

# Price Elementary 2024-2025 School Improvement Plan

## **District Mission**

Preparing Each Student for a Successful Future

## **District Vision**

A Leader in Academic Success, Dedicated to Community Priorities

## **Price Elementary Mission**

The mission at Price Elementary is to become 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...

- make student driven decisions that promote the whole child (academic and social emotional).
- build and maintain positive and productive relationships with students, staff, and families.
- maintain a growth mindset and model resilience when facing challenges.
- continuously improve through setting clear-measurable goals and professional collaboration.

## **BSIP Team**

Principal-Allan Brown  
K-Lee McCrea  
2nd-Courtney Johnson  
4th-Sara Eads  
Special Ed.-Jessica Patterson  
PTO Board - Jacque Ramsey  
PTO Board - Tabetha Dungan

Assistant Principal-Jennifer Smith  
1st Liz Woolfenden  
3rd-Rachel Williams  
5th-Andrea Prevo  
PTO Board - Kambra Stevens  
PTO Board - Alania Gray  
PTO Board - Dani Hughes

## ACADEMICS - Literacy

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

### Key Successes 2023-2024

- 79.0% of K-5 students scored met/advanced on assessed 4th quarter reading standards;
- Over 85% of K-1 students scored met/advanced on assessed 4th quarter reading standards.
- 81.93% of K-2 students scored met/advanced on the EOY reading benchmark.
- 61.9% of 5th grade students scored proficient/advanced on the 2024 MAP ELA assessment. This is a 12.66% increase compared to this cohort's 2023 MAP achievement.

### Key Gaps 2023-2024

- 70% of 4th grade students scored met/advanced on assessed 4th quarter reading standards. 61.04% of 4th grade students scored proficient/advanced on the 2024 MAP ELA assessment.
- 64% of 2nd grade students scored meets/exceeds on the EOY STAR reading assessment.

<b>PLAN:</b> <i>What is the school literacy goal and its success criteria?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>MEASURES:</b> <i>How will you measure each step in the "DO"?</i>
80% of students will be met/advanced on assessed district quarterly reading and writing standards.  Less than 15% of K-2 students will score in the urgent-intervention category on the STAR Literacy assessment.	<ul style="list-style-type: none"><li>➢ Individual student Success Criteria (K-2): Students will use PDSA system to monitor individual progress toward reading goal based on quarterly standards. 3-5 students will monitor progress toward reading goals for each common assessment.</li><li>➢ K-5 data team/GLIP process (progress-term) and RtI collaboration will focus on instructional strategies needed to improve student achievement.</li><li>➢ Close Reading (3rd-5th): 3-5 teachers will provide one additional week of small group reading instruction or RtI cycle to differentiate close reading lessons.</li></ul>	District grade-level reading and writing assessments  2024 STAR literacy assessments

### Professional Learning: *What professional learning might be needed to support the "DO"?*

For the 2024-2025 school year, K-5 teachers will implement new data team-GLIP and RtI processes focused on instructional strategies. Principals will utilize NEE observations and achievement on district common assessments to determine individual, grade level, and/or building support. 3rd and 4th grade teams will collaborate together during Friday Early Release for new teacher/team support.

### STUDY/ACT: *(Checkpoint) Based on the results of your measures, what's working? What adjustments are suggested by the data?*

Price credits achievement in 2023-2024 literacy to utilizing the success criteria process (K-5) for reading priority standards and K-1st implementation of Heggerty Phonemic Awareness. In addition, Price 3-5 teachers utilized small group (1 week per quarter) to differentiate close reading support to students. For the 2024-2025 school year, Price K-2 will continue to utilize decodable texts in small group reading, and 3-5 will focus on implementing new vocabulary strategies to improve student literacy achievement.

## ACADEMICS - Numeracy

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

### Key Successes 2023-2024

- 76.66% of K-5 students scored met/advanced on assessed 4th quarter math standards.
- Over 88% of K-1 students scored met/advanced on assessed 4th quarter math standards. 77.89% of 2nd grade scored met/advanced on assessed 4th quarter math standards.
- 63.53% of 5th grade students scored proficient/advanced on the 2024 MAP math assessment. This is a 11.2% increase compared to this cohort's 2023 MAP achievement.

### Key Gaps 2023-2024

- 65.04% of 3rd grade students scored met/advanced on 4th quarter math standards. 61.73% of 3rd grade students scored proficient/advanced on the 2024 MAP Math assessment.
- 57.14% of 4th grade students scored proficient/advanced on the 2024 MAP Math assessment.

