

Republic R-III School District 2024-2025 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

Be the school where every student is safe, happy, healthy and learning.

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

Megan Burton, Kindergarten Teacher
Kristen Crouch, First Grade Teacher
Krista Parrish, 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?*

- 23-24 End of the Year Study/Act:
 - **Key Successes:**
 - Kindergarten, first, and third grade are above 80% proficiency on common assessments at the end of the first semester. Schofield's overall proficiency is currently 82.97%.
 - Reading benchmark proficiency is slightly above 83%
 - **Key Gaps:**
 - Second and fourth-grade students are performing slightly below 80% at the end of the first semester

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>
<ul style="list-style-type: none"> ● At last 82% of students will be proficient or advanced in reading and writing common assessments. ● MAP Performance: proficient and advanced at least 65% ● Less than 10% of students in each grade level will score in the early intervention category on the STAR assessment in grades K-2 	<ul style="list-style-type: none"> ● Close listening will be utilized weekly during Reader's Workshop in grades K-5. ● Weekly close reading & text-dependent questions in a whole group/small group in Grades 2-5. ● Daily Phonics instruction in Grades K-2. ● 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 ● Heggerty Phonemic Awareness will be utilized in grades K-2 ● The PDSA cycle will be completed with students. 	<ul style="list-style-type: none"> ● The district quarterly BSIP Report will document building progress toward meeting the goal of above 82% 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: <i>The teacher sets and monitors student goals</i> average will be a 5.6 or higher.

Professional Learning: What professional learning is needed to support the "DO"? (Also include in the *School Professional Learning Plan*)
 Schofield educators will collaborate and learn from district literacy coaches during school improvement days. .

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?*

- 23-24 End of the Year Study/Act:
 - Key Successes
 - Kindergarten, first, and third grade reached 80% or above with student proficiency
 - Key Gaps
 - Second and fourth grade ended the year with 73% and 77% proficiency on math common assessments\
 - Fifth grade ended the year with 67% proficiency

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>
<ul style="list-style-type: none"> • Above 82% of students will be proficient or advanced on math common assessments. • MAP Performance: proficient and advanced at least 65% • Less than 10% of students in each grade level will score in the early intervention category on the STAR assessment in grades 1-2 	<ul style="list-style-type: none"> • A daily Response to Intervention time will be implemented Monday through Thursday to ensure students learn grade-level priority standards. • 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 PDSA cycle will be completed with all students. • Grade levels will spiral essential standards every week (ex. Fraction Friday, Measurement Monday) 	<ul style="list-style-type: none"> • 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: <i>The teacher sets and monitors student goals</i> average will be a 5.6 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?*

- 23-24 End of the Year Study/Act:
 - Key Successes
 - Schofield ended the year over 3% higher than the fourth quarter last year with a proportional attendance of 89.94%
 - Kindergarten, first, third, and fifth-grade groups had a proportional attendance of over 90%
 - Key Gaps
 - Schofield missed our 93% goal by 4%
 - Second and fourth grades ended the year around 88% and 84%

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

Schofield's 90/90 Attendance Rate will be 93% or higher.

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

- 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 special teachers once a month during early release regarding Attendance Plan implementation

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

- The district quarterly BSIP Report will document building progress toward meeting the goal of 93% or higher.
- 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: Collective Efficacy

- 23-24 End of the Year Study/Act:
 - This practice will continue into the next year, but it won't be monitored through our BSIP. Instead, our focus for the second aspect of our culture will center on collective efficacy, informed by our spring climate and culture survey.

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

Schofield grade-level teams will collaborate during at least one plan time per week to discuss best instructional practices including PDSAs, clarity, and student learning outcome for content.

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

- Teachers will hand out badges to students who display campground-focused behaviors.
- Teachers will use the Schofield SEL spreadsheet to keep up with Lead lessons
- PDSAs

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

- MRA results will increase in the area of collective efficacy
- Grade levels will meet the end of year common assessment goal of above 82% in reading and math

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?

Collective Efficacy:

Spring 2023: 87

Spring 2024: 84

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?*

- 23-24 End of the Year Study/Act:
 - Key Successes
 - This goal was met each month except September
 - Key Gaps
 - Overall ODRs increased from 272 in the fourth quarter of 2023 to 316 this year

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

Through the use of PBIS and CHAMPS, Each classroom will earn at least 200 badges for displaying positive classroom expectations as well as Schofield's Campground focuses.

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

- 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 Schofield Tier 1 Management expectations of
 - Cognitive/Affective Engagement
 - Class/Team Builders
 - Relationship Building
 - Positive Interaction 4:1 ratio
 - Class Meetings
 - CHAMPS Anchor Charts
 - CL

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

- The number of discipline referrals will be reviewed and shared monthly with staff.
- Schofield Administrators will track the number of badges that classes are earning
- Less than 25 students will be seen in the office each month

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: Family and Community Engagement

- 23-24 End of the Year Study/Act:
 - Key Successes
 - An increase of 5% on the MRA survey in parent engagement
 - Key Gaps
 - the third contact would be better timed after spring break than before

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”?
Teachers will make three documented contacts home for each student. These will include at least two phone calls home and one personalized written note during the 2023-2024 school year.	<ul style="list-style-type: none"> • Family contacts will be scheduled and added to the Schofield Timeline • contact will be documented in SIS • Leadership Portfolios will be sent monthly • Classroom Dojo or Seesaw will be utilized to provide celebrations, academic updates, and classroom updates 	<ul style="list-style-type: none"> • MRA score of 79 in Family and Community Engagement will be maintained or increased during the 24-25 school year.

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

(Also include in the *School Professional Learning Plan*)

Schofield staff attended August 11th SI day covering the Leader in Me Parent Engagement Training

STUDY/ACT: Checkpoint:

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

- The score of 79 during the spring of 2024 is a two-point increase from the spring of 2023