



# Republic R-III School District 24-25 School Improvement Plan

## Sweeny Elementary School



### **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.

### **Sweeny Mission**

Persevere with passion. Lead with kindness.

### **Sweeny Vision**

Our Sweeny family will create a safe place of learning and leading where everyone belongs.

### **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.*

### **Vertical Team**

Lead- Sierra Hufford

Chris Lockmiller-Principal  
Megan Harper-Asst. Principal  
Sierra Hufford-Specials/Library  
Amy Skeans -Kindergarten  
Alissa Basta -1st Grade

Sarah Lane-2nd Grade  
Yvonne Hunziker-3rd Grade  
Amy Stevens-4th Grade  
Kelsey Bryant - 5th Grade



# Republic R-III School District 24-25 School Improvement Plan

## Sweeny Elementary School



### Sweeny Elementary School's Objectives and Data Analysis

## ACADEMICS

1. Literacy
2. Numeracy

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

##### **Key Successes**

- 96% of Sweeny kindergarten students met or exceeded grade level literacy standards for the 23-24 school year.
- 85% of Sweeny first grade students met or exceeded grade level literacy standards for the 23-24 school year.
- 85% of Sweeny second grade students met or exceeded grade level literacy standards for the 23-24 school year.
- 82% of Sweeny fifth grade students met or exceeded grade level literacy standards for the 23-24 school year.
- 82% of Sweeny students met or exceeded grade level literacy standards for the 23-24 school year.
- 83% of Sweeny students met their fourth quarter academic goal.
- 75% of Sweeny fourth grade students scored proficient or advanced on the ELA portion of the 23-24 MAP Test.
- 10% of Sweeny kindergarten students scored in the At-Risk (below 25%) category on the literacy portion of the Star Assessment at the end of the 23-24 school year.
- 16% of Sweeny first grade students scored in the At-Risk (below 25%) category on the literacy of the Star Assessment at the end of the 23-24 school year.
- 15% of Sweeny second grade students scored in the At-Risk (below 25%) category on the literacy of the Star Assessment at the end of the 23-24 school year.

##### **Key Gaps**

- 32% of Sweeny third grade students did not meet or exceed grade level literacy standards for the 23-24 school year.
- 27% of Sweeny fourth grade students did not meet or exceed grade level literacy standards for the 23-24 school year.
- 58% of Sweeny third grade students scored proficient or advanced on the ELA portion of the 23-24 MAP Test.
- 54% of Sweeny fifth grade students scored proficient or advanced on the ELA portion of the 23-24 MAP Test.

<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>
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<p>80% of K-5th grade students will meet or exceed standards on reading common assessments.</p> <p>80% of Sweeny students will meet their academic WIG each quarter.</p> <p>Less than 15% of Sweeny students in grades K-2 will score in the At-Risk (below 32%) category on the literacy portion of the Star Assessment.</p> <p>65% of third grade students will score proficient or advanced on the literacy portion of the 2024 MAP Assessment.</p> <p>66% of fourth grade students will score proficient or advanced on the literacy portion of the 2024 MAP Assessment.</p> <p>68% of fifth grade students will score proficient or advanced on the literacy portion of the 2024 MAP Assessment.</p>	<ol style="list-style-type: none"><li>1. K-2 grade will teach a decodable text lesson once a month based on phonics common assessments. 3-5 grade will teach a close reading lesson once a quarter.</li><li>2. Grade level teams will commit to collaborative planning once a week with a focus on Tier 1 instruction.</li><li>3. Teachers will utilize Tiger Time, Monday through Thursday, to ensure students learn grade level learning targets. This time will be utilized as intervention or extension. Planning for Tiger Time will focus on the four essential questions of a PLC.</li><li>4. Classroom teachers will follow the expectations of the Sweeny Back to School Review for fourth quarter standards for literacy.</li><li>5. Beginning on September 16th each grade level will set and track an academic WIG based on a specific skill or standard. Each Wednesday will be WIG Wednesday where students check in with their accountability partners.</li></ol>	<ol style="list-style-type: none"><li>1. Grade level phonics common assessments will be used to measure the effectiveness of decodable text lessons. .</li><li>2. The building quarterly GLIP Report will document grade level progress towards meeting the goal of 80% of students meeting or exceeding standards on literacy common assessments.</li><li>3. Grade level teams will update the RTI Grade Level Progress Monitoring sheet at each weekly release.</li><li>4. Classroom teachers and grade level teams will update the Sweeny Back to School Review for fourth quarter standards each week for literacy standards.</li><li>5. A school wide scoreboard will be used to collect data to determine if the WIG is met. All students will be celebrated at each successful WIG cycle.</li></ol>
<p><b>Professional Learning:</b> What professional learning might be needed to support the “DO”? (Also include in the School Professional Learning Plan)</p> <p><i>Coaching with decodable text lesson planning.</i></p> <p><i>Year one literacy coaching for new teachers.</i></p> <p><i>Professional Learning Community PD with a focus on the four essential questions of a PLC.</i></p> <p><b>STUDY/ACT:</b> Checkpoint:</p> <p><i>Based on the results of your measures, what's working? What adjustments are suggested by the data?</i></p>		



