

School Improvement Plan 2020-21

Ferron Elementary

Utah Code 53A-1a-108.5 - School Improvement Plan

School: Ferron Elementary **Principal** Heather Behling
School Community Council Members: Melinda Meccariello, Heather Behling, Chrystella Lake, Jessica Greenhalgh, Brindy Grange and Kim Behling.

1) What are the school's most critical academic needs?

In the school Lands Trust Plan Language Arts and Mathematics are identified as critical need areas. The following goal has been created to address these areas:

Goal 1: Our goal is to have 70% of Ferron Elementary K-5 students reading on grade level and performing math skills on grade level. Also that 70% of the students, regardless of current performance levels will achieve a minimum of one year's academic growth in language arts and math as measured by standardized assessments.

To encourage teachers to participate in staff development or summer trainings we will use funds to assist the teachers with the associated costs such as registration fees and lodging expenses. Our goal is to provide appropriate and necessary professional development to our teachers.

2) List other areas in need of improvement that would enhance or improve academic achievement and community environment for students.

One area of concern is the size of the fifth grade class for the school year. In an effort to avoid having split classes this year, the FE staff made the decision to use TSSA funding to hire a half-time fifth grade teacher allowing the large class to be split for CORE instruction.

Ferron Elementary staff would like to continue support for social-emotional skills building for all students. In replacement of last year's aide and social-emotional curriculum, we will establish a social-emotional team and enhance the reinforcement of the school counselor's existing growth mindset curriculum. We feel this is a critical area of need for student success, families and communities. Not only will improved social-emotional need increase student academic time, but will also improve social relationships and improved community environment as the child progresses throughout their school years onto adulthood. The goal is to develop well-rounded students whom are both academically and behaviorally successful. FE will also begin a new Good Deed/Hard Worker incentive program to recognize students for going above and beyond with positive behaviors and hard work. Students being 'caught' will receive a ticket to put in a drawing for a prize. They can choose which item they would like win with options of raffles being done monthly, quarterly and end-of-year. Technology prizes will be included to increase digital learning.

Ferron Elementary will continue to develop student's writing skills throughout the school. The writing curriculum WriteBright Station will be renewed to scaffold writing expectations from grades K-5. This will provide continuity throughout each grade building skills needed to progress. This will be implemented and correlated with the Utah Compose writing program. Student progress will be monitored in FE professional learning communities (PLC) vertical teaming meetings once a month.

We will also continue implementing a school reading committee and will be implementing a new reading incentive program for all students to address the significance of reading skills development.

3) Describe how these needs were determined. Detail the data or other sources of information that were used to determine the schools greatest academic or other needed areas of improvement.

The Ferron Elementary staff met for strategic planning at the end of the school year and discussed current needs observed within the classrooms, school-wide and community based. Due to the excessive barriers caused by the COVID-19 soft closure throughout the spring months, student progress and data collection is skewed and not valid information. FE recognizes there will be a significant amount of students with large gaps in their academic skills that will need to be addressed through intensive interventions once students are permitted to come back to school. Beginning of year assessments will be used to determine student needs and interventions programs, both individual and small group, will be created to address those needs. The above-mentioned goals and areas needing improvement are results of available data and observations reviewed by school faculty and community council members.

4) List and describe what strategies, programs, practices, materials and other resources the school will use to best address the needed areas of improvement.

For ongoing progress monitoring, staff will continue participating in District grade level and school vertical teaming PLC meetings. Time has been allocated once a month and at the end of each quarter for PLC meetings.

Common assessments will continue to be utilized and developed to align with identified essential standards. With these tools in place teachers will be able to collect better student performance data and have comparative data purposes. The utilization of this data could then help teachers have quality discussions about instructional effectiveness. District level PLC's have taken hold with more efficient implementation providing data for school-based teams to further collaborate and design instruction accordingly. The use of the School City platform will continue to be used to administer the benchmark assessments for use in the district PLC's and school-based team collaboration. Each PLC team will also identify any additional data collection forms desired to support ongoing progress monitoring and student skill development.

