

Price Elementary 2019-2020 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 adapt and implement 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
First Grade-Judy Jump
Third-Amber Chapman
Third-Taylor Webb
Special Ed.-Claire Whitlock
Parent-Jamie Patterson

Assistant Principal-Erin Wayt
Second Grade-Kristi Laster
Third-Steffanie Flippin
Fifth-Ashley Slater
Parent-Andrea Korte
Parent-Shannon Sherrow

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

Key Successes

- 75% of K-5 students scored met/advanced on assessed 1st quarter reading standards.
- Over 80% of K and 3rd grade students scored met/advanced on assessed 1st quarter reading standards. 76% of 2nd grade students scored met/advanced on assessed 1st quarter writing standards.

Key Gaps

- Less than 70% of K-5 students scored met/advanced on assessed 1st quarter writing standards.
- 52% of 2nd grade students scored met/advanced on assessed 1st quarter reading standards.

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>
<p>80% of students will be met or advanced on assessed district quarterly writing standards.</p> <p>80% of students will be met or advanced on assessed district reading standards.</p> <p>3rd grade students will have an MPI goal of 390 on the 2020MAP ELA assessment.</p> <p>4th grade students will have an MPI goal of 390 on the 2020 MAP ELA assessment.</p> <p>5th grade students will have an MPI goal of 390 on the 2020 MAP ELA assessment.</p>	<ul style="list-style-type: none"> • Data Wall: <i>posted classroom student results of reading-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. Also used as a tool to communicate individual student progress to parents and guide formal/informal celebrations.</i> • Tiger Time will be utilized to support all students in prevention, intervention, and enrichment in literacy priority standards. 	<p>District grade-level reading-writing assessments</p> <p>2020 MAP assessments.</p>
<p>Professional Learning: <i>What professional learning might be needed to support the "DO"?</i> (Also include in the <i>School Professional Learning Plan</i>) Grade-level teams will collaboratively create action plans to improve students' use of conventions in their writing (per grade-level and building data). Writing formative assessments will continue to drive data walls and Rtl support for the 2019-2020 school year.</p>		
<p>STUDY/ACT: <i>Checkpoint:</i> <i>Based on the results of your measures, what's working? What adjustments are suggested by the data?</i></p>		
<p>Price credits student literacy achievement to focused mini lessons , increased guided practice activities related to the specific mini-lesson objectives, and utilizing Tiger Time for Rtl in the area of writing. Focus will be given to 1st-2nd literacy stations, specifically including steps for student accountability and increased rigor.</p>		

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<p>Numeracy Data Analysis <i>What are your key successes? Key gaps? How do you know?</i></p> <p>Key Successes</p> <ul style="list-style-type: none"> 79% of K-5 students scored met/advanced on assessed 1st quarter math standards. K, 3rd, and 4th grades scored over 80% met/advanced on assessed 1st quarter math standards. 2nd and 5th scored over 78% met/advanced. <p>Key Gaps</p> <ul style="list-style-type: none"> 67% of 1st grade students scored met/advanced on assessed 1st quarter math standards. 		
<p>PLAN: <i>What is the school numeracy goal and its success criteria?</i></p>	<p>DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i></p>	<p>Measures: <i>How will you measure each step in the “DO”?</i></p>
<p>85% of students will be proficient or advanced on assessed district quarterly math benchmark standards.</p> <p>3rd grade students will have an MPI goal of 375 on the 2020 MAP math assessment.</p> <p>4th grade students will have an MPI goal of 380 on the 2020 MAP math assessment.</p> <p>5th grade students will have an MPI goal of 380 on the 2020 MAP math assessment.</p>	<ul style="list-style-type: none"> 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> Tiger Time will be utilized to support all students in prevention, intervention, and enrichment in math priority standards. 	<p>Grade-level quarterly math benchmark assessments</p> <p>2020 MAP Assessments</p>
<p>Professional Learning: What professional learning might be needed to support the “DO”? (Also include in the <i>School Professional Learning Plan</i>. Price will work to implement more intentional math practice/station activities for the 2019-2020 school year.</p>		
<p>STUDY/ACT: Checkpoint <i>Based on the results of your measures, what’s working? What adjustments are suggested by the data?</i></p>		
<p>Price credits success in achievement to extra support provided during Tiger Time (building-wide RtI time) and spiraling difficult standards. 1st grade will implement fluency practice into RtI (Tiger Time) to improve student performance.</p>		

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<p>Attendance Data Analysis <i>What are your key successes? Key gaps? How do you know?</i></p> <p>Key Successes</p> <ul style="list-style-type: none"> Each grade level met and/or exceeded the building goal of 95.8% ADA. <p>Key Gaps</p> <ul style="list-style-type: none"> K proportional attendance is under 90% 		
<p>PLAN: <i>What is the attendance goal and its success criteria?</i></p>	<p>DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i></p>	<p>Measures: <i>How will you measure each step in the “DO”?</i></p>
<ul style="list-style-type: none"> K-5 ADA for the 2019-2020 school year will be 96.0% K-5 student proportional attendance will be 94% or greater per the CSIP. Students in the Free and Reduced Meal subgroup will have an ADA of 95%. 	<ul style="list-style-type: none"> Data Wall: <i>posted classroom attendance communicating performance and growth. Used to guide professional collaboration and classroom/student growth. Also used to guide formal/informal celebrations.</i> Monthly counselor-principal meetings to identify students exhibiting poor attendance (ADLN). Students identified will be shared with appropriate home-room teacher. Attendance-mentor program to support students exhibiting poor attendance patterns. Classroom meetings Student Individual Attendance Goals: <i>student created attendance goal, if below 90%.</i> Recognition of students meeting Great 98 at assemblies (quarterly). 	<ul style="list-style-type: none"> Building ADA – monthly and quarterly checks MSIP 90% of 90%/proportional attendance – monthly and quarterly Free and reduced meals subgroup ADA – monthly and quarterly
<p>Professional Learning: What professional learning might be needed to support the “DO”? (Also include in the <i>School Professional Learning Plan</i>)</p>		
<p>STUDY/ACT: Checkpoint <i>Based on the results of your measures, what’s working? What adjustments are suggested by the data?</i></p>		
<p>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.</p>		