# Republic R-III School District 24-25 School Improvement Plan

## Sweeny Elementary School



## ACADEMICS

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

#### **Key Successes**

- 94% of Sweeny kindergarten students met or exceeded grade level numeracy standards for the 23-24 school year.
- 83% Sweeny first grade students met or exceeded grade level numeracy standards for the 23-24 school year.
- 81% of Sweeny second grade students met or exceeded grade level numeracy standards for the 23-24 school year.
- 82% of Sweeny fifth grade students met or exceeded grade level numeracy standards for the 23-24 school year.
- 83% of Sweeny students met their fourth quarter academic goal.
- 66% of Sweeny third grade students scored proficient or advanced on the math portion of the 23-24 MAP Test.
- 71% of Sweeny fourth grade students scored proficient or advanced on the math portion of the 23-24 MAP Test.
- 66% of Sweeny fifth grade students scored proficient or advanced on the math portion of the 23-24 MAP Test.

#### **Key Gaps.**

- 38% of Sweeny third grade students did not meet or exceed grade level numeracy standards for the 23-24 school year.
- 22% of Sweeny fourth grade students did not meet or exceed grade level numeracy standards for the 23-24 school year.

<b>PLAN: What is the school numeracy goal and its success criteria?</b>	<b>DO: What will the school (teachers, students, and leaders) do to accomplish the plan?</b>	<b>Measures: How will you measure each step in the "DO"?</b>
80% of all K-5th grade students will meet or exceed standards on numeracy common assessments.  80% of Sweeny students will meet their academic WIG each quarter.  66% of third grade students will score proficient or advanced on the numeracy portion of the 2024 MAP Assessment.	<ol style="list-style-type: none"><li>1. Grade level teams will commit to collaborative planning once a week with a focus on Tier 1 instruction.</li><li>2. Teachers will utilize Tiger Time, Monday through Thursday, to ensure students learn grade level learning targets. This time will be utilized as intervention or extension. Planning for Tiger Time will focus on the four essential questions of a PLC.</li></ol>	<ol style="list-style-type: none"><li>1. The building quarterly GLIP Report will document grade level progress towards meeting the goal of 80% of students meeting or exceeding standards on numeracy common assessments.</li><li>2. Grade level teams will update the RTI Grade Level Progress Monitoring sheet at each weekly release.</li></ol>



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<p>72% of fourth grade students will score proficient or advanced on the numeracy portion of the 2024 MAP Assessment.</p> <p>68% of fifth grade students will score proficient or advanced on the numeracy portion of the 2024 MAP Assessment.</p>	<p>3. Classroom teachers will follow the expectations of the Sweeny Back to School Review for fourth quarter standards for numeracy.</p> <p>4. Beginning on September 16 each grade level will set and track an academic WIG based on a specific skill or standard. Each Wednesday will be WIG Wednesday where students check in with their accountability partners.</p> <p>5. Grade level teams will spiral essential skills weekly.</p>	<p>3. Classroom teachers and grade level teams will update the Sweeny Back to School Review for fourth quarter standards each week for literacy standards.</p> <p>4. A school wide scoreboard will be used to collect data to determine if the WIG is met. All students will be celebrated at each successful WIG cycle.</p>
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**Professional Learning:** What professional learning might be needed to support the “DO”?  
(Also include in the *School Professional Learning Plan*)

Year two numeracy training for new teachers.

Differentiated numeracy PD for teachers during our SI Day in October.

**STUDY/ACT:** Checkpoint

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

## Culture

1. Attendance
2. Supportive Environment for Students



# Republic R-III School District 24-25 School Improvement Plan

## Sweeny Elementary School



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

#### Key Successes

- Sweeny had the highest attendance in the district for the 23-24 school year.
- Kindergarten, third grade, and fourth grade had proportional attendance at or above 93% for the year.

#### Key Gaps

- Sweeny's attendance for the year was 94.83%.
- Sweeny's proportional attendance was 92.75% for the year.
- First grade, second grade, and fifth grade had below 93% proportional attendance for the first semester.

