

# 2016 - 2017 Fields Road Elementary School Improvement Plan

## Student and Stakeholder Focus

By narrowing our school improvement focus, we determined that all students, especially Hispanic/Latino and African-American students at Fields Road ES need their teachers to provide culturally responsive teaching and clarity instructional moves.

## Faculty and Staff Focus

In order to address student needs, school leaders and staff will receive professional development on:

### Staff:

\*How culture affects the brain's ability to learn

\*Clarity instructional moves

\*Culturally responsive teaching practices

\*Dependent vs. Independent learners

### Leaders:

\*Facilitating collaborative planning meetings

\*Coaching for equity-develop equitable instruction, address implicit bias and racial microaggressions

## Leadership

**Vision:** To provide a safe and caring environment with learning experiences that empower all students to be successful, both academically and interpersonally.

**Mission:** To have all students motivated, challenged, learning, and successful and to improve student behavior by instilling the core values of respect, responsibility, dedication, and safety.

### Communication

**School:** The vision, mission, and core values are communicated and posted throughout the entire school, highlighted in parent and staff newsletters, presented on meeting agendas, parent teacher conferences, and stated during school community events. Stakeholders will monitor implementation through agendas, follow-up notes, issue bins, plus/deltas, organizational performance results, and surveys.

**Classroom:** The vision, mission, and core values of the school are used to guide the creation of corresponding classroom documents. Teachers revisit these value statements at various points in the school year.

## Strategic Planning

We will increase the percentage of all students "ready for the next level" or "demonstrating successful transition to the next level" in reading by demonstrating success on one bulleted criteria with at least two of the measurement types (classroom, school/district and external) of the literacy milestones

\*The percentage of Hispanic/Latino and African American students who meet at least 2 levels will increase by at least 10%.

We will increase the percentage of all students "ready for the next level" or "demonstrating successful transition to the next level" in math by demonstrating success on one bulleted criteria with at least two of the measurement types (classroom, school/district and external) of the mathematics milestones

\*The percentage of Hispanic/Latino and African American students who meet at least 2 levels will increase by at least 20%.

## Process Management

The following structures and process will be implemented and monitored to address student and staff needs:

- Staff training around culturally responsive teaching with a focus on clarity instructional moves
- Weekly team collaborative planning on clarity instructional moves in reading and math and before, during, and after strategy instruction during guided reading.
- Weekly Instructional Core Team Meetings
- Student work examination and data analysis at grade-level collaborative planning in order to make instructional decisions
- Data meetings relating to SLOs and quarterly data chats with Core Team members
- Data analysis at Leadership Team Meeting

## Measurement, Analysis and Knowledge Management

### Practice and Implementation

- Weekly common formatives
- Peer Visits
- Coaching and Feedback
- Collaborative Planning Meetings

### Teacher Monitoring

- Focused classroom observations
- Walk-throughs
- Staff meeting/professional learning evaluations
- Teacher Voice Data

### Student Impact

- Student Voice Data
- EMAT and MIRL Data
- Fountas & Pinnell and mClass
- MAP-R, MAP-M, and MAP-P

## Organizational Performance Results

### Grade 3 MAP-R (% Proficient/Advanced)

Who:	2014 Results	2015 Results	2016 Results	2017 Target
All	84	64.1	57	57.6
Asian	88	100	78	57.6
AfricanAm	71	42.8	50	57.6
Hispanic	66	53.3	46	57.6
White	91	66.7	62	57.6
2 + Races	100	83.3	0	57.6
FARMS	66	46.4	30	57.6
ESOL	60	41.7	23	57.6
IEP	0	0	20	57.6

### Grade 5 MAP-R (% Proficient/Advanced)

Who:	2014 Results	2015 Results	2016 Results	2017 Target
All	70	80.6	71	62
Asian	56	100	73	62
AfricanAM	67	73.3	56	62
Hispanic	65	69.5	38	62
White	84	83.3	92	62
2 + Races	50	100	100	62
FARMS	56	73.5	50	62
ESOL	0	65	20	62
IEP	33	33.3	0	62

### Grade 5 MAP-M (% Proficient/Advanced)

Who:	2014 Results	2015 Results	2016 Results	2017 Target
All	72.6	70.1	52	57.3
Asian	75	90	91	57.3
AfricanAM	41.7	46.7	22	57.3
Hispanic	58.8	60.8	23	57.3
White	92.3	83.3	80	57.3
2 + Races	100	100	100	57.3
FARMS	56	61.7	27	57.3
ESOL	0	60	20	57.3
IEP	40	0	20	57.3