

School Improvement Snapshot

Literacy	
Math	X

Action Plan (link): <http://bit.ly/2Zf9fTQ>
 September 2019

<p>System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i> School Goal(s): MAP Proficiency at a level 3 or above in grades one through five. Instructional Goal(s): Increase Math Proficiency in Numbers and Operations for African American, Latinex, FARMS, and MU students who are performing below benchmark on the NWEA math test.</p>	
Pre-K Goals:	All ELL students will be able to count to 15 using 1-1 correspondence which is the end of year benchmark based on ELA guidelines. Our rigor goal is 15% of ELL students will count to 20 with one to one correspondence.
K-2 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 score on the Map-P, within 5 RIT points of the grade level specific RIT score by spring administration. All Farms and Non-Farms learners, scoring in the below grade level range, will increase their score on the Map-P within 5 RIT points of the grade level specific RIT score by spring administration.
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 score on the Map-M, 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 Farms and Non-Farms learners, scoring in the below grade level range, will increase their score on the Map-M within 5 RIT points of the grade level specific RIT score by spring administration.</p> <ul style="list-style-type: none">• Grade 3 growth: 19 points• Grade 4 growth: 18 points• Grade 5 growth: 15 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 what the Measurement Topic and standard mean and what this will look like in the classroom. • Explicitly teaching students skills to access and apply learning in authentic situations. • Collaboratively plan for instruction that meets the needs for each of the children we teach.
<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 (C2.0 Measurement Topics) <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 Math Assessments
<p>Equitable and Culturally Responsive Instructional Strategies <i>Using demographic cultural and racial information and processes to scaffold learning - relationships, cognitive</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"> • How to efficiently access & interpret data within Baseball Card • Strategies to address the specific learning

<p><i>scaffolding, and critical social awareness (adult learning)</i></p>		<p>needs of our focus children</p> <ul style="list-style-type: none"> • Collaboratively plan for and provide guidance to support personnel working with our 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 prompts reflecting thinking and processing of math skills. • Use prompts that facilitate a growth mindset. • Integration of authentic skills that help students to recognize the relevance in what they are learning. • Inclusion of the arts in project planning.
<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"> • Look for and implement opportunities for parents to interact within the school day with their children during the learning process • Research and create prompts that facilitate a growth mindset within the context of math. • 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 ideas as related to math.

		<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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