

School Improvement Overview

Jackson Road Elementary School

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i> School Goal(s): All students will increase proficiency on MAP for K-5 Instructional Goal(s): (Math and literacy goals for each grade level band are listed below.)	
Pre-K Goals:	<p>All Pre-K students, with a focus on Hispanic FARMS students, will be able to explore relationships by comparing groups of objects up to 5 and then 10 and identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group using matching and counting strategies as measured by the spring MCPS-AP (CCSS.MATH.CONTENT.K.CC.C.6)</p> <p>All Pre-K students, with a focus on Hispanic FARMS students, will be able to recognize and name some uppercase and lowercase letters of the alphabet (CCSS.ELA-LITERACY.RF.K.1.D) as well as recognize rhyming words in spoken language as measured by the spring MCPS-AP (CCSS.ELA-LITERACY.RF.K.2.A)</p>
K-2 Goals:	<p>All kindergarten -2nd grade students, with a focus on Hispanic FARMS students, will be able to add and subtract fluently as measured by MAP-P.</p> <p>Kindergarten: count objects using an understanding of the relationship between numbers and quantities and connect with cardinality (CCSS.MATH.CONTENT.K.CC.B.4)</p> <p>1st: use place value understanding and properties of operations to add and subtract within 100 (CCSS.MATH.CONTENT.1.NBT.C.4)</p> <p>2nd: fluently add and subtract within 20 using mental strategies, and will know from memory all sums of two one-digit numbers (CCSS.MATH.CONTENT.2.OA.B)</p> <p>All kindergarten -2nd grade students, with a focus on Hispanic FARMS students, will be able to apply grade level foundational skills as measured by spring MAP-RF.</p> <p>Kindergarten: meet or exceed knowledge of spoken words, syllables, and sounds (phonemes) (CCSS.ELA-LITERACY.RF.K.2)</p> <p>1st: demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CCSS.ELA-LITERACY.RF.1.2)</p> <p>2nd: know and apply grade level phonics and word analysis skills in decoding words (CCSS.ELA LITERACY.RF.2.3)</p>
3-5 Goals:	<p>All 3rd-5th grade students, with a focus on Hispanic FARMS students, will be able to solve problems involving multiplication and division as measured by MAP-M.</p> <p>3rd: solve equations in the four operations using knowledge of place value (CCSS.CONTENT.MATH.3.NBT.A)</p> <p>4th: use place value understanding and properties of operations to perform multi-digit arithmetic (CCSS.CONTENT.MATH.4.NBT.B)</p>

	<p>5th: apply and extend previous understandings of multiplication and division to multiply and divide fractions (CCSS.MATH.CONTENT.5.NF.B.4 - multiplication), (CCSS.MATH.CONTENT.5.NF.B.7 - division)</p> <p>All 3rd-5th grade students, with a focus on Hispanic FARMS students, will be able to use details from the text to support inferences as measured by spring MAP-R.</p> <p>3rd: identify key details from the text and relevant background knowledge to make an inference about the text (CCSS.ELA-LITERACY.RL.3.1)</p> <p>4th: refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (CCSS.ELA.LITERACY.RL.4.1)</p> <p>5th: quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text (CCSS.ELA-LITERACY.RL.5.1)</p>
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	What will the focus of your work be?
Professional Learning on the Standards	<ul style="list-style-type: none"> Professional development on identifying the concepts and skills within each standard for creating learning intentions and success criteria for organized, effective instruction with the Common Core State Standards
Analyzing Data to Inform Instruction	<ul style="list-style-type: none"> Professional development on how to use databases (i.e. Performance Matters and NWEA) to analyze assessments such as the Measures of Academic Progress for Math, Reading, and Reading Fluency; District Math and Literacy Assessments; and Progress Checks to guide instruction
Equitable and Culturally Responsive Instructional Strategies	<ul style="list-style-type: none"> Book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond to develop strategies to support students becoming independent learners Using strategies from the text, Unlocking English Learners Potential by Diane Staehr Fenner and Sydney Synder to purposefully plan for ways to support our multi-language learners
School Climate and Culture	<ul style="list-style-type: none"> Utilizing lessons from the MindUp Curriculum and initiatives from Be Well 365 to support positive school climate Incorporating community builder activities within meetings to promote cohesion among staff and strengthen moral