

School Improvement Snapshot

Literacy	X
Math	

Action Plan (link): _____

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i> School Goal(s): MAP Proficiency for K-8, PARCC/Eligibility for 9 and 10, and CCR for 11 and 12. Instructional Goal(s): Developed based on an internal measure from the EOL framework **Banded goals should be written for the five focus groups and other groups if appropriate.	
Pre-K Goals:	
K-2 Goals:	
3-5 Goals:	All students, with a focus on African American/Black/FARMS students, will meet proficiency on the Vocabulary strand of MAP-R.
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>	Classroom teachers, instructional specialists	<p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <p>Teachers will guide students in vocabulary acquisition and use through explicit instruction in academic and content vocabulary as well as strategies to determine the meaning of an unknown word. (For example context clues, root words and affixes, and use of reference materials).</p> <p>Teams will receive ongoing professional learning in the areas of language objectives and literacy discourse.</p>
<p>Analyzing Data to Inform Instruction <i>Obtaining EOL data and converting it into information useful for decision-making</i></p>	Classroom teachers, instructional specialists	<p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <p>We will use Performance Matters to analyze data from MAP-R to measure growth in vocabulary acquisition and use. We will also use the District Assessment to measure vocabulary acquisition and use.</p>
<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>	Classroom teachers, instructional specialists	<p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <p><i>Classroom: How do these align to the needs of the focus students?</i></p> <p>Maintaining rigor at all levels while working to close the achievement gap through use of grade-level texts for all students and explicitly teaching academic vocabulary.</p> <p>Connecting vocabulary instruction with culturally diverse text in French and English.</p>

<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><i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?</i></p> <p><i>What are the strengths and areas of focus based on the employee climate survey? What leadership or strategies will be deployed to build on the strengths and address the areas of focus?</i></p> <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> <p>We will continue with the Sunshine Committee and the Wellness committee to improve morale. We will continue with week at the creek and morning staff announcements to improve communication. We will continue to follow building service communication protocol regarding needs in the classroom. Establish consistent expectations for classroom teachers and for building service regarding classroom cleanliness.</p> <p>Strengths: Professional Growth, High expectations and believe every student can learn, and staff in the school are committee to using a variety of methods to help every student succeed.</p>