All Emery School District elementary schools will implement Early Release Wednesdays in order to accommodate school and district level meetings including regularly held faculty meetings and professional development.

Social-emotional skill development will utilize a multi-tiered system of support including Tier I support in the classroom utilizing the growth mindset practices taught by our school counselor, Mrs. Jeffs. Tier II and III support will be provided as needed to students through small group and individual counseling provided by district school counselors.

Improving writing skills will be supported by implementing the school-wide writing curriculum, Write Bright Station. This program will scaffold learning providing skills progression throughout grades K-5.

Reading needs will be addressed by the reading committee. They will meet one Wednesday a month as part of the PLC vertical teaming meeting. To fully represent every grade level, all teachers will participate on the committee. There will also be a whole school reading incentive implemented. Every student will be put in for a weekly drawing for a new book once they bring back tickets verifying each day they have read. Each Monday afternoon 30 students' names will be drawn (15 K-2nd, 15 3rd-5th) to pick a book of their choice. There will also be a class incentive; each class returning 80% of their weekly tickets (5 or more) will earn a Ram's head, 90% = 2 Ram heads and 100%= 3 Ram heads. Once the class has earned 20 Ram heads they will earn a Blizzard ice cream party given by the Principal.

5) Describe what financial resources are available and how they will be used to implement the School Improvement Plan.

Funding has been allocated from the School Lands Trust Plan and the Teacher-Student Success Plan (TSSA) to support both staff development, aide wages/benefits and program implementation for the 2020-21 school year.

6) Explain how success will be measured and evaluated. How will results of plan implementation be reported to the School Community Council, parents, School District Administration and Board of Education?

ECSD and FE PLC meeting effectiveness will be measured through ongoing School City data, student progress and development of essential standard expectations. Student identification will lead additional intensive instruction opportunities during school hours and also after school on Early Release Wednesdays.

FE will continue to hold quarterly Student Progress Staffing Meetings with each teacher. They will provide additional opportunities for administration, teachers, specialists, and paraprofessionals to discuss student progress. Participants in the meeting are Title I Coordinator, School Special Education Teacher, Administrator, each teacher, and the paraprofessional assigned to the classroom. During these meetings DIBLES test scores, and CORE test results are analyzed and compared to the Tier II and III interventions being used. Data collected from the LEXIA and ST Math program will also be reviewed. The intervention being used is compared to the progress the students are showing with modified curriculum and goals developed to meet the needs of the students. Students that have not been identified but may need services are also discussed.

Our goal is to create a shared vision for student learning that utilizes research based instructional practices and caters to the student's individual needs. The expected outcome of these efforts is; increased attention to the instruction of every child, improved use of Title I and Resource Aides, positive attitude and unity among faculty and staff, school wide goals and procedures, and progress in refining standards based report card. A review of testing practices specific to IEP students will be conducted to ensure that their year-end testing results is in compliance with their IEP and state and federal guidelines.

Formal and informal assessment scores will be analyzed to determine student progress. Formative and summative test scores will be reviewed; instructional implementation of the new core during instruction will be used as an evaluation tools. The curriculum, the instructional strategies, and our attitudes are aligned with the Emery School District, Utah Core, and National Standards. Our efforts are to work endlessly to enrich, enhance, and enliven those frameworks so they become accessible to a wide range of student behaviors and learning styles. The resulting curriculum and instruction will meet the high standards we have set for our students and ourselves. It reflects our ongoing commitment to professional development.

Student success is attributed to the excellent effective teachers and intervention specialists. The frequent data and student performance evaluation meetings play a critical role in the instructional effectiveness found at Ferron Elementary. The data is discussed with the Community Council at regularly held meetings and ongoing relevant school information is distributed to all parents in our weekly bulletin, through ParentLinks, on our website (fe.emeryschools.org) and our Ferron Elementary Facebook page.