

# School Improvement Overview

## New Hampshire Estates 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, PARCC/Eligibility for 9 and 10, and CCR for 11 and 12. <b>Instructional Goal(s):</b> Developed based on an internal measure from the EOL framework	
<b>Pre-K Goals:</b>	
<b>K-2 Goals:</b>	<p><b>School Literacy Goal:</b> All students, with a focus on Hispanic/ESOL/FARMS students, will show proficiency on MAP-RF.  <b>Instructional Literacy Goal:</b> All students, with a focus on our Hispanic/ESOL/FARMS students, will meet and/or exceed Average in the following MAP-RF strands: phonological awareness and phonics word recognition.</p> <p><b>School Math Goal:</b> All students, with a focus on Hispanic/ESOL/FARMS students will show proficiency on MAP-Growth.  <b>Instructional Math Goal:</b> Kindergarten students, with a focus on Hispanic/ESOL/FARMS, who scored Low/Low Average in the Counting and Cardinality strand of MAP Growth in the Fall of 2019 will increase to Average/High Average in that strand in the Spring 2020 assessment . First and Second Grade students, with a focus on Hispanic/ESOL/FARMS, who scored Low/Low Average in the Number and Operations strand of MAP Growth in the Fall of 2019 will increase to Average/High Average in that Strand in the Spring 2020 assessment.</p>

	What will the focus of your work be?
<b>Professional Learning on the Standards</b>	<p><b>In Literacy, our work will focus on making sure teachers understand the standards related to phonics and phonological awareness, the definitions of key terms, the skills students need to develop in these areas, how to teach students these skills, and how to determine whether students have acquired the skills.</b></p> <p><b>In Math, teachers need to understand deeply the four domains (plus Counting and Cardinality at kindergarten) of the Common Core State Standards. They need to learn how they can integrate instruction across domains to expose students to upcoming learning and reinforce prior learning. Teachers need to learn how to use the Achieve the Core Coherence Map in order to backmap Counting</b></p>

	<p><b>and Cardinality and Number and Operations in Base Ten strands to support our students. Teachers also need to determine how to break down the Numbers and Operations in Base Ten strand on the MAP-Growth's learning continuum report.</b></p>
<p><b>Analyzing Data to Inform Instruction</b></p>	<p><b>We will be analyzing MAP-RF data and the accompanying information provided by NWEA to help us understand student needs in the areas of phonics and phonological awareness. We will need to learn how to interpret the relevant MAP-RF data, determine what gaps there may be in the data that we will need to fill in at the school level, and determine how we can monitor student progress through formative assessments in between administrations of MAP-RF.</b></p> <p><b>Our MAP-Growth data from the last school year showed our students made continuing progress with their MAP-Growth percentile ranks, improving for every semester they were at NHE. By the time our students ended second grade, more than 60 percent of students were scoring in the 50th percentile or above. Data from in-house assessments as well as MAP-Growth show our students in pre-kindergarten and kindergarten still have work to do on counting and cardinality and our students in first and second grade have work to do in Numbers and Operations in Base Ten. We will be, and have already started, examining the strand by strand NWEA data to monitor student progress and determine next steps. We will be using common formatives and district assessments to monitor student progress in between MAP-Growth assessment windows.</b></p>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p><b>Staff need strategies to help build relationships with all students. We are providing ongoing support to make sure that morning meetings with greeting and sharing time are implemented in all classrooms. Staff will be equipped with effective strategies to meet the needs of ESOL learners, including newcomers and ESOL level 4 and 5 students. Our ESOL coach is collaborating with classroom teachers, ESOL teachers, and core team members to help staff develop and implement these strategies. We are ensuring that we have ESOL teachers providing planning support in math as well as literacy. We have a staff study group focusing on newcomers and immigration.</b></p>
<p><b>School Climate and Culture</b></p>	<p><b>Staff need an understanding of the challenges our families face, particularly in the current immigration environment, an understanding of how trauma affects students and staff, and strategies to work effectively with students who have experienced trauma. Staff also need to understand how secondary trauma may affect them and what coping strategies they can use to develop resilience.</b></p> <p><b>Strengths noted in the staff climate survey are timely feedback, employee recognition, and improved morale. The leadership team decided areas to address based on the survey data are: facilities issues, providing staff with adequate notice of upcoming events or changes, and ensuring there are sufficient resources to support instruction. We have done a complete building walkthrough with our building services leadership team and we will be meeting with them bi-weekly to ensure follow-through to address areas of concern. We have elevated calendaring during core team meeting to help ensure sufficient notice to staff. We have recruited outside partners to help with keeping the book room</b></p>

**organized. We have a staff study group working on the Next Generation Science Standards, which will help us make sure teachers have the resources to teach new science lessons.**

**We have many existing programs that align with the six essentials of Be Well 365:**

- **Cultural Responsive Relationship Building**
- **Mental and Emotional Health**
- **Trauma-Informed Practices**
- **Restorative Justice and Restorative Practices**
- **Physical Health and Wellness**
- **Character Education and Empathy**

**The existing programs are: PBIS, counselor-led social skills groups, Linkages to Learning mental health therapy, Oasis Tutoring, after-school mentoring with high school students, and mindfulness instruction for all second graders. This year we are expanding our mindfulness instruction to include a first grade class, creating an adult-to-student mentoring program, and implementing a monitoring system to ensure students' social-emotional needs are being met. We have a cohort of staff members working with the University of Maryland and Penn State University to develop Trauma-Sensitive Pedagogy. We are adding another therapist with our Community Schools Grant. We have a study group within our staff focused on social-emotional learning and another study group focused on newcomers and immigration. For staff, we have offered an after-school yoga program this fall and we have instituted a tap-in/tap-out system for teachers to take a break when needed.**