**District Mission: Preparing Each Student for A Successful Future**

**District Vision: A Leader in Academic Success, Dedicated to Community Priorities**

**School Mission**

Developing and empowering lifelong leaders and learners all day, every day.

**School Vision**

T - Treating everyone with respect

I - Integrity in all things

G - Giving back to our community

E - Educating the whole person

R - Reaching our goals

S - Striving to become a lifelong learner

**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 for students.

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.

**Leadership Team**

Jessica Pitchford, Kindergarten Teacher Becky Fenton, Music Teacher

Brian Gasper, First Grade Teacher Jennifer Burton, Librarian

Jennifer Smith, First Grade Teacher Sara Hann, Special Education Teacher

Shawna Bond, Second Grade Teacher Cindy Fenske, Counselor

Shaina McMunn, Second Grade Teacher Diana Pietrusynski, Counselor

Michelle Mahaffey, Third Grade Teacher Markie Bravestone, Assistant Principal

Sherri Potts, Fourth Grade Teacher Christy Coursey, Principal

Ashley Gilmore, Fifth Grade Teacher Danyelle Hutcheson, Fifth Grade Teacher

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**McCulloch Elementary School’s Objectives and Data Analysis**

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| **Literacy Data Analysis** *What are your key successes? Key gaps? How do you know?*  **Key Successes**   * 65.1% of Schofield third grade students scored in the Proficient and Advanced categories on the Missouri Assessment Program. This is above the state average of 48.7% and the district average of 54.5%. Third grade met the MPI goal of 370 with an MPI of 371.3. * 76.4% of Schofield fourth grade students scored in the Proficient and Advanced categories on the Missouri Assessment Program. This is above the state average of 49.3% and the district average of 63.4%. Fourth grade met the MPI goal of 387 with an MPI of 409.0. * 59.8% of Schofield fifth grade students scored in the Proficient and Advanced categories on the Missouri Assessment Program. This is above the state average of 47.1% and the district average of 56.2%. * 84.92% of Schofield students met the target on reading common assessments in 2019.   **Key Gaps**   * Fifth grade did not meet the MPI goal of 387. The MPI for fifth grade in 2019 is 375.3. * Schofield did not meet the Building School Improvement Plan goal for writing common assessments in 2019. 77.2% of students met the target on writing common assessments. * Would like at least 70% of Schofield students to score in the Proficient and Advanced categories on the MAP test in 2020. | | |
| **PLAN:** *What is the school literacy 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”?* |
| * Above 80% of students will meet target on reading and writing common assessments. * The Missouri Assessment Program MAP Performance Index (MPI) will be above   Third Grade 390  Fourth Grade 371  Fifth Grade 409 | * Close listening will be utilized weekly during Reader’s Workshop in grades 1-5. * Close reading with text-dependent questions will occur weekly either in a whole group or small group setting in Grades 2-5. * Phonics instruction will occur daily in Grades K-3. * Small group reading instruction will occur daily in Grades K-5. * Writing instruction will be focused on two to three writing standards per cycle of instruction. * The Plan Do Study Act cycle will be completed with students. | * The district quarterly BSIP Report will document building progress toward meeting the goal of above 80% of students will meet 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: *The teacher sets and monitors student goals* average will be a 5.3 or higher. |
| **Professional Learning:** What professional learning might be needed to support the “DO”?  (Also include in the *School Professional Learning Plan)*  Schofield educators will collaborate and learn from district literacy coaches during quarterly meetings, early release and classroom modeling. | | |
| **STUDY/ACT:** Checkpoint**:**  *Based on the results of your measures, what’s working? What adjustments are suggested by the data?* | | |
| **Middle of Year Study/Act**   * **Key Successes: 79.39% of Schofield students are meeting the target on reading common assessments. 73.82% of Schofield students are meeting the target on writing common assessments. The average score for NEE Indicator 2:2 is 6.11.** * **Key Gaps: 65% of kindergarten students are meeting term expectations for reading. 64% of fourth grade students are meeting the target on reading common assessments and 56.4% of fourth grade students are meeting the target on writing common assessments.** * **Changes in Do Steps: Schofield educators will continue with current Do Steps. Kindergarten will focus their instruction during RTI on word work that aligns with Jan Richardson’s book, The Next Step Forward in Word Study and Phonics. This will be in addition to Tier One phonics instruction. Educators will continue to support fourth grade students through CORE tutoring.** | | |

