

School Improvement Overview

Ritchie Park Elementary School

System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i>	
School Goal(s): MAP Proficiency for students in grades K-5 Instructional Goal(s): (See below)	
Pre-K Goals:	
K-2 Goals:	<ol style="list-style-type: none"> 1. All students, with a focus on African and Hispanic students, will increase their phonological awareness from below or approaching, to meets or exceeds as measured by MAP-RF. 2. All students, with a focus on African and Hispanic students, will increase from low and low average to average in the Numbers and Operations strand as measured by MAP-P.
3-5 Goals:	<ol style="list-style-type: none"> 1. All students, with a focus on African and Hispanic students, will increase from low and low average to average in the Numbers and Operations strand as measured by MAP-M. 2. All students, with a focus on African and Hispanic students, will increase from low and low average to average in the informational strand as measured by MAP-R.
TSI Goal:	<ol style="list-style-type: none"> 1. All students, with a focus on Economically Disadvantaged students, will decrease their chronic absenteeism below 10% or 18 days of the school year.

	What will the focus of your work be?
Professional Learning on the Standards	<p>Math: Staff that instruct math will engage in weekly Eureka Math collaborative planning meetings to unpack the standards and analyze the scope and sequence within Eureka Math. Staff will engage in the 3-step model identified in Eureka Math:</p> <ul style="list-style-type: none"> • Discern the plot • Find the ladder • Hone the lesson <p>Staff will explicitly teach academic language (Mathematical Practice #6). They will analyze exit tickets to</p>

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	<p>determine areas of needs for students within a standard. They will differentiate instruction based on individual student needs, and use mid-module and end-of-module assessments to monitor student progress.</p> <p>Literacy: Staff that instruct literacy will engage in weekly collaborative planning meetings. During this time, staff will plan guided reading scope and sequences around student development of specific standards. They will incorporate and plan for anchor text experiences, close reading strategies, and complex texts into instruction. Within the classroom, staff will model and explicitly teach response to reading through written expression. Additionally, common formative assessments will be developed in order to monitor student progress.</p> <ul style="list-style-type: none"> ○ Grades K-5 Curriculum 2.0 ○ Resource to be used during planning: <u>The Common Core Lesson Book K-5</u> by Gretchen Owocki; <u>The Reading Strategies Book</u> by Jennifer Serravallo
<p>Analyzing Data to Inform Instruction</p>	<p>Grade level teams will participate in monthly data analysis meetings regarding math and literacy data aligned to the Evidence of Learning and School Improvement goals with the principal, assistant principal, staff development teacher and reading specialist. During this meeting, teachers will analyze MAP profile and growth data to identify strengths and targeted needs.</p> <p>Grade level teams will analyze the literacy district assessments and Eureka math assessments in order to identify student strengths and needs within the standards, anticipate misconceptions, and incorporate strategies into instruction. They will analyze daily math exit tickets to plan instruction with student needs in mind.</p>
<p>Equitable and Culturally Responsive Instructional Strategies</p>	<p>Staff will participate in professional learning around utilizing and planning for equitable practices during instruction. They will identify the impact of implicit bias on teacher relationships with all students.</p> <p>Staff will analyze student data and use resources to provide strategic interventions matched to student needs and monitor the effectiveness of the intervention. Staff will purposefully plan and monitor of enrichment opportunities for all students.</p> <p>While the majority of staff participates in Eureka and literacy professional learning, the Arts team will engage in a PLC Book study: <u>Culturally Responsive Teaching & The Brain</u> by Zaretta Hammond. They will share this information with the rest of the staff.</p>
<p>School Climate and Culture</p>	<p>Staff and students will implement the school wide Sanford Harmony program. This will include weekly lessons and Meet Ups, and daily Buddy Up activities in order to build community throughout the school. The staff will increase communication between all stakeholders by providing parent resources related to Eureka Math and Sanford Harmony lessons. The acting principal will hold monthly Coffee and Conversations meetings to articulate the school vision, programs, and goals.</p>

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	<p>The acting principal, assistant principal, and counselor will collect student voice data on attendance and community within the school in order to identify strengths and areas the needs.</p> <p>The instructional leadership team will engage in professional learning around the <i>7 Qualities of High Performing Groups</i> by Laura Lipton and Bruce Wellman and <u>The Skillful Team Leader</u> by Elisa B. MacDonald in order to develop high-functioning teams and build capacity of team leaders</p>
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