School Improvement Overview
Strawberry Knoll Elementary

System Goal: *All students will meet 2 or more Evidence of Learning Measures* **School Goal(s):** *All students will meet 2 or more Evidence of Learning Measures with an emphasis on African American students receiving FARMS and Hispanic students receiving FARMS.* **Instructional Goal(s):**	
Pre-K Goals:	**Literacy:** All students will be able to identify 30 letters which is the end of year benchmark for Pre-kindergarten based on ELA guidelines. Our rigor goal is 15% of students will identify 50 letters. **Math:** All students will be able to count to 15 using 1-1 correspondence which is the end of year benchmark based on ELA guidelines. Our rigor goal is 15% of ELL students will count to 20 with one to one correspondence.
K-2 Goals:	**Literacy:** All students, with a focus on African American students receiving FARMS and Hispanic students receiving FARMS will increase in MAP-RF proficiency in the strands of Phonological Awareness and Phonics. Currently 28 percent (19 students) of the focus group have been identified as performing at below level. Our goal is for all 19 students to perform at the average level by the Spring MAP-RF administration. **Math:** All students, with a focus on African American students receiving FARMS and Hispanic students receiving FARMS will increase in MAP proficiency in the Measurement and Data and Geometry strands. Currently 52 percent (19 students) of the focus group have been identified as performing at the low level. Our goal is for all 19 students to perform at the average level by the Spring MAP administration.
3-5 Goals:	**Literacy:** All students, with a focus on African American students receiving FARMS and Hispanic students receiving FARMS will increase in MAP proficiency in the Literature and Informational text strands. Currently 29 percent (17 students) of the focus group have been identified as performing at the low level. Our goal is for all 17 students to perform at the average level by the Spring MAP administration. **Math:** All students, with a focus on African American students receiving FARMS and Hispanic students receiving FARMS, will increase in MAP proficiency in the Measurement and Data strand. Currently 47 percent (17 students) of the focus

	group have been identified as performing at the low level. Our goal is for all 17 students to perform at the average level by the Spring MAP administration.

	What will the focus of your work be?
Professional Learning on the Standards	**Literacy:** Teachers will collaboratively plan literacy lessons lessons focusing on the foundational skills and comprehension of literature and informational texts. Teachers will utilize phonics and phonemic awareness strategies and close reading strategies. **Math:** Teachers will collaboratively plan Eureka lessons focusing on the standards of Geometry and/or Measurement and Data. Teams will pay particular attention to the module overview, determining the progression of learning for the module and the standards.
Analyzing Data to Inform Instruction	**Literacy:** District Assessments, MAP-RF data, and report card data will be analyzed in Performance Matters. Running records and other formative assessments will be analyzed in team meetings. We will analyze the data by school, subgroup, class, and then individual student. **Math:** *End of Module assessments, MAP data, and report card data will be analyzed in Performance Matters. Mid Module Assessments will be analyzed in team meetings. We will analyze the data by school, subgroup, class, and then individual student.*
Equitable and Culturally Responsive Instructional Strategies	Staff will receive professional learning to customize and hone mathematics and literacy lessons to meet the needs of diverse learners. English Language learners will receive language and content instruction simultaneously. Teachers will collaborate at monthly Math committee and literacy committee meetings to share their new learning, expertise and best practices
School Climate and Culture	Staff will build on their prior learning and continue to use Trust generators and the S.C.A.R.F. model to build relationships with students, parents and staff. (Status, Certainty, Autonomy, Relatedness, Fairness)

	In response to our Parent survey results on the school climate survey, parents would like to be more informed about resources to help their child including homework, tests, and projects. As a result we will work closely with the PTA including newsletters, work with the parent community coordinator, be more strategic with our math night events. Grade levels will provide Eureka newsletters, parent homework helpers, and module overviews. We will continue to demonstrate our core values to ensure that our parent community continues to feel respected and welcomed at Strawberry Knoll.