

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

- 73.20% of K-5 students scored met or advanced on the fourth-quarter writing standards, remaining consistent with 3rd quarter scores (73.83%).
- Four of six grade levels improved the percentage of students scoring met or advanced on fourth-quarter writing standards.

Key Gaps

- Less than 70% 4th grade students scored met/advanced on standards assessed second 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>
<p>80% of students will be met or advanced on assessed district quarterly writing standards.</p> <p>The building Map Performance Index (MPI) from the 2018 MAP communication arts assessment will be 390.</p>	<ul style="list-style-type: none"> • <i>Data Wall: 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> • <i>Student Individual Reading Goals: 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> • <i>2nd and 3rd grade teams will collaborate 2x's quarterly to discuss MPI action plans and progress.</i> 	<p>District grade-level writing assessments</p> <p>2018 MAP assessments.</p>

Professional Learning: *What professional learning might be needed to support the "DO"?*
(Also include in the School Professional Learning Plan) This year, expert voices were utilized 2 times (1x semester) to support specific grade level needs. We will re-examine needed support at the beginning of the 2018-2019 school year..

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. Teachers credit success and continued improvement in achievement to focused mini lessons and increased guided practice activities related to the specific mini-lesson objective. Grade level teacher teams identified conventions and spelling/grammar as the primary areas needing improvement for the 2018-2019 school year.

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

Key Successes

- 84.93% of K-5 students scored met or advanced on fourth-quarter math standards, remaining consistent with third-quarter scores (84.99%).
- Five of six grade levels exceeded the goal of 80% of students scoring met or advanced on fourth-quarter math standards assessed.
- More than 90% of K-2 students scored met or advanced on assessed fourth-quarter writing 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>
<p>80% of students will be proficient or advanced on assessed district quarterly math benchmark standards.</p> <p>The building Map Performance Index (MPI) from the 2018 MAP mathematics assessment will be 380.</p>	<ul style="list-style-type: none"> • <i>Data Wall: 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> • <i>Student Individual Math Goals: 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> • <i>2nd and 3rd grade teams will collaborate 2x’s quarterly to discuss MPI action plans and progress.</i> 	<p>Grade-level quarterly math benchmark assessments</p>

Professional Learning: *What professional learning might be needed to support the “DO”?*
(Also include in the School Professional Learning Plan. This year, expert voices were utilized 2 times (1x semester) to support specific grade level needs. We will re-examine needed support at the beginning of the 2018-2019 school year.

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 implementation of math stations, providing additional support during enrichment-remediation time, and utilization of technology applications helping students build fluency with extended independent practice.

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

Key Successes

- K-5 ADA for the fourth quarter was 95.99%, exceeding our building goal of 95.8%.
- Five of six grade levels exceeding our building ADA goal of 95.8%.
- Fifth grade students 90 of 90 attendance was 93.31%.

Key Gaps

- Building ADA for the 2017-2018 school year was 95.64%, falling short of our building goal of 95.8%.
- Five of six grade levels fell below the district CSIP goal of 93% (90 of 90).
- Students in the Free and Reduced Meal subgroup had an ADA of 94.42%, for the 2017-2018 school year, missing the goal of 95%.

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

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

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

- 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%.

- 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.

- 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.