

# School Improvement Overview

## Seven Locks Elementary School

<b>System Goal:</b> <i>All students will meet 2 or more Evidence of Learning Measures</i>	
<b>School Goal(s):</b> MAP proficiency in grades K - 5 <b>Instructional Goal(s):</b> see below per grade level band	
<b>Pre-K Goals:</b>	--N/A--
<b>K-2 Goals:</b>	<p><b>Literacy:</b> Foundational Skills (Phonological Awareness, Phonics, Word Recognition) All students, with a focus on AA, Hispanic, and SPED, will move from below or approaching meets or exceeds in foundational skills as measured by MAP-RF data.</p> <p><b>Math:</b> All students, with a focus on AA, Hispanic, and Special Education, will move from low/low average to at least average as seen in the increase in MAP-P data with a specific focus on the Operations and Algebraic Thinking strand.</p>
<b>3-5 Goals:</b>	<p><b>Literacy:</b> Informational Text All students, with a focus on AA, Hispanic, and SPED, will move from low/low average to at least average as measured by MAP-R data.</p> <p><b>Math:</b> All students, with a focus on AA, Hispanic, and Special Education, will move from low/low average to at least average as seen in the increase in MAP-M data.</p> <p><b>Number and Operations</b></p>

	<b>Operations and Algebraic Thinking</b> <b>What OAT thinking will students need in order for students to demonstrate the Number and Operations understanding?</b>
<b>6-8 Goals:</b>	--N/A--
<b>9-10 Goals:</b>	--N/A--
<b>11-12 Goals:</b>	--N/A--

	What will the focus of your work be?
<b>Professional Learning on the Standards</b>	<p><b><u>Literacy:</u></b></p> <ul style="list-style-type: none"> <li>● Deepen the understanding of Benchmark Advance Curriculum</li> <li>● Teachers will identify and analyze student data weekly in order to determine best instructional practices needed.</li> <li>● Keeping these questions at the forefront of our collaborative planning</li> </ul> <p><b><u>Math:</u></b></p> <ul style="list-style-type: none"> <li>● Make connections between <i>Numbers and Operations</i> in Base Ten and <i>Operations in Algebraic Thinking</i>.</li> <li>● Deepen the understanding of Numbers and Operations (understanding numbers, representations, relationships and Number System) and how it supports Operations and Algebraic Thinking (problem solving).</li> <li>● Keeping these questions at the forefront of our collaborative planning?</li> </ul>
<b>Analyzing Data to Inform Instruction</b>	<p><b><u>Literacy:</u></b></p> <p>We need to put structures in place to engage in weekly collaborative conversations rooted in student performance data.</p> <ul style="list-style-type: none"> <li>○ Teams need to be able to analyze student data to plan responsive instruction.</li> <li>○ Teams will incorporate MAP-RF/MAP-R data by strand as part of collaborative planning to provide differentiated instruction and meet the needs of learners identified in our Focus</li> </ul>

	<p><b>Groups</b></p> <ul style="list-style-type: none"> <li>○ Teams will use informal assessments and district assessments (Interim Assessments) to differentiate instruction</li> <li>○ Teams need to disaggregate formative data by AA, H, and SPED to evaluate the performance of student groups</li> <li>○ Create criteria for success in order to establish consistency in grading.</li> <li>○ Monitor the alignment between classroom (gradebook data) and EOY / EOL.</li> </ul> <p><b>Math:</b></p> <p>We need to put structures in place to engage in weekly collaborative conversations rooted in student performance data.</p> <ul style="list-style-type: none"> <li>● Teams need to be able to analyze student data to plan responsive instruction.</li> <li>● Teams will incorporate MAP-P/MAP-M data by strand as part of collaborative planning to provide differentiated instruction and meet the needs of learners identified in our Focus Groups</li> <li>● Teams will use progress checks and district assessments to differentiate instruction</li> <li>● Teams need to disaggregate formative data by AA, H, and SPED to evaluate the performance of student groups</li> <li>● Create criteria for success in order to establish consistency in grading.</li> <li>● Monitor the alignment between classroom (gradebook data) and EOY / EOL.</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p><b>Literacy: &amp; Math:</b></p> <p><i>In order to support the academic achievement (success) of our AA, H, and SPED students, our teachers need to:</i></p> <ul style="list-style-type: none"> <li>● <i>Engage in candid, honest, intellectual risk-taking conversations about improving instruction that results in student learning</i></li> <li>● <i>Implement equitable classroom practices that promote engagement for all students</i></li> <li>● <i>Actively monitor and implement appropriate accommodations for students</i></li> <li>● <i>Teach deliberate metacognitive strategies that allow students to take ownership of their learning</i></li> <li>● <i>Provide multiple and varied assessment opportunities</i></li> </ul>
<p><b>School Climate and Culture</b></p>	<p><b>Literacy: &amp; Math:</b></p> <p><b>Staff needs to be able to foster inclusive learning environments through consistent implementation of</b></p>

- **The Six Essentials of the BeWell 365 initiative**
- **Sanford Harmony curriculum**
- **No Place for Hate activities**
- **Elicitation of student voice for the purpose of understanding students' needs and responding positively**

**The Strengths that we have established and will continue to nurture:**

- **Prompt feedback and transparency**
- **Positive school climate**

**The Areas of Growth that we will focus on:**

- **Improving staff morale**
- **Establishing open communication**
- **Consistent use of collaborative conversations to address student needs and build content knowledge of standards**

**In order to address the Areas of Growth, our leadership team will engage in a book study of *The Art of Coaching Teams* and applying collective learning to improve communication and increase consistency**

**We will use Sanford Harmony and No Place for Hate to address the six essentials necessary for a healthy school climate.**