

School Improvement Overview

Roscoe R. Nix Elementary School

<p>System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i></p> <p>School Goal(s): All students will meet proficiency on the evidence of learning assessment benchmarks - Proficiency on the Measures of Academic Progress, Reading Fluency and the Measures of Academic Progress, Primary for mathematics.</p> <p>Instructional Goal(s): Literacy and math goals for each grade level band are listed below.</p>	
Pre-K Goals:	<p><u>Reading:</u> All students with a focus on FARMS students, will isolate and pronounce the beginning sound in a spoken word.</p> <p><u>Math:</u> All students with a focus on FARMS students, will count sets of objects up to 10 with one-to-one correspondence and recognize that the last number said represents the total amount of objects counted.</p>
K-2 Goals:	<p>K-1st:</p> <p><u>Reading:</u> All students, with a focus on FARMS students, will increase from the below and approaching range of achievement to the meets or exceeds range of achievement in the Phonological Awareness strand of Measures of Academic Progress-Reading Fluency.</p> <p><u>Math:</u> All students ,with a focus on FARMS students, will increase from the low and low average range of achievement to at least the average range of achievement in the Number and Operations in Base Ten strand of Measures of Academic Progress-Primary.</p> <p>2nd:</p> <p><u>Reading:</u> All students, with a focus on FARMS students, will increase from the below and approaching range of achievement to the meets or exceeds range of achievement in Phonics and Word Recognition strand of Measures of Academic Progress-Reading Fluency.</p> <p><u>Math:</u> All students ,with a focus on FARMS students, will increase from the low and low average range of achievement to at least the average range of achievement in the Number and Operations in Base Ten strand of Measures of Academic Progress-Primary.</p>

	What will the focus of your work be?
<p>Professional Learning on the Standards</p>	<p><i>What learning do teachers/teams need in order to unpack, teach, and assess student attainment of the standards?</i></p> <p>Teachers and teams need learning around:</p> <ul style="list-style-type: none"> ● Understanding the vertical alignment and progression of the standards ● How to embed teaching standards together, and not always in isolation ● Establishing a common understanding of what mastery of the standard looks and sounds like <p>Teachers and teams need professional learning around Number Talks in order to provide students with access to math content that is abstract, deepens conceptual understanding, fluency and mental math processes.</p> <p>Teachers and teams need professional learning around the Standards of Mathematical Practice (SMP) to develop the habits of mind of productive mathematical thinkers with a focus on Standards of Mathematical Practices 1 & 3, into high quality math tasks.</p>
<p>Analyzing Data to Inform Instruction</p>	<p><i>What is our school-wide learning around data? What are our grade level needs in terms of reviewing and analyzing data? What data will we analyze to make sure we are meeting these goals?</i></p> <p>Teachers and teams require professional learning for interpreting Measures of Academic Progress-Reading Fluency data and the implications for instruction.</p> <p>Teachers and teams need learning around:</p> <ul style="list-style-type: none"> ● Protocols for reviewing and analyzing student performance data and student work ● Creating assessments that align to the rigor of the standard
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p><i>School-Wide: What knowledge, skills and disposition do staff need to meet the needs of the focus students?</i></p> <p>Staff need to establish and maintain positive relationships with students to build safety in the classroom, academic confidence, and student self-efficacy in their learning across all content areas.</p> <p>The RNES staff will receive training and implement the Mindful Schools curriculum and embed mindfulness into the classroom culture.</p> <p>The RNES Instructional Leadership Team will receive training from the text, “Culturally Responsive Teaching & The Brain” to:</p> <ul style="list-style-type: none"> ● Examine the differences between an independent and dependent learner. ● Identify possible causes of the achievement gap. ● Examine Growth Mindset and high expectations as they pertain to students in the five focus groups.

School Climate and Culture	<i>School-Wide: What knowledge, skills, curriculum, or programs do staff need to address the well-being of students and families?</i>
	<p>As a result of stakeholder input when planning for the Innovative School Year during the 2018-2019 school year, mindfulness was identified to be an area of need to address the well-being of students and families.</p>
	<p>As an Innovative School Calendar (ICS) school, an ISC Engagement Plan has been developed which addresses the needs of staff, students and parents.</p>
	<p>Teachers and teams will receive learning around:</p> <ul style="list-style-type: none">• Trauma informed practices• Meaningful classroom meetings around inclusion and acceptance
	<p>The parent/family stakeholder group will receive professional learning around:</p> <ul style="list-style-type: none">• Mental health and trauma
	<p>Roscoe Nix is implementing the Mindful Schools curriculum to address mental and emotional health and physical health and wellness. Staff will be following a scope and sequence to deliver mindfulness lessons to students throughout the 2019-2020 school year.</p>