

Rachel Freeman Elementary Executive Summary 2019-20

COMMUNITY BUILDING:	CONTENT PLANNING:
<p>Teachers conduct parent-teacher conferences a minimum of twice a year. During these conference opportunities, teachers review strengths and weaknesses of each student. Parents are also provided with appropriate student work samples and strategies to improve student performances.</p> <p>School Improvement Team, along with administration to develop the following:</p> <ul style="list-style-type: none"> ● Distribute a calendar parent instructional engagement events for the year ● Re-establish and support PTA ● Code Night ● STEAM Day ● Visible Literacy Event ● Trauma Informed Practices ● PreKindergarten Transition Event 	<p>Teachers will create quarterly pacing guides that clearly illustrate the scaffolding towards mastery of core subject standards & SEL strategies</p> <p>Freeman has adopted a unique vertical collaborative planning model this year. K-1st, 2nd-3rd and 4th-5th grade levels are provided planning with one of our three Impact Instructional and administration. During these weekly sessions instructional cycles are planned, identify resources that align with standards, common formative and summative assessments are created, data is analyzed and best practices are shared.</p> <p>STEM and Media Coordinators will collaborate to develop Makerspace.</p> <p>Teachers will use core grade level curriculums and formative student data to plan with grade level team at least one afternoon each week. All teachers will plan their lessons using a balanced literacy approach. The balanced literacy approach will include the following components:</p> <ul style="list-style-type: none"> ● Use of mentor texts for shared reading ● Independent reading ● Word study ● Reading/writing conferences and celebrations
INSTRUCTION:	ASSESSMENT FOR LEARNING:
<p>Using Visible Learning's Success Criteria, staff will ensure that feedback, in whatever form, is clearly linked to the learning objectives and success criteria, and includes directions for students on how they can improve their work and progress to the next level of success. The success criteria will encourage students to reflect on their learning and engage in self-assessment.</p> <p>We believe that students should be able to answer, and ask these questions of each lesson:</p> <ol style="list-style-type: none"> 1. What am I learning today? 2. Why am I learning this? 3. How will I know that I learned it <p>MTSS/Social Emotional Learning</p> <p>Our school wide behavioral system aids in minimizing distractions to keep students engaged during instructional time. Our students are responsible, safe and kind.</p> <p>We implement the following:</p> <ul style="list-style-type: none"> ● Consistent Social Emotional Learning through the use of Conscious Discipline and Sanford Harmony Curriculum ● Use of Conscious Discipline structures using safe places, visual routines, connecting rituals, visual rules, We Care Centers and empathy (Wishing Well) 	<p>Teachers will develop expertise in planning and using the formative assessment process, including the use of formative assessment strategies and tools in the classroom through professional development.</p> <p>Staff will use formative SchoolNet Benchmark data, AIMS Reading/Math and NC Check In data to measure standards mastery.</p>

- Weekly Golden Bear Student Recognition
- Quarterly Golden Spoon Cafeteria Behavior Celebration
- Action Based Learning Lab intervention for Tier 3 students
- ENCORE rotation includes ABL rotation and direct instruction

Support staff's understanding of MTSS and build capacity in data-based problem solving.

Rachel Freeman will be implementing a continual PD and supports to ensure PreK-5th grade staff understanding of MTSS process as well as utilizing site based, grade level leaders to build capacity.

To have consistent pedagogy in learning and teaching, staff will follow the NHCS instructional pacing and supplement materials so that the standards are taught with fidelity and increased cognitive demand.

Staff will continue to provide PD and develop a strong knowledge of Visible Learning, Reading and Writing Fundamentals.

Core English Language instruction will include research based phonics curricula including Flyleaf, Letterland and Phonics for Reading.