

# School Improvement Overview

## Farmland Elementary School

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

**School Goal(s):**

- All students with a focus on the five [Equity Accountability Model](#) (EAM) groups will increase the number of students scoring a 3 or higher on [Measure of Academic Progress](#) (MAP).
- All students with a focus on the five EAM groups will increase the number of students who meet or exceed on [Measure of Academic Progress Reading Fluency](#) (MAP-RF) in Kindergarten through 2nd grade.

**LITERACY GOALS:**

<b>K Goal</b>	All kindergarten students, with a focus on Non- Free and Reduced Meals (FARMS) Black/African American or Hispanic, will increase from below or approaching to meets or exceeds in MAP-RF specifically focusing on phonics and word recognition.
<b>1 Goal</b>	All students with a focus on Non-FARMS Black/African American and non-farm Hispanic/Latino, will increase from below to approaching or approaching to meets or exceeds in MAP-RF with a focus on phonics and word recognition.
<b>2 Goal</b>	<b>Marking Period 1 and 2:</b> All students with a focus on the five EAM groups, will increase from below or approaching to meets or exceeds in phonics and word recognition and sentence fluency in MAP-RF. <b>Marking Period 3 and 4:</b> All students with a focus on the five EAM groups , will increase from an assigned score of 1 or 2 to an assigned score of 3 or higher on the District Assessment.
<b>3 Goal</b>	<b>Marking Period 1:</b> All third grade students, with a focus on Non- FARMS, will increase from below or approaching to meets or exceeds in sentence fluency and phonological awareness. <b>Marking Period 2-4:</b> All third grade students, with a focus on Non- FARMS, will increase from an assigned score of 1, or 2 to an assigned score of 3 or higher in MAP-R with a focus on main idea in information texts.
<b>4 Goal</b>	All students, with a focus on FARMS students, will increase from an assigned score of 1, or 2 to an assigned score of 3 or higher in MAP-R, specifically focusing on informational texts with identifying the main idea.
<b>5 Goal</b>	All students with a focus on the five EAM groups will increase from an assigned score of 1 or 2 to an assigned score of 3 or higher in informational text, specifically focusing on main idea, and vocabulary acquisition.

**MATH GOALS:**

<b>K Goals:</b>	All kindergarten students, with a focus on all FARMS students will increase from an assigned score of 1, or 2 to an assigned score of 3 or more in numbers and operations specifically focusing on basic counting/cardinality and academic vocabulary.
<b>1-2 Goals:</b>	All students with a focus on the five EAM groups , will increase from an assigned score of 1 or 2 to an assigned score of 3 or more in numbers and operations in base 10 specifically focusing on addition and subtraction with multi-digit numbers.
<b>3 - Goal</b>	All third grade students, with a focus on students in poverty, will increase from an assigned score of 1, or 2 to an assigned score of 3 or higher in MAP-M operations and algebraic thinking, specifically focusing on solving problems using all operations.
<b>4-5 Goals:</b>	All students. with a focus on FARMS students, will increase from an assigned score of 1, or 2 to an assigned score of 3 or higher in MAP-M, specifically focusing on numbers and operations.

**Focus of our work in LITERACY and MATH:**

	What will the focus of your work be?
Professional Learning on the Standards	<p><u><a href="#">LITERACY:</a></u>            GRADES K-3            ~Professional learning in Foundational Skills in the areas of Phonological Awareness, Sentence Fluency, Word Recognition and Phonics            ~Look at the standard to identify what the students are going to know and be able to            ~ Write a mastery objective based on what the students are going to know and be able to do.            ~Professional learning on how to model and scaffold learning for students</p> <p>GRADES 3-5            ~Professional learning around, questioning and checking for understanding            ~Professional learning on how to model and scaffold learning for students            ~Look at the standard to identify what the students are going to know and be able to            ~ Write a mastery objective based on what the students are going to know and be able to do.</p> <p><u><a href="#">MATH:</a></u>            ~Look at the standard to identify what the students are going to know and be able to do.            ~ Write a mastery objective based on what the students are going to know and be able to do.            ~Professional learning in how the standards of Numbers and Operations or Operations and Algebraic Thinking builds on each other throughout the years to provide opportunities for differentiation in the classroom            ~Developing formative assessments based on the standards</p>

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<p>Analyzing Data to Inform Instruction</p>	<p>~Professional learning on teacher Student Learning Objectives (SLO) and student goal setting                  ~Professional learning on developing and/or identifying monitoring tools for common formatives                  ~Professional learning on analyzing previous District Assessments for misconceptions and making a plan for reteaching</p>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p>~The use of instructional strategies in the areas of questioning, engagement and/or checking for understanding to ensure equal access to the curriculum for all students.                  ~These strategies align to the needs of the focus students as they will allow for scaffolding and building relationships as students are able to access the learning and are able to engage with the curriculum and each other.</p>
<p>School Climate and Culture</p>	<p>~Staff will be trained with strategies from <a href="#">Sanford Harmony</a> program as well as confer with counselors, Pupil Personnel Worker, and school psychologist regarding resources to promote family's social and emotional well-being.</p> <p>~The areas of focus revolve around communication, resources and cleanliness of the building. Some strategies to help address these areas of need include use of classroom Sparky prizes from Building Services, continuing with the Weekly Bulletin for staff communication, implementing a comment box in the main office for comments from parents/families, sending surveys to parents for feedback regarding their child's education, and establishing a process for teacher requests from Parent Teacher Association (PTA).</p> <p>~Programs that currently align to the six essential pillars are Sanford Harmony and <a href="#">Be Well 365</a> initiative.</p>