



Republic R-III School District 2018-2019 School Improvement Plan
Sweeny Elementary School



Mission

Persevere with passion. Lead with kindness.

Vision

Sweeny will have high expectations
Enhance and shape an innovative school where
Every student always comes first
Nurturing them in a safe, positive environment where
Your student can succeed in and out of the classroom
While uniting our community to

Collective Commitments

We will:

- *be committed to building a community of love and respect.*
- *be student focused in our daily decisions.*
- *make positive contributions to our school and community.*
- *utilize data to drive our instruction.*

BSIP Team

Beth Engelhart-Principal
Chris Lockmiller-Asst. Principal
Hannah Laxton-K-2 Counselor
Courtney Wallace-Special Education
Amy Skeans -Kindergarten
Elisha Nelson-1st Grade

Diana Mikaelian-2nd Grade
Sierra Hufford-3rd Grade
Yvonne Hunziker-4th Grade
Melanie Gilliland-5th Grade
Piper Wright-Specials/PE
Katie Gerwel-3-5 Counselor



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

Key Successes

- 82% of Kindergartners did meet grade level reading standards during the 2017-2018 school year.
- 81% of 5th graders did meet grade level reading standards during the 2017-2018 school year.

Key Gaps

- 44% of 1st graders did not meet grade level reading standards during the 2017-2018 school year.
- 33% of 2nd graders did not meet grade level reading standards during the 2017-2018 school year.
- 40% of 3rd graders did not meet grade level reading standards during the 2017-2018 school year.
- 44% of 4th graders did not meet grade level reading standards during the 2017-2018 school year.

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 K-5th grade students will meet or exceed standards on reading common assessments.	<ol style="list-style-type: none"> 1. Classroom teachers will utilize early release time to analyze student data and determine teaching strategies and interventions that will promote students growth. 2. Teacher academic goals will be aligned with the BSIP and will be monitored and maintained by the classroom teachers, in conjunction with their students, to inform instructional practices. 3. Teachers will utilize Tiger Time to respond to student data and incorporate interventions developed during Weekly Release time. 4. Student leadership binders will be utilized for students to set academic goals and self-monitor progress. 	<ol style="list-style-type: none"> 1. Documentation of student achievement will be kept through ongoing common assessments in reading units of instruction. 2. Weekly collaboration agendas will document current academic goal and data for learning target. 3. Academic goal data kept and monitored by the classroom teachers. Lead measures will be determined and tracked for each learning target.

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?

- We will continue to use Weekly Release to prepare for Tiger Time to analyze data, problem solve and adjust instructional strategies accordingly.
- We will continue to set, monitor and celebrate goals with our students in their student leadership binders.
- We will be more intentional with a focus on literacy remediation during Tiger Time as we feel as a building we have been more focused on math remediation.
- We will use the literacy specialists to help us troubleshoot areas of concern in the curriculum units.
- We will continue setting , monitoring and celebrating professional goals aligned to our priority standards.



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

Key Successes

- 87% of Kindergartners did meet grade level math standards during the 2017-18 school year.
- 88% of 2nd graders did meet grade level math standards during the 2017-18 school year.
- 77% of 5th graders did meet grade level math standards during the 2017-18 school year.

Key Gaps

- 38% of 1st graders did not meet grade level math standards during the 2017-18 school year.
- 46% of 3rd graders did not meet grade level math standards during the 2017-18 school year.
- 31% of 4th grades did not meet grade level math standards during the 2017-18 school year.

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 all K-5th grade students will meet or exceed all math grade level standards.	<ol style="list-style-type: none"> 1. Classroom teachers will utilize early release time to analyze student data and determine teaching strategies and interventions that will promote students growth. 2. Teacher academic goals will be aligned with the BSIP and will be monitored and maintained by the classroom teachers, in conjunction with their students, to inform instructional practices. 3. Teachers will utilize Tiger Time to respond to student data and incorporate interventions developed during Weekly Release time. 4. Student leadership binders will be utilized for students to set academic goals and self-monitor progress. 	<ol style="list-style-type: none"> 1. Documentation of student achievement will be kept through ongoing common assessments in math units of instruction. 2. Weekly collaboration agendas will document current academic goal and data for learning target. 3. Academic goal data kept and monitored by the classroom teachers. Lead measures will be determined and tracked for each learning target.

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?

- We will continue to use Weekly Release to prepare for Tiger Time to analyze data, problem solve and adjust instructional strategies accordingly.
- We will continue to set, monitor and celebrate goals with our students in their student leadership binders.
- We will be more intentional with a focus on literacy remediation during Tiger Time as we feel as a building we have been more focused on math remediation.
- We will use the literacy specialists to help us troubleshoot areas of concern in the curriculum units.
- We will continue setting , monitoring and celebrating professional goals aligned to our priority standards.



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

Key Successes

- Sweeny maintained 96.06% attendance throughout the school year.
- 6/10 months Sweeny had MSIP 5 attendance data over 94%
- 10/10 months Sweeny had MSIP 5 attendance data over 93%

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>Students will maintain 96% attendance or greater throughout the 18-19 school year.</p> <p>Our proportional attendance data will stay above 94% throughout the 18-19 school year.</p>	<ol style="list-style-type: none"> 1. Share attendance data with all stakeholders. 2. A pyramid of attendance interventions will be implemented with the help of counselors, special teachers and building administration. 3. Secretaries will make daily calls to families of students who do not attend class by 10 a.m. 4. Attendance data will be tracked in leadership binders by students. 5. Early release time once per month will be utilized to identify students with unexcused chronic attendance issues. These students will be assigned an attendance mentor who will encourage regular attendance. 	<ol style="list-style-type: none"> 1. Attendance data will be disseminated at assemblies, on the building website, and through social media. 2. Data will be placed into spreadsheets regarding attendance concerns and interventions updated monthly and reviewed during administrator and counselor meetings and with specials teachers during monthly early release meetings. 3. Daily attendance checks provided to principal by building secretaries. 4. Leadership binders will be updated regularly with attendance data and shared with families. 5. Grade level attendance data will be posted and tracked on a scoreboard in the front hall.

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?

- We will continue with our Wildly Importance Attendance group for students whose YTD attendance falls below 90%.
- We will continue celebrating our students each month who have 98% attendance with a school wide party.
- We will assign mentors to students who have less than 90% attendance.
- The counselors and specials teachers will continue meeting to desegregate attendance date one time per month.