

# School Improvement Overview

## Fox Chapel Elementary

<b>System Goal:</b> <i>All students will meet 2 or more Evidence of Learning Measures</i>	
<b>School Goal(s):</b> MAP Proficiency for K-8 <b>Instructional Goal(s):</b>	
<b>Pre-K Goals:</b>	<p><b>Literacy:</b> All students, with a focus on Limited English Proficient FARMs students, will increase one or more levels of proficiency in Rhyming Words and Initial Sounds on the MCPSAP-PR Assessment by spring administration.</p> <p><b>Math:</b> All students, with a focus on Limited English Proficient FARMs students, will increase one or more levels of proficiency in Representing Numbers on the MCPSAP-Math Assessment by spring administration.</p>
<b>K-2 Goals:</b>	<p><b>Literacy:</b> All students, with a focus on Hispanic/Latino, will increase from “below or approaching” to at least “meets” proficiency/growth in the Phonological Awareness strand on MAP RF by spring administration.</p> <p><b>Math:</b> All students, with a focus on Hispanic/Latino students will increase from “low and low average” to at least “average” proficiency/growth in the Number and Operations strand on MAP P by spring administration.</p>
<b>3-5 Goals:</b>	<p><b>Literacy:</b> All students, with a focus on Hispanic/Latino and African American students will increase from “below or approaching” to at least “average” proficiency/growth in the Informational strand on MAP R by spring administration.</p> <p><b>Math (3rd/4th):</b> All students, with a focus on Hispanic/Latino and African American students will increase from “low and low average” to at least “average” proficiency/growth in the Operations and Algebraic Thinking strand on MAP M by spring administration.</p> <p><b>Math (5th):</b> All students, with a focus on Hispanic/Latino and African American students will increase from “low and low average” to at least “average” proficiency/growth in the Number and Operations strand on MAP M by spring administration.</p>
<b>Center for Enriched Studies Goals:</b>	<p><b>Literacy:</b> All students, with a focus on those who receive FARMs services will increase from “average/high average” to “high” proficiency/growth in the Literature strand on MAP R by spring administration.</p> <p><b>Math:</b> All students, with a focus on those who receive FARMs services will increase from “average/high average” to “high” proficiency/growth in the Number and Operations strand on MAP M by spring administration.</p>

	What will the focus of your work be?
<p><b>Professional Learning on the Standards</b></p>	<p><b>Literacy</b>            Teachers will engage in professional learning to unpack, teach and assess the following standards:</p> <p><b>PreK:</b>            RF2 Demonstrate understanding of spoken words and sounds (phonemes).</p> <p><b>K-2:</b>            RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)            RF3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-2)</p> <p><b>3-5:</b>            RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text            RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.            RI3 Analyze how and why individuals, events, and ideas develop and interact over the course of text.            RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.            RI9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>Center for Enriched Studies:</b>            RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Math</b>            Teachers will engage in professional learning to unpack, teach and assess the following standards:</p> <p><b>PreK:</b>            PK.CC.B Count to tell the number of objects</p> <p><b>Kindergraten:</b>            K.CC.A-Know number names and the count sequence            K.CC.B-Count to tell the number of objects.            K.CC.C-Compare numbers.</p> <p><b>Grade 1:</b>            1.NBT.B Understand place value.</p> <p><b>Grade 2:</b></p>

Exhibit D  
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	<p>2.NBT.A- Understand place value.          2.NBT.B Use place value understanding and properties of operations to add and subtract.  <b>Grade 3</b>          3.OA.C.-Multiply and divide within 100.  <b>Grade 4</b>          4.OA.A-Use the four operations with whole numbers to solve problems          4.NBT.A-Generalize place value understanding for multi-digit whole numbers.          4.NBT.B- Use place value understanding and properties of operations to perform multi-digit arithmetic.  <b>Grade 5</b>          5.NBT.B-Perform operations with multi-digit whole numbers and with decimals to hundredths.</p>
<p><b>Analyzing Data to Inform Instruction</b></p>	<p>In order to make data-driven decisions in planning, teachers will engage in school-wide professional learning to retrieve, analyze and plan for instruction using the following data:</p> <ul style="list-style-type: none"> <li>● Common formative assessments</li> <li>● Progress Checks</li> <li>● Quarterly Assessments</li> <li>● MAP Growth data</li> <li>● MAP RF</li> <li>● ACCESS</li> <li>● MCAP</li> <li>● Oral Reading Records</li> <li>● Benchmark Interim Assessments</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p>In order to meet the needs of the focus students and plan for and provide more culturally responsive learning and learning environments, teachers will engage in professional learning around:</p> <ul style="list-style-type: none"> <li>● Deficit Thinking</li> <li>● Implicit Bias</li> </ul>
<p><b>School Climate and Culture</b></p>	<p>In order to meet the well-being of students, staff and families, the following SCHOOL-WIDE programs will be implemented:</p> <ul style="list-style-type: none"> <li>● Sanford Harmony</li> <li>● Mindful Minutes</li> </ul> <p>In order to meet the well-being of focus students and families, teachers will engage in professional learning in order to:</p> <ul style="list-style-type: none"> <li>● Increase competency in being a trauma-informed school</li> </ul>

