



School Improvement Overview

	<p>As we are in a transition year with the SIP process, schools have the ability to create their own SIP goal, so long as schools craft a math and literacy goal as measured by relevant data within the 2022-2023 Evidence of Learning Framework. Math and Literacy goals should be written from baseline data toward a specific growth target.</p>
K-5 Goals:	<p><u>Literacy:</u> Increase the growth of Black or African American and Hispanic/Latino students who receive Free and Reduced Meals (FARMS) by 15% for DIBELS (K-2) and MAP-R (3-5) in accordance with the Evidence of Learning Framework.</p> <p><u>Mathematics:</u> Increase the growth of Black or African American and Hispanic/Latino students who receive Free and Reduced Meals (FARMS) by 20% for MAP-P (K-2) and MAP-M (3-5) in accordance with the Evidence of Learning Framework</p>
Equity	<ul style="list-style-type: none">• Black or African American and Hispanic/Latino students, that our experience as educators during the pandemic may not be the same as many of our Black or African American and Hispanic/Latino students. Also recognizing the impact of the pandemic on our middle eastern and Asian families. Informally survey students

through the use of regular classroom circles. Hold regular classroom circles. Find an opportunity to ask students, “What do you want your teacher to know about . . . ?”

- Staff will study race and equity during leadership team meetings. What makes you feel “valued”?
- Core team and leadership team staff will review feedback from “Ghost Walks” to determine next steps with staff and students.
- Incorporate Evidence of Equity document <https://docs.google.com/document/d/1r4Ch7zHmGFIx1aXXISLakUVyLhg3Atn6McNPHUIT9FE/edit> into Core team meetings, team meetings, staff meetings, and discussions about students.
- Continue to survey families in order to receive ongoing input from families.
- Collaborate with NAACP Parents’ Council Representative to review SIP document based on feedback from the representative’s review of the full School Improvement Plan
- [Antiracist Audit Next Steps](#)

Data Driven Instruction

- Use fall MAP data to identify individual students who are underperforming in order to put in place informal or formal interventions.
- We will use the following tools to monitor progress: DIBELS, MAP-P, MAP-M, and MAP-R fall, winter, and spring. In addition, we will look at progress on Benchmark and Eureka assessments.
- Compare MAP and assessment data from class to class during a collaborative planning meeting.
- Update in-school reading intervention folder regularly.
- Monitor literacy progress between BOY, MOY, and EOY testing windows using DIBELS (K-2 students below and well-below benchmark and students receiving literacy interventions).
- Supporting teams through structured professional development focused on Mathematics and effective Eureka Math strategies
- Regularly visit classrooms through instructional rounds to celebrate the success of students and determine instructional next steps to meet all student needs in both Math and Literacy

Student Learning Experiences

- Continue to use Canvas, Kami, Seesaw, Boom Cards, Nearpod, Google Meet for IEP/504 meetings, and Google Voice to communicate with families.
- Continue interventions for students who meet specific academic criteria
- Implement CARES tutoring for selected students who meet specific academic criteria
- Use Steps to Advance and Advance All for selected students in our Elementary Learning Center
- Use of data to identify students who would benefit from additional support with an IReady intervention for reading and math.
- Implement interventions for students in the Elementary Learning Center

Leader Learning

- Expand content knowledge of teacher leaders to support teachers in collaborative planning with honing the lesson for Eureka Math.
- SDT will attend Math Leader meetings bi-monthly
- Expanding teacher leader learning around best practices for literacy instruction, LETRS training, reading specialist professional day learning.
- Ensuring that teachers are implementing the Benchmark and Eureka curriculum lessons (Tier 1 core instruction) and then differentiating as needed to meet the needs of all learners.

Well-Being

- Monitor student attendance, engagement, social emotional and physical health, family situation, and access to resources
- Support all students with a particular focus on Black or African American and Hispanic/Latino, special education, ELL who were most impacted the past two school years
- Identify support during collaborative planning meetings.
- Administer our previous climate survey to staff and families in the spring
- Met with the Leader In Me representative, to discuss “best practices” for staff well being
- Leader in Me Representative meets with teams during collaborative planning meetings throughout the year and with PTA in February 2023
- Counseling Team will create a mindfulness room
- Staff will incorporate a calming area into their classroom

Staff Climate

- Administer and analyze our annual survey for staff to determine action steps for the school year
- Administer and analyze the Leader in Me survey
- Administration will communicate important and timely information to staff

**School Climate for
Students and Families**

- Using practices such as class meetings, restorative conversations, seven habits, and our school motto of being Ready, Responsible and Respectful to support staff in their work with students
- Use of a Google form to gather parent voice to collect feedback each semester on our school environment, culture, mission and vision