

Price Elementary 2018-2019 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-Adrea Korte
Parent-Shannon Sherrow

Price Elementary 2018-2019 School Improvement Plan

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

Key Successes

- 74.79% of K-5 students scored met or advanced on the 2018-2019 writing standards, increasing from 73.02% during the 2017-2018 school year.
- 77.15% of K-5 students scored met or advanced on the fourth-quarter writing standards.
- Four of six grade levels scored over 74% met or advanced 2018-2019 writing standards compared to the first-quarter

Key Gaps

- 66.42 % of 4th grade students, and 59.71% of students scored met/advanced on 2018-2019 writing 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>3rd grade students will have an MPI goal of 370 on the 2019 MAP ELA assessment.</p> <p>4th grade students will have an MPI goal of 370 on the 2019 MAP ELA assessment.</p> <p>5th grade students will have an MPI goal of 380 on the 2019 MAP ELA assessment.</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/Writing Goals: student created goals and action steps used to guide and encourage individual growth in reading/writing. Also used as a tool to communicate individual student progress to parents and guide formal/informal celebrations.</i> • <i>Tiger Time will be utilized to support all students in prevention, intervention, and enrichment in literacy priority standards.</i> 	<p>District grade-level writing assessments</p> <p>2018 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>) <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.</i></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 achievement to focused writing mini lessons, increased guided practice activities related to the specific mini-lesson objectives, and utilizing Tiger Time for Rtl in the area of writing.</p>		

Price Elementary 2018-2019 School Improvement Plan

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

Key Successes

- 83.17% of K-5 students scored met or advanced on 2018-2019 math standards, exceeding our goal of 80%.
- Two of Four of six grade levels exceeded the goal of 80% of students scoring met or advanced on second-quarter math standards assessed. Two grade levels are approaching 80% (4th – 71% and 5th – 77.5%).
- Four of six grade levels met the goal by exceeded 84.58%, two of which exceeded 90%.
- The lowest two grade levels exceeded 74%.

Key Gaps

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>
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90% of students will be proficient or advanced on assessed district quarterly math benchmark standards.

3rd grade students will have an MPI goal of 370 on the 2019 MAP math assessment.

4th grade students will have an MPI goal of 375 on the 2019 MAP math assessment.

5th grade students will have an MPI goal of 380 on the 2019 MAP math assessment.

- *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.*
- *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.*
- *Tiger Time will be utilized to support all students in prevention, intervention, and enrichment in math priority standards.*

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. Price will work to implement more intentional math practice/station activities for the 2019-2020 school year.

STUDY/ACT: *Checkpoint*

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

Price credits success in achievement to extra support provided during Tiger Time (building-wide RtI time).

Price Elementary 2018-2019 School Improvement Plan

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

Key Successes

- Price exceeded the 2018-2019 K-5 proportional attendance goal of 94% with 94.24% of students meeting this target.

Key Gaps

- K-5 ADA for the 2018-2019 school year was 95.14%, falling short of the building goal of 95.8%.

PLAN: <i>What is the attendance 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>
<ul style="list-style-type: none"> • K-5 ADA for the 2018-2019 school year will be 95.8% • 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. • Weekly Classroom meetings • Student Individual Attendance Goals: <i>student created attendance goal, if below 95.8%.</i> • Recognition of students meeting Great 98 at assemblies (quarterly). • Monthly Student-Teacher attendance challenge. 	<ul style="list-style-type: none"> • 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.