

Republic R-III School District 2022-2023 School Improvement Plan

District Mission:

RepMO is preparing each student for future excellence through a safe educational environment

District Vision:

RepMO will be a model community dedicated to education without limitation that empowers learners to create their own success.

Schofield Mission

Developing and empowering lifelong learners and leaders all day, every day.

Schofield Vision

Determined Spring 2023

Collective Commitments

These are the promises we, the administrators and teachers, make to you and your students. We take these promises very seriously. If you ever feel we are not living up to them, please contact us (DuFour, DuFour, & Eaker, 2008).

1. We will proactively collaborate with and involve families in the education of their children by continually communicating daily learning activities and reporting mid-quarter and quarterly progress.
2. We will meet weekly to discuss academic data collected through benchmark assessments and common assessments to plan instruction.
3. We will provide time each day for students that need extra time and support or extended learning opportunities.
4. We will collaborate with the district's literacy, numeracy and technology coaches once a quarter and as needed.
5. We will implement The Leader in Me Process and teach Schofield kids how to use the 7 Habits to be safe, respectful and responsible.
6. We are committed to proficiency for all students.

Lighthouse Team

Jessica Pitchford, Kindergarten Teacher
Jennifer Smith, First Grade Teacher
Shawna Bond, Second Grade Teacher
Shaina McMunn, Second Grade Teacher
Tiffany Simon, Third Grade Teacher
Michelle Denney, Third Grade Teacher
Yasmin Neufeld, Fourth Grade Teacher
Ashley Gilmore, Fifth Grade Teacher

Becky Fenton, Music Teacher
Jennifer Burton, Librarian
Sara Hann, Special Education Teacher
Cindy Fenske, Counselor
Diana Pietruszynski, Counselor
Katie Bollinger, Assistant Principal
Markie Bravestone, Principal

ACADEMICS

1. Literacy 2. Numeracy

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

21-22 End of the Year Study/Act

- Key Successes: 4th and 5th grade met the district goal of 65% Proficient and Advanced in ELA on MAP
- 84.22% of Schofield students are meeting the target on reading common assessments. This is an increase of 8% from BOY. Writing common assessment is 78.64% which is the highest it has been at Schofield.
- Key Gaps: Fourth grade cohort had 70% proficiency or below on literacy and writing common assessments.

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

- At least 82% of students will be proficient or advanced on reading and writing common assessments.
- MAP Performance Index score goals will be as follows:
 - o 400 MPI or higher in all grades

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

- Close listening will be utilized weekly during Reader's Workshop in grades 1-5.
- Weekly close reading & text-dependent questions in a whole group/small group in Grades 2-5.
- Daily Phonics instruction in Grades K-3.
- Daily small group reading instruction in Grades K-5.
- Writing instruction will focus on 2 to 3 writing standards per cycle of instruction.
- Writing Warm-ups will be utilized weekly in K-5
- Heggerty Phonemic Awareness will be utilized in grades K-1
- The PDSA cycle will be completed with students.

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

- The district quarterly BSIP Report will document building progress toward meeting the goal of above 80% of students will meet the target on literacy common assessments.
- Quarterly grade level data conferences focusing on Do Steps and Performance Measures will be conducted by Schofield administration.
- NEE Indicator 2.2: *The teacher sets and monitors student goals average will be a 5.3 or higher.*

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

Schofield educators will collaborate and learn from district literacy coaches during quarterly meetings, early release and classroom modeling.

STUDY/ACT: Checkpoint:

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

ACADEMICS

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

21-22 End of the Year Study/Act

- Key Successes: 78% of third graders and 76% of fifth graders were proficient and advanced in Numeracy on MAP,
- Kindergarten, first, second, and fifth grade met their goal of over 82% of students meeting target on math common assessments
- Key Gaps: Schofield missed their goal of 82%. Our building finished the year at 81.34% proficiency in math.

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

- Above 82% of students will be proficient or advanced on math common assessments.
- MAP Performance Index score goals will be as follows:
 - o 400 MPI or higher in all grades

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

- A daily Response to Intervention time will be implemented Monday through Thursday to ensure students learn grade level priority standards. This time will be utilized as intervention or extension.
- Classroom teachers will utilize early release time to analyze student data and determine teaching strategies, interventions and extensions that support student growth and proficiency.
- The Plan Do Study Act cycle will be completed with students.
- Grade levels will spiral essential standards on a weekly basis (ex. Fraction Friday, Measurement Monday)

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

- The district quarterly BSIP Report will document building progress toward meeting the goal of above 82% of students will meet the target on math common assessments.
- Quarterly grade level data conferences focusing on grade level and classroom level Do Steps and Performance Measures will be conducted by Schofield administration.
- NEE Indicator 2.2: *The teacher sets and monitors student goals average will be a 5.3 or higher.*

Professional Learning: *What professional learning might be needed to support the “DO”? (Also included 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?

