

# THOMAS PAINE ELEMENTARY

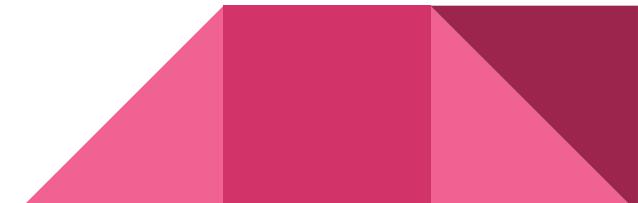
Board Meeting: December 5, 2017

# **MISSION**

Foster active engagement in the learning process,  
to nurture students' unique qualities, and to  
empower students to become self-directed  
individuals devoted to making a positive impact  
on their community, country, and the world.

# Goal 1

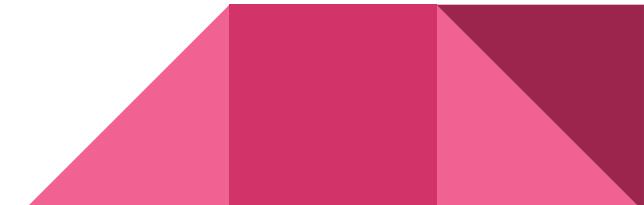
All students will make progress toward meeting and/or exceeding grade level expectations in the area of literacy.



