

# **School Improvement Plan**

## **Ferron Elementary**

### **2016-2017**

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

**School:** Ferron Elementary **Principal** Brian Dawes

**School Community Council Members:** Melinda Meccariello, Kelly Perkins, Audrey Winn, Brian Dawes, Brindy Grange, Danielle Cornish, Alex Worwood, Corinne Worwood, and Kristi Perez.

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

In the school land trust plan Math, Language Arts, Science, and Technology are identified as critical need areas. The following goals have been created to address these areas.

##### **Goal 1**

**Reading:** The goal is to use school funds to support the Beehive Book Award reading program. We will purchase three complete sets of the nominees. Students are encouraged to read several of the nominated books. This past year we purchased child level nonfiction magazines for each classroom. These subscriptions will be renewed. The students have loved reading the National Geographic for Kids, Time for Kids and Weekly Reader. These nonfiction materials provide tools for the teachers to improve science and social studies instruction.

##### **Goal 2**

**Technology:** Continue to add technology materials that can be used by classroom teachers to enhance their instruction. Purchase supplies to update the existing technology systems, which includes smartboards, projectors and other technology in each classroom. We have also purchased an iPad for each teacher.

##### **Goal 3**

Assist teachers with large classes by providing a 3-hour class-size reduction aide. This aide will work with the teacher to allow additional individualized instruction or small group assistance for struggling students. In addition to this we will be increasing three paraprofessionals hours by 30-45 minutes a day. This would increase the time that they are available to assist in meeting student needs.

## Goal 4

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.**

In the summer of 2016 we added a “buddy bench” to our school playground. This is an effort to create student awareness of other student feelings and needs. At this point in the school year we have seen a positive student response to the skills being taught in relation to the buddy bench.

In the 2015-2016 school year we added an anti-bullying skill development curriculum to our school. This program builds on our existing school rules and procedures. It was developed by the Education and Community Supports System and is titled “Bully Prevention: in positive behavior support.” It focuses on teaching the students skills in dealing with bullying by using three steps. These steps are 1- Stop, 2- Walk, and 3- Talk.

We will continue to develop our Liberty Kids civics program. This program was introduced to our students and faculty during the 2011-2012 school year. We have observed that this program had the following results: increased attention to social science instruction, increased sense of unity and purpose in the school, increased patriotism among students and parents, positive feedback and support from the community, provided an additional method for assisting students in correcting negative behavior.

Professional development (PD) for the 2016-2017 school year will be focused on proper implementation of the *Wonders Reading Program* that was adopted this school year. In the summer of 2016 a strategic planning meeting was held and the teachers indicated that the implementation of this new program was their top need related to PD. PD sessions will utilize the professional learning facilities (PLC'S) instructional format. PLCs utilize the skills and insights of the participants to assist the group in gaining a better understanding of their shared experience in implementing the new instructional program.

### **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 end of year test scores from the 2015-16 testing period shows that our school is the top performing school in Emery County School District (ECSD). Our school has performed 5.5% above the next two highest scoring schools in ECSD. Deep analysis of the SAGE test scores has help us identify the students that are not making acceptable levels of projected growth. Teacher SLOs will be created and staff data meetings will be held to monitor according to these needs.

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

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professional learning facilities (PLC'S) instructional format. PLCs utilize the skills and insights of the participants to assist the group in gaining a better understanding of their shared experience in implementing the new instructional program.

Faculty meetings are scheduled each Monday afternoon from 3:10-4:00. Two weeks a month will be dedicated to PLC discussions. Minimal time will be spent on emergency business items on these weeks. The priority of the PLC meetings is for the teachers to discuss successes, challenges, frustrations, tools, and discoveries made related to the Wonders Reading program. As the year progresses it may become necessary to expand our discussion to include the Go Math program that was adopted during the 2105-2016 school year.

If these two curriculums do not provide enough information for a year's worth of PLC material then the book "*Learning to Choose, Choosing to Learn*" by Mike Anderson (ASCD, 2016) will be included in our study sessions.

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

We do not have a staff development budget. School personnel will be providing the in-service to the faculty. School land trust money will be spent to purchase the materials listed in the goals.

### **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?**

The effectiveness of this emphasis of Professional Development can be observed during the teacher's language arts instruction. The comfort level and quality in the implementation of the Wonders Language Arts curriculum will provide some subjective/qualitative data/analysis of the quality of the PLC sessions.

In addition holding Student Progress Staffing Meetings with each teacher 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. 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. Quality implementation of the instructional tools provided in the new Wonders Reading basil will further assist our school in providing consistent LA instruction. The expected outcome of these efforts are; 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 a 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.

The 2016 state school performance review program has graded Ferron Elementary as a “B” school. This is based on student’s success on the end of school year CORE test scores. One contributing factor that has influenced this school grade is due to our emphasis on individual student growth. This 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.