

# School Improvement Overview

## Snowden Farm Elementary School

<b>System Goal:</b> <i>All students will meet 2 or more Evidence of Learning Measures</i>	
<b>School Goal(s):</b> Students will demonstrate proficiency on MAP assessments in grades K-4	
<b>Instructional Goal(s):</b>	
<b>K-2 Goals:</b>	<p><b>Literacy:</b> Students, with a focus on LEP, Hispanic, and African American students, will read at their grade level instructional reading level as measured by the Oral Reading Records Assessment</p> <p><b>Math:</b> Students, with a focus on LEP, Hispanic, and African American students, will increase student mastery of measurement and data by meeting or exceeding proficiency as measured by Math MAP Growth K-2</p>
<b>3-4 Goals:</b>	<p><b>Literacy:</b> Students, with a focus on African American, FARMS, and SPED students will comprehend grade level text as measured by Growth Reading MAP 2-5</p> <p><b>Math:</b> Students, with a focus on African American, FARMS, and SPED students, will increase student mastery of operations and algebraic thinking by meeting or exceeding proficiency as measured by Math MAP Growth 3-5</p>

	What will the focus of your work be?
<b>Professional Learning on the Standards</b>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>- Curriculum study of Benchmark Advance</li> <li>- Study of assessments within Benchmark Advance (interim assessments, unit assessments)</li> <li>- Scaffolds and supports for Striving Readers (including Advance All)</li> <li>- Study of Benchmark Intervention and Steps to Advance</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>- Curriculum study of Eureka</li> <li>- Study of formative data within Eureka (student whiteboard participation, exit cards)</li> <li>- Study of summative assessments within Eureka (mid module assessments, end of module assessments)</li> <li>- Universal Design for Learning suggestions within each Eureka lesson (enrichment, scaffolds, ELL supports)</li> </ul>

<p><b>Analyzing Data to Inform Instruction</b></p>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>- Utilizing Benchmark Advance to analyze:           <ul style="list-style-type: none"> <li>- Interim assessments</li> <li>- Weekly assessments</li> </ul> </li> <li>- Administering and analyzing the Oral Reading Record</li> <li>- Building Performance Matters Baseball Card Reports and filtering to specific subgroups</li> <li>- MAP R and MAP RF data analysis based on assigned score levels of proficiency in the Evidence of Learning Framework</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>- Utilizing Performance Matters to analyze mid module and end of module student assessments</li> <li>- Building Performance Matters Baseball Card Reports and filtering to specific subgroups</li> <li>- MAP Growth grades K-2 and MAP Growth grades 3-5 strand data analysis based on assigned score levels of proficiency in the Evidence of Learning framework</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p>Relationship building is a main focus this year since it is the inaugural year of Snowden Farm ES. We will learn about our students' lives and learning styles, and reinforce a strong home-school connection. We will also focus on equitable strategies to build relationships:</p> <ul style="list-style-type: none"> <li>- Welcome students by name with a greeting every day (ES1)</li> <li>- Use class building and team building activities to promote peer support for academic achievement (ES10)</li> <li>- Use random response structures (ES11)</li> <li>- Use cooperative learning structures (ES12)</li> <li>- Structures heterogeneous and cooperative groups for learning (ES13)</li> <li>- Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard (ES24)</li> <li>- Explains and models positive self-talk (ES25)</li> </ul> <p>Utilizing the equitable strategies listed above will lead to:</p> <ul style="list-style-type: none"> <li>- All students having a voice and participating in instruction</li> <li>- A feeling of mutual trust between the teacher, student, and parent</li> <li>- High expectations for all learners to engage in and show progress in the Benchmark and Eureka curriculums</li> </ul>
<p><b>School Climate and Culture</b></p>	<ul style="list-style-type: none"> <li>- Relationship building to build trust between the staff and students and the staff and families</li> <li>- Positive Behavior Interventions and Supports System</li> <li>- In lieu of using climate survey data (as this is the inaugural year) we will focus heavily on relationship building with students and families through the use of equitable strategies, consistent reinforcement of positive behaviors and expectations, and communication between school and home</li> </ul> <p>The programs in place to align to the six essentials are:</p> <ul style="list-style-type: none"> <li>- Class daily morning meetings and weekly class meetings (<i>culturally responsive relationship building, trauma informed practices</i>)</li> </ul>

Exhibit D

Overview for School Website

	<ul style="list-style-type: none"><li>- PBIS system (<i>restorative justice and restorative practices, trauma informed practices, character development and empathy</i>)</li><li>- Monthly counselor lessons (<i>mental and emotional health, character development and empathy</i>)</li><li>- Wellness PLC initiatives (<i>physical health and wellness, trauma informed practices</i>)<ul style="list-style-type: none"><li>- Movement breaks</li><li>- Family Fitness Night</li><li>- Nutrition Tips</li><li>- Mindfulness Activities with students</li></ul></li></ul>
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