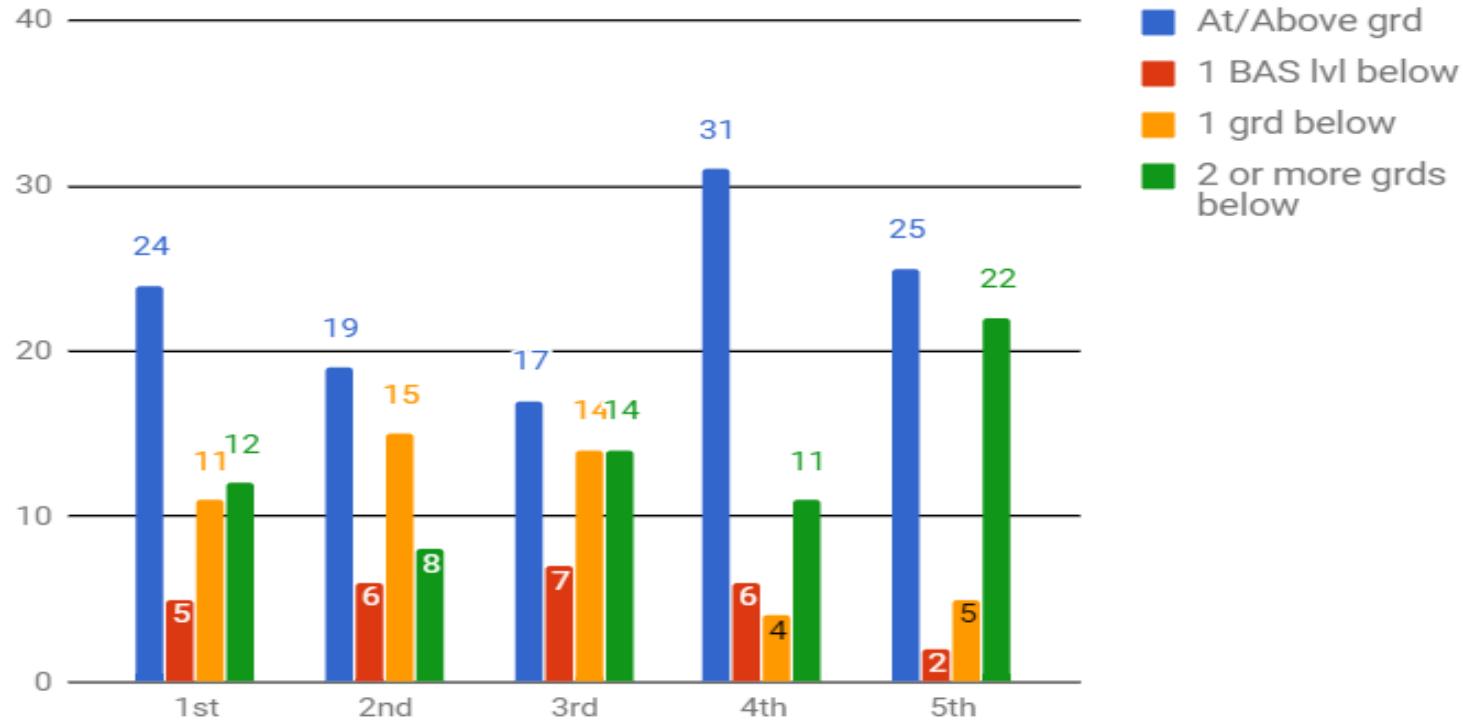
# Current Reality

In grades 1st through 5th, we have the following:

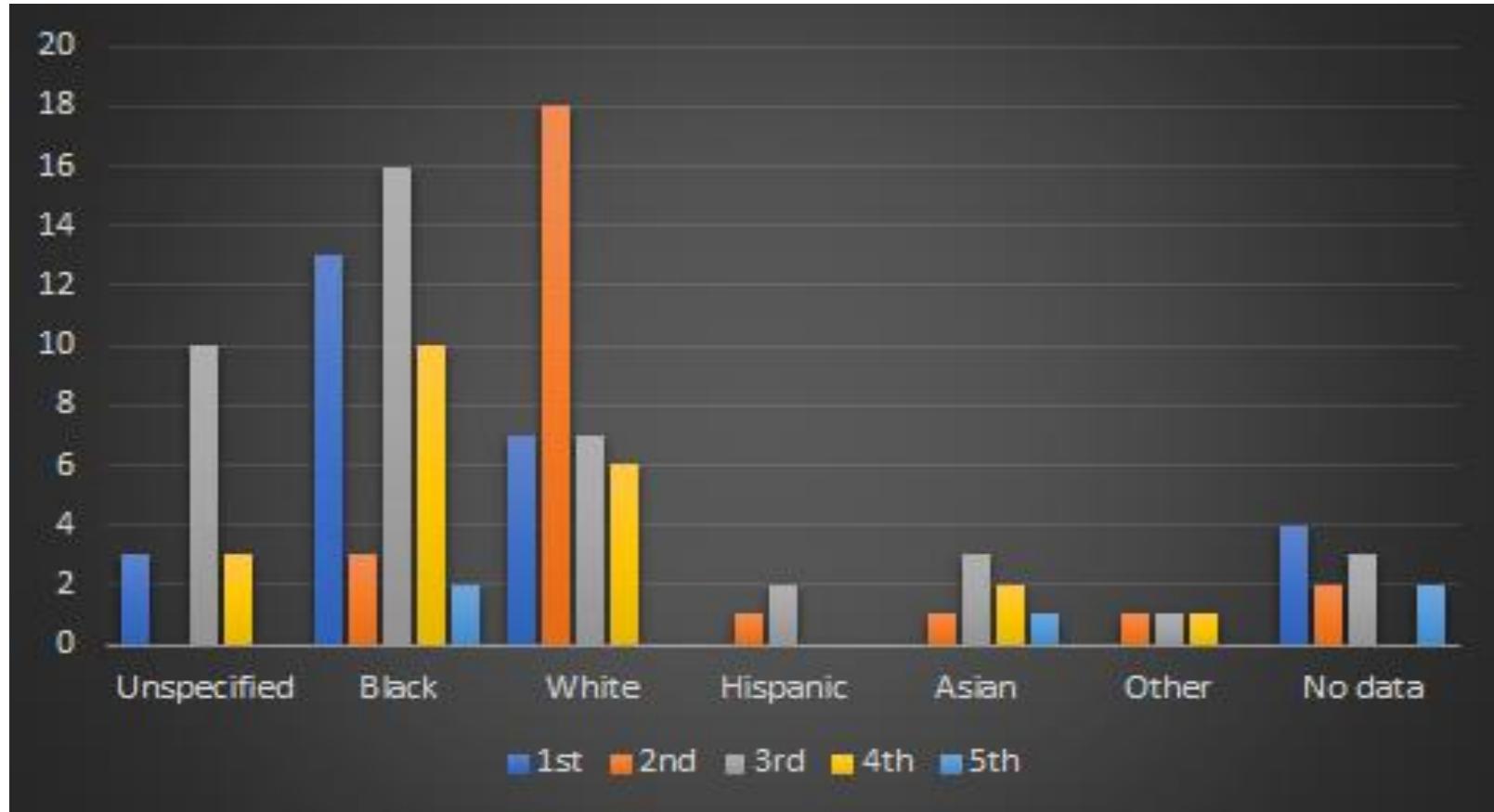
- 116 students reading **1 or more grade levels below**
- 26 students reading **1 reading level** below grade
- 115 students reading **at or above** grade level
- 25 out of 46 kindergartners on level



