

# School Improvement Overview

## Woodfield Elementary School

**System Goal:** *All students will meet 2 or more Evidence of Learning Measures*

**School Goal(s):**

**Math:**

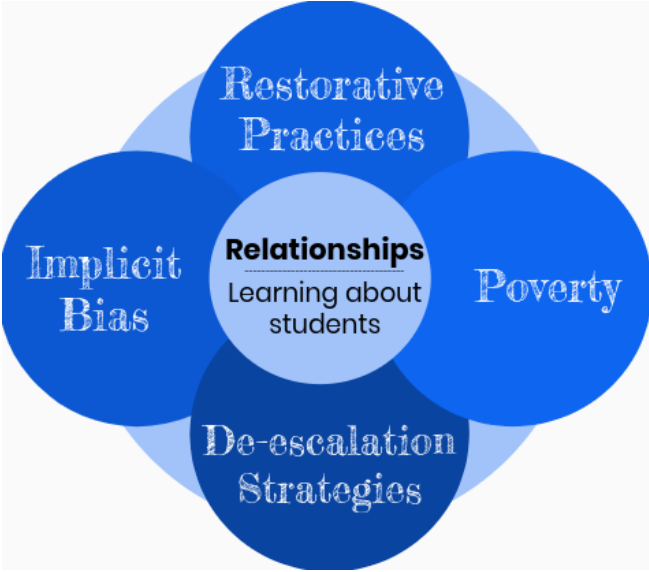
- **K-2** All students, with a focus on FARMS students, will meet or exceed proficiency on MAP-P as a result of explicit instruction in representing and solving problems in addition & subtraction (OA.A).
- **3-5** All students, with a focus on FARMS students, will meet or exceed proficiency on MAP-M as a result of explicit instruction in using place value understanding and properties of operations to perform multi-digit arithmetic (NBT.A).

**Literacy:**

- **K-2** All students with a focus on FARMS students, will meet or exceed proficiency on MAP-RF as a result of explicit instruction in phonological awareness.
- **3-5** All students with a focus on FARMS students, will meet or exceed proficiency on MAP-R as a result of explicit instruction in phonics and word recognition.

<b>Instructional Goal(s):</b>	
<b>Pre-K Goals:</b>	<p>All students, with a focus on FARMS students, will meet or exceed proficiency on MCPSAP as a result of explicit instruction in phonological awareness.</p> <p>All students, with a focus on FARMS students, will meet or exceed proficiency on MCPSAP as a result of explicit instruction in counting and cardinality.</p>
<b>K-2 Goals:</b>	<p>All students, with a focus on FARMS students, will meet or exceed proficiency on MAP-RF as a result of explicit instruction in phonological awareness.</p> <p>All students, with a focus on FARMS students, will meet or exceed proficiency on MAP-M as a result of explicit instruction in using place value understanding and properties of operations to perform multi-digit arithmetic (NBT.A).</p>
<b>3-5 Goals:</b>	<p>All students, with a focus on FARMS students, will meet or exceed proficiency on MAP-P as a result of explicit instruction in representing and solving problems in addition &amp; subtraction (OA.A).</p> <p>All students, with a focus on FARMS students, will meet or exceed proficiency on MAP-R as a result of explicit instruction in phonics and word recognition.</p>

	What will the focus of your work be?
<p><b>Professional Learning on the Standards</b></p>	<p><b>Literacy:</b> Teachers will engage in instructional and data conversations facilitated by the staff development teacher and reading specialist weekly with a focus on the standards. Teachers will engage in planning for and implementing of quality data driven small instruction, as a result of an ongoing Jan Richardson’s Book Study.</p> <p><b>Math:</b> We will continue professional development around breaking down standards and then sequencing skills in planning to address student needs. Teachers will effectively use mathematics teaching practices that lead to student demonstration of standards for mathematical practice.</p>
<p><b>Analyzing Data to Inform Instruction</b></p>	<p><b>Literacy:</b> Teachers need more guidance and experience with analyzing running records, utilizing MAP-RF/R data as well as phonics &amp; phonological awareness assessments to isolate skills and focus instruction.</p> <p>Teachers engage in weekly data conversations. Teachers are expected to use performance matters and classroom data to plan for and monitor instruction. These data points include:</p> <ul style="list-style-type: none"> <li>● MAP-R</li> <li>● MAP-RF</li> <li>● Running Records</li> <li>● Phonological Awareness Assessment</li> <li>● Words Their Way Assessments</li> <li>● Teacher Observation</li> </ul> <p><b>Math:</b> Teachers need more guidance and experience with using student item analysis as well as using data collection tools to isolate skills that require re-teaching in order to focus instruction.</p> <p>Teachers engage in weekly data conversations. Teachers are expected to use performance matters and classroom data to plan for and monitor instruction. These data points include:</p> <ul style="list-style-type: none"> <li>● District Assessments</li> <li>● MAP-P/M</li> <li>● Formative Assessments</li> <li>● Teacher Observation</li> </ul>

<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p>Our whole staff professional learning will center around building strong relationships that will serve as a foundation for working with students to meet academic goals. We will empower teachers with skills in the four interconnected areas below.</p> 
<p><b>School Climate and Culture</b></p>	<p>Specific school-wide committees have been established to engage our communities in a more meaningful way. Committee meetings are scheduled and planned for monthly with a specific agenda aligned with the purpose of this work and intentional actions.</p>