CULTURE

1. Attendance 2.Site Choice

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

21-22 End of the Year Study/Act

- Key Successes: Third grade had the highest attendance with 91.6%
- Key Gaps: No grade level met the goal of 95%
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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>
Schofield Proportional Attendance Rate will be 95% or higher.	<ul style="list-style-type: none"> • Schofield educators will implement a weekly LEAD time where students meet for leadership teams, learn about the 7 Habits and utilize Leadership Notebooks. • Classroom teachers will report attendance concerns to counselors and administration. • Classroom teachers will place attendance updates in family newsletters. • Schofield will celebrate attendance monthly and during assemblies • Schofield counselors will implement the Schofield Attendance Plan. • Schofield counselors will collaborate with Schofield specials teachers once a month during early release regarding Attendance Plan implementation 	<ul style="list-style-type: none"> • The district quarterly BSIP Report will document building progress toward meeting the goal of 95% or higher Proportional Attendance. • Schofield administrators and counselors will meet monthly to review attendance.

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?

CULTURE

2. Supportive Student Environment: Trusting Relationships Data Analysis

21-22 End of the Year Study/Act

- Key successes: each class earned at least 200 badges. Parent survey results stayed above a 4.0
- Key gaps: Schofield increased their instances of bullying from 19 during the 20-21 school year to 25 this year. The MRA showed a score of 71 in the area of Supportive Student Environment/Trusting Relationships
- Changes in Do Steps: The Campground Focuses will adjust to meet the needs of the building and include areas found to be low in the Leader in Me MRA.

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>
<p>Schofield teachers will implement a class meeting at least 2 times per week (including Lead Time)</p>	<ul style="list-style-type: none"> • Teachers will hand out badges to students who display campground focus behaviors. • Teachers will make at least one weekly SeeSaw Post to highlight positive student relationships • Class meetings can cover reteaching class expectations, teaching positive behaviors, goal setting, team/class builders and the Schofield campground focuses 	<ul style="list-style-type: none"> • MRA results will be higher than a 71 in Trusting Relationships • Schofield will see a decrease in bullying instances from 25 during the 21-22 school year

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?

LEADERSHIP

1. School Discipline 2. Student Leadership- Interpersonal Development

1. **School Discipline Data Analysis** *What are your key successes? Key gaps? How do you know?*

21-22 End of Year Study/Act

- Key Successes: goal was met 7 out of 10 months this year. Schofield had 16 less discipline instances this year.
- Key Gaps: goal was not met for 3 months this year

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>
Each classroom will earn at least 200 badges for displaying classroom expectations as well as Schofield's Campground focuses.	<ul style="list-style-type: none"> • Tiger badges will be used to reinforce and celebrate behavior that meets building expectations (PBIS) • Classes will be able to pick something off of the canteen cart each time they reach 100 badges • Teachers will implement the <u>Schofield Tier 1 Management expectations</u> of <ul style="list-style-type: none"> ○ Cognitive/Affective Engagement ○ Class/Team Builders ○ Relationship Building ○ Positive Interaction 4:1 ratio ○ Class Meetings ○ CHAMPS Anchor Charts ○ CL 	<ul style="list-style-type: none"> • The number of discipline referrals will be reviewed and shared monthly with staff, families, and students. • Schofield Administrators will track the number of badges that classes are earning • Schofield will meet their monthly office referral goal of less than 25 students

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?

LEADERSHIP

2. **Student Leadership: Interpersonal Development Data Analysis** *What are your key successes? Key gaps? How do you know?*

21-22 End of Year Study/Act

- Key Success: Schofield met the attendance goal for 7 months this year. Action teams provided Lead time lessons to teachers
- Key Gaps: We did not meet our discipline goal for three months this year. Increased bullying investigations this year form 19 to 25

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

Teachers will complete monthly Fast Five prompts with their class in the area of conflict resolution

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

- Adult learning action team will email teachers a prepared lesson each month on campground focuses
- Fast Five prompts shared monthly in staff news
- Class builders and team builders will be completed weekly

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

- MRA results will be higher than a 73 in Interpersonal Development
- Schofield will see a decrease in bullying instances from 25 during the 21-22 school year
- Schofield will meet their monthly office referral goal of less than 25 students

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?