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 students will be met/advanced on assessed district quarterly math standards.  65% of third-fifth grade students will score proficient/advanced on the math MAP assessment.	<ul style="list-style-type: none"><li>➤ Individual student Success Criteria (K-5th): Students will use PDSA system to monitor individual progress toward math goal based on quarterly standards. 3-5 students will monitor progress toward math goals for each common assessment.</li><li>➤ K-5 data team/GLIP process (progress-term) and RtI collaboration will focus on instructional strategies needed to improve student achievement.</li><li>➤ K-5 will implement a system to expose/practice fractions weekly.</li></ul>	District grade-level math assessments  2024 MAP assessments

**Professional Learning:** *What professional learning might be needed to support the "DO"?*

For the 2024-2025 school year, K-5 teachers will implement new data team-GLIP and RtI processes focused on instructional strategies. Principals will utilize NEE observations and achievement on district common assessments to determine individual, grade level, and/or building support. 3rd and 4th grade teams will collaborate together during Friday Early Release for new teacher/team support. Numeracy instructional specialists will be utilized to provide K-5 resources for instructional/activity support with fractions.

**STUDY/ACT:** *(Checkpoint) Based on the results of your measures, what's working? What adjustments are suggested by the data?*

Price credits achievement in 2023-2024 numeracy to utilization of the success criteria process (K-5) for math priority standards, daily warm up routines, consistent math fluency practice, and spiraling priority standards. To improve student achievement in 2024-2025, Price will implement K-5 systemic support/exposure to fractions each week.

## CULTURE - Attendance

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

**Key Successes 2023-2024**

- K-5 proportional attendance increased each month in 2023-2024 when compared to 2022-2023.
- With the exception of February, monthly K-5 ADA increased in 2023-2024 when compared to 2022-2023.

**Key Gaps 2023-2024**

- ADA and proportional attendance fell beneath the building-district goal for all grade levels.
- Building lacked fidelity in addressing attendance concerns per the established system.

<b>PLAN:</b> <i>What is the school attendance goal and its success criteria?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>MEASURES:</b> <i>How will you measure each step in the “DO”?</i>
<p>K-5 ADA will be 95%.</p> <p>90% of K-5 students will maintain 90% attendance or greater (MSIP 6 90/90 attendance rate)</p> <p>Students in the free and reduced meal subgroup will have an ADA of 95%.</p>	<ul style="list-style-type: none"> <li>➢ Implement attendance flow chart</li> <li>➢ Principals and counselors will meet monthly to ensure appropriate follow up is taking place for students exhibiting chronic attendance concerns.</li> <li>➢ The Social Emotional Learning staff action team will plan attendance lessons, per the social skills-work habits scope and sequence. For teachers to implement during morning meetings.</li> <li>➢ Quarterly attendance incentives will be implemented if building achieves 95% or higher ADA for the quarter</li> <li>➢ Monthly surprise attendance days will be implemented.</li> <li>➢ The Price focus aide will check weekly K-5 attendance reports and follow up directly with appropriate staff-principals to ensure flow chart is being followed.</li> </ul>	<p>Monthly and quarterly ADA and proportional attendance reports.</p>

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

Principals and counselors will meet monthly to ensure appropriate follow up is taking place for students exhibiting chronic attendance concerns. Bi monthly meetings with principals and focus aide will be needed to ensure fidelity of established system. Price counselors and principals will coordinate with attendance-mentors (special teachers) and district social worker to provide support to students with chronic attendance problems.

**STUDY/ACT:** *(Checkpoint) Based on the results of your measures, what's working? What adjustments are suggested by the data?*

Price will implement attendance protocols for students exhibiting chronic attendance problems. Building-wide Great 98 and monthly surprise attendance days to encourage good attendance habits.

## CULTURE - Leader in Me

**LIM Rubric 3.2 Social Emotional Environment Data Analysis:** *What are your key successes? Key gaps? How do you know?*

### Key Successes 2023-2024

- K-5 morning meetings were conducted, M-F, throughout the year.
- The number of Tiger Award recipients increased each quarter.

### Key Gaps 2023-2024

- 58% of students earned the 4th quarter Tiger Award.

PLAN: <i>What is the school LIM 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>100% of K-5 students will participate in the daily morning meeting process and will get weekly exposure/practice with district social skills and work habits.</p> <p>70% of students will earn the Tiger Award by the end of the 4th quarter.</p>	<ul style="list-style-type: none"> <li>➢ Implement building-wide morning meeting lessons, daily, that will focus on social skill &amp; work habit targets, routine peer to peer cooperative discussion, and positive school culture activities.</li> <li>➢ Building systems (i.e. morning announcements, quarterly assemblies, quarterly Tiger Award, monthly community day lessons).</li> <li>➢ SEL will create a grade-level look-fors document to increase consistency in measuring student success toward the social skills and work rubrics rubric.</li> </ul>	<p>Implementation will be documented through morning meeting and Community Day lesson plans, archived morning announcements, and #/ of Tiger Award recipients.</p>

**Professional Learning:** *What professional learning might be needed to support the "DO"?*

SEL team will plan lessons/resources for teachers to utilize during morning meetings. Training for connecting social skills and work habits to academics will occur during August SI Day.

