

School Improvement Overview

Fields Road Elementary School

System Goal: *All students will meet two or more Evidence of Learning (EOL) Measures.*

School Goal(s): All students will meet or exceed Measures of Academic Progress (MAP) proficiency in Grades K-5.

Instructional Goal(s) for Literacy and Math:

Pre-K Goals:	<p>Literacy: All students, with an emphasis on English Language Learners (ELL) students, will be able to identify 30 letters, which is the end of year benchmark for Pre-kindergarten based on English Language Arts (ELA) guidelines.</p> <p>Math: All English Language Learners students will be able to count to 15 using one-to-one correspondence, which is the end of the year benchmark based on Math guidelines.</p>
K-2 Goals:	<p>Literacy: All K-2 students, with a focus on Hispanic students receiving Free and Reduced Meals (FARMS), will meet or exceed Measures of Academic Progress-Reading Fluency (MAP-RF) spring targets.</p> <p>Math: Grades K & 1 Goal: All K-1 students, with a focus on Hispanic students receiving Free and Reduced Meals (FARMS), will meet or exceed Measures of Academic Progress-Math (MAP-M) spring targets in numbers and operations.</p> <p>Grade 2 Goal: All grade 2 students, with a focus on Hispanic students receiving Free and Reduced Meals (FARMS), will score at least average on the Measurement and Data strand on Measures of Academic Progress-Math (MAP-M) by the spring administration.</p>
3-5 Goals:	<p>Literacy: All grades 3-5 students, with a focus on Hispanic students receiving Free and Reduced Meals (FARMS) will score at or above average on the Spring Measures of Academic Progress-Reading (MAP-R) assessment.</p> <p>Math: Grade 3 Goal: All grade 3 students, with a focus on Hispanic students receiving Free and Reduced Meals (FARMS), will score at least average on the Operations and Algebraic Thinking strand on Measures of Academic Progress-Math (MAP-M) by the spring administration.</p> <p>Grade 4 & 5 Goal: All grade 4-5 students, with a focus on Hispanic students receiving Free and Reduced Meals (FARMS), will score at least average on the Numbers and Operations strand on Measures of Academic Progress- Math (MAP-M) by the spring administration.</p>

	What will the focus of your work be?
Professional Learning on the Standards	<ul style="list-style-type: none"> • Unpacking the standards and developing a rigorous formative assessment • Using formative assessments to elevate the instructional sequence for students • Instructional Rounds: The Instructional Support team will visit grade level team classrooms using the 3 components of the Teaching for Robust Understanding Observation (TRU) Tool: Content, Cognitive Demand, and Formative Assessment.
Analyzing Data to Inform Instruction	<ul style="list-style-type: none"> • School-wide learning around using Northwest Evaluation Association (NWEA) data to guide instruction. • Measures of Academic Progress-Reading Fluency (MAP-RF) data (K-2) • Measures of Academic Progress-Reading data (MAP-R) (3-5) • Measures of Academic Progress-Math (MAP-M) (K-5) • Quarterly District Math Assessments (K-5) • Oral Reading Records (ORR) (K-2) • Montgomery County Public Schools Assessment Program (MCPSAP) data (Pre-K)
Equitable and Culturally Responsive Instructional Strategies	<p><u>School-Wide Learning</u></p> <ul style="list-style-type: none"> • September 16: Social Justice- Excellent first instruction- This session will emphasize the importance of designing learning experiences that are appropriately rigorous by aligning instruction to the Common Core State Standards (CCSS). It is important that teachers learn the cost of lowering expectations (the cruelty of good intentions). • November 18: Warm Demander- This session will examine the concept of Warm Demander. Teachers will learn about and discuss ways they can hold students to high expectations while offering them high support to meet grade-level standards. Let's concentrate on your focus students. • December 9: Growth Mindset- This session will offer teachers a chance to examine their own mindset as they pertain to their students' ability to learn, address deficit narratives they might carry and learn thinking routines that will keep them in a state of a growth mindset. Reflection: How might your mindset have been a barrier to you becoming a true warm demander? What are you going to do about it? • March 9: Independent Learner- This session will review the learning from previous sessions and make connections on how professional learning to this point supports the idea of developing independent learning. Participants will examine their practices and determine areas of strength and areas for growth in creating and maintaining practices that support learner independence. • June 8: Celebrations, Reflections, and Articulation- This session will give staff a chance to celebrate the success and gains they have made as school, reflect upon how they feel they need to grow, and

	<p>develop equitable articulation practices as they prepare to make course recommendations for the future.</p> <p>When thinking about the focus students and ALL students, the goal is to ensure staff is approaching their students, and teaching and learning with a growth mindset. These sessions will promote teaching content to the standard to ensure rigor, planning for productive struggle for special education and English to Speakers of Other Languages (ESOL) students, and ensuring formative assessments are used to adjust instruction to meet the needs of all learners. When staff are asked to participate in the articulation process at the end of the school year, equitable practices will be used for placements in accelerated math and reading courses.</p>
<p>School Climate and Culture</p>	<p>Our work this year to continue to improve the culture at Fields Road will revolve around these areas:</p> <ul style="list-style-type: none"> ● My school leadership team fosters a collaborative work environment. ● The school leadership involves me in decisions affecting my work. ● There is open communication within my school. ● Staff Morale is positive in this school. ● I would recommend my school for family/friends to work. <p>The Social Committee is focused on staff climate and will work to survey staff at various points throughout the year to ensure all voices are heard, and to ensure our work towards the common goal is being met.</p> <p>Additionally, the staff has been broken into four committees, which will support the work of Exhibit D. The Positive Behavioral Interventions and Supports (PBIS) Committee and Wellness Committee will focus efforts on the Be Well 365 six essentials as follows:</p> <p>PBIS</p> <ul style="list-style-type: none"> ● Restorative Justice and Restorative Practices ● Character Education and Empathy ● Trauma-Informed Practices <p>Wellness</p> <ul style="list-style-type: none"> ● Culturally Responsive Relationship-Building ● Mental and Emotional Health ● Physical Health and Wellness <p>The PBIS Committee is utilizing lessons from Sanford Harmony under the support of the school counselor. These lessons promote and support the core values of Fields Road Elementary School:</p> <ul style="list-style-type: none"> ● Respect ● Responsibility ● Dedication ● Safety