

Red House Elementary School – SPP Snapshot 2018-2019

Climate

Goal: We will increase the percentage of students who agree or strongly agree that most students in our school stop and think before doing anything when they get angry, from 52.1% to 75%, per data from the Student Stakeholder Survey.

Root Cause: Teachers don't have the necessary tools/practices to effectively recognize and address atypical social/emotional behaviors in the classroom.

Key Action 1: Closing the Gap

Students in the SEL program will participate in social skills instruction (Zones of Regulation) and social skills clubs.

Key Action 2: Raising the Bar

Teachers will implement Restorative Community and Problem Solving Circles, designed to build community, assist with problem solving, build self-worth, and instill leadership qualities in school and at home.

PD:

1. Through a series of PD presentations, staff will gain an understanding of the social skills program, The Zones of Regulation, acquiring proactive and responsive strategies for strengthening social skills and relationships within the SEL program.
2. Through PD presentations, staff will gain an understanding of Problem Solving Circles in order to guide students through a proactive process of how to effectively communicate with each other towards a viable solution.

Math

Goals:

-The percentage of students who are meeting or exceeding their mid-year MAP Growth targets in Mathematics will be greater than or equal to 70% in Winter 2019 as compared to 70.3% in Winter 2018.

-The percentage of 3rd grade students at or above the 50th percentile will increase from 52.2% in Winter 2018 to 60% in Winter 2019.

Root Cause: There is a huge shift in the curriculum from primary to intermediate grades. The students are introduced to new Content Standards encompassing concepts, skills, and problem solving relating to multiplication and division of whole numbers and fractions. Expectations for reasoning and communicating in writing are much greater. Targeted, prescriptive, small group instruction in math is necessary, specifically in third grade, in order to aid in the transition from the primary to intermediate grades.

Key Action 1: Closing the Gap

Identified students in grade three will receive small group instruction using Moving with Math.

Key Action 2: Raising the Bar

Teachers will use student work and formative assessment data to plan small group instruction.

PD:

1. In concert with the BCPS curriculum, teachers, after extensive training, will utilize the strategies inherent in the Moving with Math Extensions program to teach the underlying concepts of essential standards and Foundational Skills to students not meeting grade level expectations.
2. Through a series of PD presentations, staff will learn to utilize research informed instructional strategies to design small group instruction to improve students' Foundational Skills, and their ability to communicate mathematical ideas in writing.

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Literacy

Goals:

-The percentage of students who are meeting or exceeding their mid-year MAP Growth targets in Reading will increase from 68.7% in Winter 2018 to 70% in Winter 2019.

-The percentage of K, 1, and 2 students at or above the 50th percentile will increase from 62.2% in Spring 2018 to 70.00% in Spring 2019.

Root Cause: Because of the lack of early intervention in primary grades, grade four and five teachers have been concentrating on working with students at their instructional levels. As a result, teachers may not have been exposing students to the demands of the grade level standards. Despite the fact that students in grades four and five are demonstrating growth, it has been determined that by the time these students reached the fourth and fifth grades, they were so far behind grade level expectations that their teachers focused on foundational skills, as opposed to grade level standards.

Postscript: Over the past three years, our Title I program has demonstrated success with primary students. Thus, we continue to believe that early intervention for incoming, and current, primary students, will ultimately yield higher achievement when these same students are in fourth or fifth grade.

Key Action 1: Closing the Gap

Identified students in grades K, 1, and 2 will receive additional small group instruction four times per week by resource staff. (Closing the Gap)

Key Action 2: Raising the Bar

Teachers will use the Writing Workshop model, including a mini-lesson (focused on the writing process, writer's craft, editing, or revising), work time, and conferencing and sharing to develop a community of writers. The majority of time is allocated for student writing. (Raising the Bar)

PD:

1. In concert with the BCPS curriculum, teachers, after extensive training, will routinely utilize assessment information to flexibly group students and plan targeted small group instruction using research-based strategies.
2. Through a series of PD presentations, staff will learn to utilize the Lucy Calkins' Writing Workshop structure to design instruction that focus on the writing process, writer's craft, editing, and revising.