**STUDY/ACT:** *(Checkpoint) Based on the results of your measures, what's working? What adjustments are suggested by the data?*

Teachers used the SEL created scope and sequence to teach social skills and work habits during morning meetings. Price will continue to utilize the student lighthouse team to engage and respond to student survey feedback.

## LEADERSHIP - School Discipline

**LIM Rubric 3.2 Social Emotional Environment Data Analysis:** *What are your key successes? Key gaps? How do you know?*

### Key Successes

- Price uses the minors-ODRs process to allow for teachable moments and redirects prior to an office discipline referral.
- Each classroom has a safe space/calm corner for students to regulate emotions.
- A clear and comprehensive behavior support plan has been developed.

### Key Gaps

- Price lacked a system to monitor fidelity of behavior support plan implementation.
- Price is working to reduce the number of discipline infractions.

<b>PLAN:</b> <i>What is the school discipline goal and its success criteria?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>MEASURES:</b> <i>How will you measure each step in the "DO"?</i>
70% of Price Students will meet Tiger Award expectations by the end of the 4th quarter.  Decrease overall student ODRs by 5% for the '24-25 school year from the '23-24 school year.	<ul style="list-style-type: none"><li>➢ Implement building-wide morning meeting lessons, daily, that will focus on social skill &amp; work habit targets, routine peer to peer cooperative discussion, and positive school culture activities.</li><li>➢ Building-wide "Tiger Tally" incentive to promote positive behavior.</li><li>➢ Implement revised BSP process providing students additional behavior support.</li><li>➢ Monthly principal-counselor meetings will occur to analyze discipline reports and BSP implementation.</li></ul>	% of students receiving Tiger Award each quarter.  Student discipline data will be monitored monthly by building administration and counselors at ADLN meetings.

**Professional Learning:** *What professional learning might be needed to support the "DO"?*

Training will be provided during August 12 SI Day for consistent grade level look fors to be applied to social skills and work habits. ODR-minor and BSP process will be reviewed at the August 12 SI Day as well.

**STUDY/ACT:** *(Checkpoint) Based on the results of your measures, what's working? What adjustments are suggested by the data?*

The SEL staff action team, principals, and counselors will use ADLN meetings to target areas needing support from ODR-minor and BSP data.

## LEADERSHIP - Leader in Me

**LIM Rubric 1.3 Family and Community Partnerships:** *What are your key successes? Key gaps? How do you know?*

### Key Successes

- Weekly Workhabit Wednesdays, Price Tag-Locker 518 bi-monthly shopping events, Tiger Totes provided to over 230 district students each week
- Parent resources supporting the social skills and work habits were developed and shared

### Key Gaps

- Parents need support on how to best support student behavioral and academic growth.

<b>PLAN:</b> <i>What is the school LIM goal and its success criteria?</i>	<b>DO:</b> <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	<b>MEASURES:</b> <i>How will you measure each step in the “DO”?</i>
<p>Price will progress from “developing” to “mature” on indicator 1.3 within the LIM Lighthouse Rubric 4.0.</p> <p>Price will improve MRA survey score for family and community engagement from 76 to 80.</p>	<ul style="list-style-type: none"> <li>➢ Price Tiger Totes will continue to serve district student needs each week</li> <li>➢ Price Tag will host two shopping events per month</li> <li>➢ Price will continue Fall and Spring Music Performances</li> <li>➢ Price will partner with PTO to plan and implement parent involvement activities</li> <li>➢ Price will implement a quarterly family night event</li> <li>➢ Price will establish a Parent Lighthouse Team and solicit building feedback/suggestions monthly</li> <li>➢ Student Leadership Teams will focus on service learning. Each team will plan and implement a project that meets a community need.</li> <li>➢ Price will implement a parent passport which encourages families to participate in important parent-involvement activities.</li> </ul>	<p>Evidence binder artifacts supporting 1.3.</p> <p>MRA survey results.</p>

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

Price will continue to utilize LIM district and Franklin Covey coaches to guide LIM planning and implementation improvement.

**STUDY/ACT:** *(Checkpoint) Based on the results of your measures, what’s working? What adjustments are suggested by the data?*

Monthly action coordinator team meetings will be used to provide evidence binder updates and determine needed support for improvement. Price continued to engage families during the 4th quarter by implementing bi-monthly Price Tag shopping events, Grade Level Parties, Reading Goals and World Changer Assemblies.