

Price Elementary 2017-2018 School Improvement Plan

District Mission: Preparing Each Student for A Successful Future

District Vision: A Leader in Academic Success, Dedicated to Community Priorities

School Mission

Becoming world changers through kindness and leadership.

School Vision

We envision a school where the learning community...

- *fosters the social, emotional, and intellectual growth of each child.*
- *takes responsibility to help students reach their full potential by meeting individual student needs.*
- *is actively engaged in intentional, reflective, and professional collaboration.*
- *involves stakeholders in the decision making process.*

Collective Commitments

We will:

- *build and maintain productive and positive relationships with students, staff, and families to foster a sense of belonging in our learning community.*
- *keep an open mind and be willing to accept change.*
- *set clear and measurable goals for students and staff, and work hard to ensure those goals are accomplished.*
- *ensure student progress by monitoring individual student growth with ongoing assessments and interventions.*
- *make student-driven decisions.*

SIP Team

Principal-Allan Brown
Kindergarten-Allison Keatts
Second Grade-Kelly Searcy
Fourth Grade-Megan Harper
Special Ed.-Amber Jacques
Parent-Sara Wistrom

Assistant Principal-Erin Wayt
First Grade-Liz Woolfenden
Third-Steffanie Flippin
Fifth-Ashley Slater
Parent-Vanessa McConnell

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Literacy Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes

- 73.83% of K-5 students scored met or advanced on the third-quarter writing standards. This is an increase of 1.76% when compared to second quarter (72.06%).
- Five of six grade levels met their goal (80% or higher scoring met/advanced) or increased percentage of students scoring met/advanced from 2nd to 3rd quarter.

Key Gaps

- Less than 70% of 3rd, 4th, and 5th grade students scored met/advanced on standards assessed second quarter.
- 3rd grade students decreased in percentage of students scoring met/advanced from 2nd to 3rd quarter.

PLAN: <i>What is the school literacy goal and its success criteria?</i>	DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	Measures: <i>How will you measure each step in the "DO"?</i>
80% of students will be met or advanced on assessed district quarterly writing standards. The building Map Performance Index (MPI) from the 2018 MAP communication arts assessment will be 390.	• Data Wall: <i>posted classroom student results of writing common assessments communicating performance and growth. Used to guide professional collaboration and classroom/student growth. Also used to guide formal/informal celebrations.</i> • Student Individual Reading Goals: <i>student created goals and action steps used to guide and encourage individual growth in reading/literacy. Also used as a tool to communicate individual student progress to parents and guide formal/informal celebrations.</i> • 2nd and 3rd grade teams will collaborate 2x's quarterly to discuss MPI action plans and progress.	District grade-level writing assessments 2018 MAP assessments.

Professional Learning: What professional learning might be needed to support the "DO"?

(Also include in the *School Professional Learning Plan*) *Expert Voices* will be utilized 2 times (1x semester) to support specific grade level needs.

STUDY/ACT: Checkpoint:

Based on the results of your measures, what's working? What adjustments are suggested by the data?

Teachers credit improvement in achievement to focused mini lessons and increased guided practice activities related to the specific mini-lesson objective. To improve student achievement in writing, teachers will continue to provide focused mini lessons, related guided practice activities, and MAP structured writing activities (3rd-5th).

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Numeracy Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes

- 84.99% of K-5 students scored met or advanced on third-quarter math standards. This is an increase of 0.7% when compared to second quarter (84.29%).
- Four of six grade level students scored met/advanced on standards assessed on third quarter math standards.
- 95.85% of 1st grade students scored met/advanced on standards assessed on third quarter math standards.
- 5th grade had 84.46% of students score met/advanced on standards assessed on second quarter math standards.

Key Gaps

- Less than 70% of 4th grade students scored met/advanced on third quarter math standards.

PLAN: <i>What is the school numeracy goal and its success criteria?</i>	DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	Measures: <i>How will you measure each step in the "DO"?</i>
80% of students will be proficient or advanced on assessed district quarterly math benchmark standards. The building Map Performance Index (MPI) from the 2018 MAP mathematics assessment will be 380.	• Data Wall: <i>posted classroom student results of math common assessments communicating performance and growth. Used to guide professional collaboration and classroom/student growth. Also used to guide formal/informal celebrations.</i> • Student Individual Math Goals: <i>student created goals and action steps used to guide and encourage individual growth in reading/literacy. Also used as a tool to communicate individual student progress to parents and guide formal/informal celebrations.</i> • 2nd and 3rd grade teams will collaborate 2x's quarterly to discuss MPI action plans and progress.	Grade-level quarterly math benchmark assessments

Professional Learning: What professional learning might be needed to support the "DO"?

(Also include in the *School Professional Learning Plan*. Expert Voices will be utilized 2 times (1x semester) to support specific grade level needs.

STUDY/ACT: Checkpoint

Based on the results of your measures, what's working? What adjustments are suggested by the data?

Teachers credit improvement and success in achievement to explicit modeling of skills, remediation, spiraling of math standards, and utilization of technology applications for student math practice. Teachers will continue these practices and future standards that have traditionally been difficult for students.

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Attendance Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes

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Key Gaps

- Building ADA was 94.49%. 6 of 6 grade levels fell below the building ADA goal of 95.8%.
- Building CSIP (90 of 90) was 85.4%. 6 of 6 grade levels fell below the MSIP goal of 93%.
- Students in the Free and Reduced Meal subgroup have an ADA of 94.76%, missing the goal of 95%.

PLAN: *What is the attendance goal and its success criteria?*

- K-5 ADA for the 2015-2016 school year will be 95.8%
- 93% of students will attend 90% of the time (CSIP).
- Students in the Free and Reduced Meal subgroup will have an ADA of 95%.

DO: *What will the school (teachers, students, and leaders) do to accomplish the plan?*

- Data Wall: *posted classroom attendance communicating performance and growth. Used to guide professional collaboration and classroom/student growth. Also used to guide formal/informal celebrations.*
- Monthly counselor-principal meetings to identify students exhibiting poor attendance (ADLN)
- Attendance-mentor program to support students exhibiting poor attendance patterns.
- Weekly Classroom meetings: All turn in one sample of plus/delta/solutions
- Student Individual Attendance Goals: *student created attendance goal, if below 95.8%..*
- Recognition of students meeting Great 98 at each assembly.

Measures: *How will you measure each step in the "DO"?*

- Building ADA – monthly and quarterly checks
- MSIP 90% of 90% attendance – monthly and quarterly
- Free and reduced meals subgroup ADA – monthly and quarterly

Professional Learning: What professional learning might be needed to support the "DO"?
(Also include in the *School Professional Learning Plan*)

STUDY/ACT: Checkpoint

Based on the results of your measures, what's working? What adjustments are suggested by the data?

Price will continue to identify students with chronic attendance problems, follow district attendance policy protocol, and utilize a staff-student attendance mentor system to encourage strong attendance. In addition to focusing on positive student relationships, the attendance mentor program will also focus on more frequent contacts with parents/guardians to establish positive relationships with families and encourage good attendance.