

School Improvement Overview

Rolling Terrace Elementary School

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i>	
Instructional Goal(s):	
Pre-K Literacy Goals:	PreK: All students, with a focus on Hispanic emergent bilinguals, will be able to identify 30+ letters and demonstrate knowledge of print concepts (i.e. directionality, 1:1 correspondence, etc) as measured by Spring MCPSAP-PR.
K-2 Literacy Goals:	K - 2: As measured by Spring MCPSAP-PR (Oral Reading Record), all students, with a focus on Hispanic emergent bilinguals, will ask and answer questions about key details in a text or story, know and apply grade level phonics and word analysis in decoding words and acquire and use academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.
3-5 Literacy Goals:	3 - 5: As measured by Spring MAP-R, all students, with a focus on Hispanic emergent bilinguals, will determine the main idea or theme of a text by analyzing key details, provide text evidence that supports the main idea or theme, and acquire and apply academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening.
Pre-K Math Goals:	As measured by Spring MCPSAP-PM, all students, with a focus on Hispanic emergent bilinguals, will count independently to 20 and identify numbers 0-10 using academic and domain-specific words and phrases.
K Math Goals:	As measured by Spring MAP-P, all students, with a focus on Hispanic emergent bilinguals, will count sets of objects to demonstrate an understanding of the relationship between numbers and quantities, connecting counting to cardinality using academic and domain-specific words and phrases.
Grade 1 Math Goals	As measured by Spring MAP-P, all students, with a focus on Hispanic emergent bilinguals, will apply place value understanding and properties of operations to add and subtract using academic and domain-specific words and phrases.
Grade 2 Math Goals:	As measured by Spring MAP-P, all students, with a focus on Hispanic emergent bilinguals, will use place value understanding and properties of operations to add and subtract using academic and domain-specific words and phrases.

Grade 3 Math Goals:	As measured by Spring MAP- M, all students, with a focus on Hispanic emergent bilinguals, will represent and solve computational and word problems involving multiplication and division using academic and domain-specific words and phrases.
Grade 4 Math Goals:	As measured by Spring MAP- M, all students, with a focus on Hispanic emergent bilinguals, will build fractions from unit fractions by applying and extending previous understanding of operations with whole numbers using academic and domain-specific words and phrases.
Grade 5 Math Goals:	As measured by Spring MAP- M, all students, with a focus on Hispanic emergent bilinguals, will accurately multiply and divide fractions using academic and domain-specific words and phrases.

	What will the focus of your work be?
Professional Learning on the Standards	<p>Teachers, teams and staff will:</p> <ul style="list-style-type: none"> • Develop a solid understanding of the Common Core Standards scope and sequence and how skills build vertically through the grade levels, as well as knowledge to address student needs • Professional learning and discussions around the prerequisite skills needed to master grade level standards (Data Meetings, Weekly Planning, Marking Period Planning, Study Groups) • Effectively plan and deliver small group instruction based on formative data; • Create structures during the math and literacy block that allow opportunities to spiral back to previously taught standards for continued practice as necessary. • Leverage language acquisition strategies as a means to bridge students learning from one language to another in order for students to be successful at the grade level standard.
Analyzing Data to Inform Instruction	<p>Teachers/teams will:</p> <ul style="list-style-type: none"> • Use Performance Matters to compile, compare, and analyze data in order to empower decision-making that improves teaching, learning, and school performance. • Analyze baseline and ongoing formative and summative data (i.e. end of year Evidence of Learning; Literacy District Assessments; Oral Reading Records; running records; common formative assessments; written responses; anecdotal observations; MAP-RF; MAP-R) to plan, instruct, assess, and reteach CCSS (What worked? What are students having difficulty with? What are our next steps?) • Share trends and data as a team, as well as with partner teachers and co-teachers, in order to identify trends in the data at team planning and discuss and plan for creating flexible groups based on the data; • Determine weekly common tasks that align with grade level standards. Develop criteria for success relevant to the common task;
Equitable and Culturally Responsive	All staff will:

Instructional Strategies	<ul style="list-style-type: none">● Begin exploring equity, similar to the experience of the LT last year, which will include:<ul style="list-style-type: none">○ Explorations of race and culture○ Circle of oppression○ Examination of our own personal culture○ Culture tree○ Institutional practices○ Shifting and Interrupting discourse○ Microaggressions <p>Instructional Coaches will:</p> <ul style="list-style-type: none">● Engage all staff in cyclical instructional coaching model, which could include but is not limited to: modeling lessons, observation, working with small groups, co-planning, analyzing data, arranging peer visits.● The goals of the instructional coaching model include:<ul style="list-style-type: none">○ Foster a growth mindset to encourage teachers to identify potential in all students and provide scaffolds, support and enrichment to help students need to meet or exceed grade-level standards○ Foster a growth mindset amongst teachers to identify and elevate a collaborative, collegial environment where best teaching practices are shared and all teachers are provided opportunities for growth <p>Teachers and teams will:</p> <ul style="list-style-type: none">● Examine equity and our practices through the lens of our work with our focus students as well as the alignment with the third pillar of the TWI program- sociocultural competence.● Co-plan, co-teach and co-assess language learners to access grade-level standards.
School Climate and Culture	<p>Leadership Team identified the following areas focus based on analysis of voice data:</p> <ul style="list-style-type: none">● We are enhanced by our diversity, differences, multilingualism● Improve our cycle of communication amongst staff, with families, and with students● Take ownership over building relationships with staff, students, families and communities● Acknowledgement of staff and students● Clear processes and structures for school-wide systems at our school (e.g., discipline, PBIS, calendar, communication of school-wide initiatives) <p>Teachers and staff will:</p> <ul style="list-style-type: none">● Implement Sanford Harmony elements, including meet-up and buddy-up as well as class meetings to foster the social-emotional well-being of students and development of classroom communities and relationship building amongst students● Implement PBIS system focused on recognition of positive behavior amongst students and staff