

School Improvement Snapshot

Literacy	X
Math	

Action Plan (link): <http://bit.ly/33OzHmo>
 September 2019

<p>System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i></p> <p>School Goal(s): MAP Proficiency at grade level expectation or above for grades K through five.</p> <p>Instructional Goal(s): Increase reading proficiency as measured by NWEA tests for African American, Latinex, FARMS and MU students.</p>	
Pre-K Goals:	All ELL students will be able to identify 30 letters which is the end of year benchmark for Pre-kindergarten based on ELA guidelines. Our rigor goal is 15% of ELL students will identify 50 letters.
K-2 Goals:	<p>All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their reading level on the Map-RF within 5 RIT points of the grade level specific RIT score by spring administration.</p> <p>All other Farms and Non-Farms Learners, scoring in the below grade level range, will increase their reading level on the Map-RF within 5 RIT points of the grade level specific RIT score by spring administration.</p>
3-5 Goals:	All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students,, scoring in the below grade level range, will increase their reading level on the Map-RF within 5 RIT points of the grade level specific RIT score by spring administration.

Exhibit D

Responsive Strategies and Planning for Powerful Instruction

	<p>All other Farms and Non-Farms Learners, scoring in the below grade level range, will increase their reading level on the Map-R within 5 RIT points of the grade level specific RIT score by spring administration.</p> <ul style="list-style-type: none">• Grade 3 growth: 15 points• Grade 4 growth: 12points• Grade 5 growth: 9 points
6-8 Goals:	
9-10 Goals:	
11-12 Goals:	

	Who will be leading this action plan?	What will the focus of your work be?
<p>Professional Learning on the Standards <i>The literacy and mathematical standards that teachers and teams need to know and be able to do</i></p>	<p>Leadership Team Grade Level PLC's</p>	<p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <ul style="list-style-type: none"> • Understanding text dependent questions and how to integrate them with classroom project based learning. • Explicitly teaching students how to locate and use evidence from the text • Explicitly teaching students how to express themselves & their learning using appropriate grade level skills as outlined in the elementary curriculum through authentic projects
<p>Analyzing Data to Inform Instruction <i>Obtaining EOL data and converting it into information useful for decision-making</i></p>	<p>Core Team Leadership Team Grade Level Teams</p>	<p><i>What is our school-wide learning around data?</i></p> <ul style="list-style-type: none"> • Analyzing data/information from Baseball Card as a class and across grade level teams <p><i>What are our grade level needs in terms of reviewing and analyzing data?</i></p> <ul style="list-style-type: none"> • Use of the new data analysis protocol to analyze ongoing performance (informational & literary text). <p><i>What data will we analyze to make sure we are meeting these goals?</i></p> <ul style="list-style-type: none"> • Monthly Instructional Rounds or Peer Visits • Classroom observations during small group instruction • MAP assessment data & analysis • EOL District Wide Assessments

<p>Equitable and Culturally Responsive Instructional Strategies <i>Using demographic cultural and racial information and processes to scaffold learning - relationships, cognitive scaffolding, and critical social awareness (adult learning)</i></p>	<p>Leadership Team Grade Level Teams & support staff</p>	<p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <ul style="list-style-type: none"> • Strategies and instructional approaches to meet the needs of our students of trauma • Strategies and instructional approaches to meet the needs of our home school initiative students & focus students. <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <ul style="list-style-type: none"> • When providing feedback to students about their responses to reading dependent questions, use prompts that facilitate a growth mindset. • Integration of culturally relevant information and materials into reading & writing into authentic projects. • Inclusion of the arts in project planning involving reading & writing integration. • Inclusion of the LFI students into the regular education classroom through our Peer Buddy program.
<p>School Climate and Culture <i>Climate action plans should be developed in collaboration with the school leadership team and in response to the employee climate survey. Additional data from students and families may be included, as appropriate. Schools should plan to do a mid-year survey or review of progress to adjust the plan as needed.</i></p>	<p>Leadership Team</p>	<p><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?</i></p> <ul style="list-style-type: none"> • Research and create prompts that facilitate a growth mindset. • Create opportunities for students to express their thinking in both verbal & written communication format. • Vertical articulation opportunities within Staff Meetings and Grade Level Team Meetings for professionals to share instructional approaches and

		<p>ideas as related to reading.</p> <p><i>What are the strengths and areas of focus based on the employee climate survey?</i></p> <ul style="list-style-type: none"> ● Collaborative work environment ● Positive staff morale ● Staff feels safe ● School creates a culture of respect for all students and collaboration among all staff ● Staff in this school are committed to using a variety of methods to help every student succeed. <p><i>What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <ul style="list-style-type: none"> ● Clear communication is important but ALL must take the responsibility of reading and keeping informed with the communication that is shared (2-prong problem) <ul style="list-style-type: none"> ○ Accessibility of the Master Calendar ○ Expectation sheet at Pre-Service ○ Use of Google Classroom as a private folder ○ Specialists pick-up ○ Lunch routines ○ Staff arrival & dismissal times ○ Sub Plans ○ Co-teacher arrival, committing to the schedule & planning for instruction <p><i>Based on existing climate data, what current programs or curriculum align to the six essentials: culturally-responsive relationship-building, mental and emotional health, character development and empathy, restorative justice and restorative practices, physical health and wellness, and trauma-informed practices?</i></p> <ul style="list-style-type: none"> ● Authentic Project Based Learning (PBL) ● Character Counts ● Problem Solving restorative practice ● Small group instruction
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Exhibit D

Responsive Strategies and Planning for Powerful Instruction

		<ul style="list-style-type: none">● Co-Teaching model of instruction● Flexible grouping● UDL instructional approach to learning● Kindness Projects with a focus on incorporating kindness themes● Mindfulness practices
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