

School Improvement Overview

Highland View Elementary School

<p>System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i></p>	
<p>School Goal(s): Instructional Goal(s): (List math and literacy goals for each grade level band.)</p>	
Pre-K Goals:	
K-2 Goals:	<p>Literacy: All students, with a focus on Hispanic FARMS students and Language Learners will reach grade level reading proficiency targets as evidenced by:</p> <ul style="list-style-type: none"> ● Instructional Reading Level ● Benchmark Interim Assessments ● MAP-RF (Phonological Awareness, Word Recognition, Sentence Reading Fluency Literal Comprehension) <p><i>CCSS Foundational Skills: Standard 1: Demonstrate understanding of the organization and basic features of print. Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words. Standard 4: Read with sufficient accuracy and fluency to support comprehension.)</i></p> <p>Math: All students with a focus on Hispanic FARMS students and Language Learners, will increase their score at least one level (e.g. Low to Low Average) on the Operations and Algebraic Thinking strand of MAP-P by the Spring administration. <i>(CCSS 0.OA/1.OA/2.OA: Represent and Solve Problems Properties of Operations)</i></p>
3-5 Goals:	<p>Literacy: All students, with a focus on Hispanic FARMS students and Language Learners will increase reading proficiency level by one or more years as evidenced by:</p> <ul style="list-style-type: none"> ● Benchmark Interim Assessments ● MAP-R (Understand the main idea or central message of texts and how details support main idea or central message) <p><i>CCSS RL1/RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence</i></p>

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	<p><i>when writing or speaking to support conclusions drawn from the text.</i></p> <p>AND</p> <p><i>RL2/RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> <p>Math:</p> <p>All students with a focus on Hispanic FARMS students and Language Learners, will increase their score at least one level (e.g. Low to Low Average) on the Operations and Algebraic Thinking strand of MAP-M by the Spring administration. <i>(CCSS 0.OA/1.OA/2.OA: Represent and Solve Problems Properties of Operations)</i></p>
6-8 Goals:	
9-10 Goals:	
11-12 Goals:	

	What will the focus of your work be?
Professional Learning on the Standards	<ul style="list-style-type: none"> ● <i>Opportunities for in-depth study of Benchmark Advance Curriculum:</i> <ul style="list-style-type: none"> ○ <i>Language learning strategies across the curriculum</i> ○ <i>Providing opportunities for Rigor and productive struggle to all students.</i> ○ <i>Explicit/structured phonics instruction</i> ○ <i>Learning around Classroom-based intervention.</i> ● <i>Components of effective collaborative planning: Before, During and After</i> ● <i>Effective Co-teaching practices</i>
Analyzing Data to Inform Instruction	<ul style="list-style-type: none"> ● <i>Practice with Unify Platform</i> ● <i>Practice with NWEA Reports</i> ● <i>Data analysis of Benchmark Interim Assessments</i> ● <i>Continued learning around Planning for Mas</i>
Equitable and Culturally Responsive Instructional Strategies	<p><i>Instructional Leadership Team (ILT)-</i></p> <ul style="list-style-type: none"> ● <i>Study of Systemic Bias and Racism</i> ● <i>Study of Equitable Instructional Practices</i> ● <i>Leadership Development around High Expectations Teaching-9 Arenas of Classroom Life</i> <p><i>Whole Staff:</i></p> <ul style="list-style-type: none"> ● <i>Strategies that Communicate High Expectations Messages</i>
School Climate and Culture	<ul style="list-style-type: none"> ● <i>Mindfulness in the Classroom</i>

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	<ul style="list-style-type: none">• Continued work on School-wide behavioral expectations• Methods of collecting teacher and student voice data• Staff Bulletin• Literacy Newsletter
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