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"?
Students will maintain 95% attendance or greater throughout the 23-24 school year.  Our 90/90 attendance data will stay at or above 93% throughout the 23-24 school year.	<ol style="list-style-type: none"><li>1. Share attendance data with all stakeholders in monthly building newsletter.</li><li>2. A pyramid of attendance interventions will be implemented with the help of counselors, special teachers and building administration.</li><li>3. Teachers will contact families of students who are absent for two consecutive days.</li><li>4. Surprise attendance celebrations will be held each month.</li><li>5. Classrooms will create and track an attendance WIG.</li></ol>	<ol style="list-style-type: none"><li>1. The district quarterly BSIP report will document building progress towards meeting the goal of 93% or higher on proportional attendance.</li><li>2. Bi-monthly counselor and administrator meetings will be held to discuss interventions on the tiered attendance list.</li><li>3. Celebrations will be posted in building newsletters and on our Facebook page.</li><li>4. Celebrations will be posted on Seesaw.</li></ol>

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

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

August SI Day focused on our new Social Skills and Work Habits.

Portrait of a Learning process and development.



# Republic R-III School District 24-25 School Improvement Plan

## Sweeny Elementary School



### STUDY/ACT: Checkpoint

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

## Culture

### 1. Supportive Student Environment: School Belonging Data Analysis *What are your key successes? Key gaps? How do you know?*

#### **Key Successes**

- The 23-24 master schedule had 15 minutes a day allocated for morning meetings.
- Only 3.7% of Sweeny students said they felt like a valuable part of Sweeny.
- Only 2.3% of Sweeny students said they weren't treated with respect by other students at Sweeny.
- Sweeny scored an 80 in the area of Supportive Student Environment on the Culture and Climate Survey.

#### **Key Gaps**

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**PLAN:** *What is the culture 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"?*



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<p>Sweeny staff members will work to help students feel emotionally safe, socially supported and have a sense of belonging.</p> <p>100% of Sweeny teachers will begin each day with a morning meeting.</p>	<ol style="list-style-type: none"><li>1. Morning Community Time will be held at least once a month where individual students and classes will be celebrated for their leadership and achievements.</li><li>2. An action team will be creating Social Emotional Learning resources that will be taught during Lead Time throughout the school year.</li><li>3. Each classroom will hold a morning meeting using the four key elements each day.</li></ol>	<ol style="list-style-type: none"><li>1. A survey based on the School Belonging of the Culture and Climate survey will be given at semester.</li></ol>
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**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. Family and Community Engagement

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

### Key Successes

- Sweeny had an overall average of 24 office referrals per month.
- Sweeny averaged less than 25 office referrals for the months of August, December, January, March, and May.
- Sweeny had 65 fewer officer referrals than the 22-23 school year.

### Key Gaps

- Sweeny averaged more than 25 office referrals for the months of September, October, November, February, and April.



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PLAN: What is the school leadership 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”?
Sweeny will have an average of 26 office referrals per month for the 24-25 school year.	<ol style="list-style-type: none"><li>1. Teachers will teach the PBIS matrix during the first seven days.</li><li>2. Tiger stripes and Tiger Toes will be used to reinforce and celebrate behavior that meets building expectations.</li><li>3. Building staff will follow the major/minor discipline referral guide which includes newly created Think Sheets to help students process their choices and emotions.</li><li>4. Students who receive three or more referrals will automatically be referred to our Student Intervention Team.</li></ol>	<ol style="list-style-type: none"><li>1. Teachers will complete The First Seven Days PBIS lesson document and turn in to the office.</li><li>2. Classrooms will have a system in place to track Tiger Stirpes and for students to cash in Tiger Toes.</li><li>3. The number of discipline referrals will be reviewed and shared monthly with staff, families, and students.</li><li>4. Each month administration and counseling team will review tiered behavior data and respond accordingly.</li></ol>

**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. **Family and Community Engagement: Community Engagement Data Analysis** *What are your key successes? Key gaps? How do you know?*

### **Key Successes**

- Grade level teachers sent home a graphic twice a month to update Sweeny families on upcoming learning and resources for at home learning.
- A Sweeny Family Night event was held in February to provide families with learning resources for home.



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### Key Gaps

- Sweeny decreased by 4% from the previous year on the Culture and Climate survey in the area of Community Engagement.

<b>PLAN:</b> <i>What is the school leadership 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>
From Spring of 2024 to Spring of 2025 Sweeny staff members will go from 76 to 80 on Community Engagement using the Culture and Climate Survey.	<ol style="list-style-type: none"><li>1. Each grade will send home monthly communication that includes ideas or resources to support families with learning at home. Video resources will be sent home as well.</li><li>2. Sweeny will have a one school-wide service learning focus. This will be chosen by staff, students, and families.</li><li>3. Guest speakers from the community will be invited to speak at quarterly Project Sweeny Assemblies.</li></ol>	<ol style="list-style-type: none"><li>1. The Culture and Climate survey will be given in the fall.</li><li>2. Feedback will be collected at Community Lighthouse Team meetings.</li></ol>

**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?*