○ Writing Mini-Lessons○ Word Study and Vocabulary○ Components of small group instruction and flexible needs based groups <p>Mathematics Focus:</p> <ul style="list-style-type: none">● Standards of Mathematical Practice● NWEA MAP Growth Learning Continuum● UCARE<ul style="list-style-type: none">○ Understanding○ Computing○ Applying○ Reasoning○ Engaging● High Leverage Instructional Practices

Exhibit D
 Overview for School Website

	<ul style="list-style-type: none"> ● Use of Instructional Time in the Math Block <ul style="list-style-type: none"> ○ Structuring Lessons for Small-Group Work ○ Center Rotations ○ Three-Part Format for Problem-Based Lessons ○ Flexible Groupings
<p>Analyzing Data to Inform Instruction</p>	<p>We will analyze weekly formative assessment data from Benchmark as well as district math assessments from Curriculum 2.0.</p> <p>We will utilize the following venues to support on-going data analysis:</p> <ul style="list-style-type: none"> ● Grade level weekly literacy meetings <ul style="list-style-type: none"> ○ Weekly Formative Assessments ○ Looking At Student Work protocol ● Kid Talks (Data Chats) ● Learning Walks ● Data Notebooks ● Peer Visits
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<ul style="list-style-type: none"> ● Restorative Justice Grant <ul style="list-style-type: none"> ○ Community Circles <ul style="list-style-type: none"> ■ Daily Check-in with “circle Burst” ■ Weekly Community Circle ○ Zero Tolerance Policies ○ School to Prison Pipeline ○ National Data on student achievement and discipline data ● Monthly Town Hall Meetings <ul style="list-style-type: none"> ○ Super Powers theme each month ○ Connection to community circle each month ● PBIS <ul style="list-style-type: none"> ○ Respect, Responsible, Ready to Learn ○ Earning Eagle Bucks for demonstrating appropriate behaviors aligned to respect, responsible, ready to learn ● Differentiated Instruction <ul style="list-style-type: none"> ○ Accessing the IELD resources across the Benchmark Program
<p>School Climate and Culture</p>	<ul style="list-style-type: none"> ● Student Voice Survey <ul style="list-style-type: none"> ○ Focus on student perspective on “my teacher listens to me and wants to know more about me”

Exhibit D

Overview for School Website

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| | <ul style="list-style-type: none">● Shared decision making<ul style="list-style-type: none">○ Instructional Leadership Team<ul style="list-style-type: none">■ Clarify level of input when decisions are being made in meeting○ Communication about how decisions are made<ul style="list-style-type: none">■ Focus on rationale and transparency● 1:1 meetings with administration● Focus on inclusive practices so that all members of the school community are valued and supported in their roles● More LC meetings● Continue morale increasing activities● Kudos Checklist● De-Escalation strategies for working with students |
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