# BAS Data Grades 1st - 5th Results



# BAS Racial Breakdown - Below (Above, On-level, or Below scale)



# Actions → Plans

Teachers engage in professional development in the area of writing.



Teachers will support students in reading and writing across the curriculum to increase the amount of interactions and curriculum integration while focusing on culturally responsive practices.



Teachers will collaborate with colleagues to provide additional literacy instruction throughout the day.



Using coaching cycles, teachers will grow professionally in the areas of action research, collaboration, feedback to support student growth

Students will interact and explore a variety of text/genres throughout the day.

Students will have multiple opportunities to engage with a variety of model text to support literacy growth in reading and writing

# Measurements

- BAS data
- PARCC
- Observations
  - Student writing samples
  - Reading logs & book boxes
  - Student engagement
- Student surveys
- Grades
- Culture and climate

# Desired Results

All students become fluent readers and writers who can read complex text and write for a variety of purposes.

## Goal 2

Staff will use universal language and procedures to enhance social emotional learning as it relates to improving the school culture for all students.

# Current Reality

Student discipline data for the 2016 - 2017 school year 994 referrals total:

- August 2016 - November 2016; 355 referrals
- August 2017 - November 2017; 233 referrals

Varying language, procedures and directives are used to redirect, reward and reprimand students. Students therefore engage in varying behavior in an effort to seek attention.

Hypothesis: students internalize, they are not in control and things are being done to them.

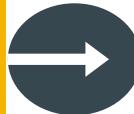
# Actions → Plans

Increase students time within the instructional day.



Book Study: *Opening Minds: Using Language to Change Lives*  
by Peter H. Johnston

Extend the Social Emotional Curriculum using Restorative Practices and circles



Support self-regulation skills to reduce the number of behaviors that have lead to disciplinary consequences.

Collaborate and use working document of phrases and language to support students in having a Dynamic Learning Frame



Students communicate to problem-solve and restore the harm.

# Dynamic Learning Frame

## Phrases to use...

You have not learned \_\_\_\_\_ yet  
Say more about that.  
Let's see how much we **already** know about...  
I make mistakes as a reader, writer, mathematician, etc. We learn from them and fix it.  
Learning takes time and effort.  
If you are not trying hard, then the activity is too easy.  
Let's see which of these problems is most interesting.

## Questions to ask:

How did you do that? How did you solve that problem?  
What are you thinking?  
What strategy did you use?  
Tell me more about that?  
How might/could you...

## Feedback:

Look at how you....  
You are growing new brain cells when you...  
How might/could you...

**Something to ponder:** What can you do and/or say to show students they MATTER? Please know, what you say and do on a daily basis demonstrates to students they MATTER and we SEE THEM.

(you have more power than you may realize)

# Measurements

- Observations
  - Language used in the classroom by both teacher and students
  - Student interactions
- Surveys (Teacher & Student)
- SWIS data
- Culture & Climate

# Desired Results

- In partnership with teachers, students take control of their learning
- Students attend to their internal feelings of accomplishments to build their sense of agency and foster internal motivation.
- Teacher/Staff engage in professional growth while modeling expected behaviors for students
- Positive Culture and Climate
- Increase social and academic outcomes for all students so students apply the skills and strategies they have learned to respond appropriately to challenging situations.