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| **Numeracy Data Analysis** *What are your key successes? Key gaps? How do you know?*  **Key Successes**   * 70.1% of Schofield third grade students scored in the Proficient and Advanced categories on the MAP test. This is above the state average of 45.9% and the district average of 58.9%. Third grade met the MPI goal of 380 with an MPI of 386.3. * 86.4% of Schofield fourth grade students scored in the Proficient and Advanced categories on the MAP test. This is above the state average of 46.7% and the district average of 65.4%. Fourth grade met the MPI goal of 400 with an MPI of 435.2. * 61.1% of Schofield fifth grade students scored in the Proficient and Advanced categories on the MAP test. This is above the state average of 40.3% and the district average of 58.9%. Fifth grade met the MPI goal of 372 with an MPI of 380.5. * 84.65% of students met the target on math common assessments.   **Key Gaps**   * Would like at least 70% of Schofield students to score in the Proficient and Advanced categories on the MAP test in 2020. | | |
| **PLAN:** *What is the school numeracy 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”?* |
| * Above 82% of students will meet target on common assessments. * The Missouri Assessment Program MAP Performance Index (MPI) will be above   Third Grade 390  Fourth Grade 390  Fifth Grade 435 | * A daily Response to Intervention time will be implemented Monday through Thursday to ensure students learn grade level priority standards. This time will be utilized as intervention or extension. * 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 Plan Do Study Act cycle will be completed with students. | * The district quarterly BSIP Report will document building progress toward meeting the goal of above 82% of students will meet 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: *The teacher sets and monitors student goals* average will be a 5.3 or higher. |
| **Professional Learning:** What professional learning might be needed to support the “DO”?  (Also include in the *School Professional Learning Plan* .  Schofield educators will collaborate with district numeracy coaches and continue to attend the Missouri Powerful Learning Conference and other Professional Learning Communities learning opportunities. | | |
| **STUDY/ACT:** Checkpoint  *Based on the results of your measures, what’s working? What adjustments are suggested by the data?* | | |
| **Middle of the Year Study/Act**   * **Key Successes: 84.41% of students are meeting the target on math common assessments. The average score for NEE Indicator 2:2 is 6.11.** * **Key Gaps: The fourth grade cohort of students scored 70.1% on last year’s MAP assessment.**   **Changes in Do Steps: Educators will continue with current Do Steps for math.** | | |

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| **Attendance Data Analysis** *What are your key successes? Key gaps? How do you know?*  **Key Successes**   * Schofield’s 2019 Proportional Attendance Rate was 95.8%.     **Key Gaps**   * Schofield did not meet the district’s CSIP goal of average daily attendance of free/reduced lunch sub-group will equal 95% or the ADA for grade span. 94.91% was the average daily attendance of the free/reduced lunch sub-group. | | |
| **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”?* |
| Schofield Proportional Attendance Rate will be 95% or higher. | * Schofield educators will implement a weekly LEAD time where students meet for leadership teams, learn about the 7 Habits and utilize Leadership Notebooks. * Schofield will celebrate students with 98% or greater attendance each month * Classrooms will spell the word ATTENDANCE by adding a letter with each day of perfect attendance. Students will celebrate at the classroom level. * Classroom teachers will place attendance updates in family newsletters. * Schofield counselors will implement the Schofield Attendance Plan. * Schofield counselors will collaborate with Schofield specials teachers once a month during early release regarding Attendance Plan implementation | * The district quarterly BSIP Report will document building progress toward meeting the goal of 95% or higher Proportional Attendance. * 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)*  Schofield educators will attend additional Leader in Me training in the Fall of 2019. | | |
| **STUDY/ACT:** Checkpoint  *Based on the results of your measures, what’s working? What adjustments are suggested by the data?* | | |
| **Middle of the Year Study/Act**   * **Schofield’s current Proportional Attendance Rate is 94.81%. Current Do Steps will be continued.** | | |

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| **School Discipline Data Analysis** *What are your key successes? Key gaps? How do you know?*  **Key Successes**   * Schofield students and educators met the discipline goal in August, December, January and March. * More than 80% of Schofield students did not receive a discipline referral during the 2018-2019 school year.   **Key Gaps**   * The goal was not met in September, October, November, February, April and May. | | |
| **PLAN:** *What is the school literacy 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”?* |
| 25 or less students will be referred to the office each month. | * Schofield educators will implement a weekly LEAD time where students meet for leadership teams, learn about the 7 Habits and utilize Leadership Notebooks. * Tiger Paws will be used to reinforce and celebrate behavior that meets building expectations. | * The number of discipline referrals will be reviewed and shared monthly with staff, families and students. |
| **Professional Learning:** What professional learning might be needed to support the “DO”?  (Also include in the *School Professional Learning Plan)*  Schofield educators will attend additional Leader in Me training in the Fall of 2019. | | |
| **STUDY/ACT:** Checkpoint**:**  *Based on the results of your measures, what’s working? What adjustments are suggested by the data?* | | |
| **Middle of the Year Study/Act**   * **Key Successes: Schofield educators and students met the goals of 25 or less discipline referrals during the months of August (20) and December (21); 90% of Schofield students have never had an office referral** * **Key Gaps: The goal was not met in September (32), October (26) and November (32).** * **Changes to Current Do Steps: Educators will continue with current Do Steps.** | | |