

Calvin Smith Elementary SSAP Plan 2018-2019

Demographics:

School Profile	2018-2019
Asian	50
Black	21
Caucasian	560
Native American	3
Pacific Islander	15
Hispanic	89
Total Student Body	738
Free and Reduced Lunch	35.6%
Served by Special Education	7.2%

School Grade 2017-2018



ACHIEVEMENT

English Language Arts
Mathematics
Science



Commendable

56.3%
54.8%
62.6%



GROWTH

English Language Arts
Mathematics
Science
Growth of Lowest 25%



Typical

48.7% High
49.6% High
51.6% Typical
61.5% Typical



ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress 40.4%
English Learners Reaching Proficiency 3.5%



Typical

Assessment Data

The Test Results section summarizes your school's evaluation test results trends for the past two years. This data is provided by district, state, and national resources.

School Assessment of Growth and Excellence	SAGE 2017-2018	Rise 2018-2019
English	56% (S-45%, D-33%)	53%
Math	54% (S-46%, D-33%)	54%
Science	62% (S-49%, D-34%)	62%
	S=State average D=District Average	

School DIBELS Scores

DIBELS Scores							
2017 -2018				2018-2019			
		<u>BOY %</u>	<u>EOY %</u>			<u>BOY %</u>	<u>EOY %</u>
Kindergarten	Benchmark	56	77	Kindergarten	Benchmark	74	75
	Strategic	22	9		Strategic	12	15
	Intensive	22	14		Intensive	14	10
1 st Grade	Benchmark	73	69	1 st Grade	Benchmark	64	67
	Strategic	11	13		Strategic	18	10
	Intensive	16	17		Intensive	19	23
2 nd Grade	Benchmark	76	85	2 nd Grade	Benchmark	70	72
	Strategic	14	6		Strategic	17	13
	Intensive	10	9		Intensive	12	18
3 rd Grade	Benchmark	68	63	3 rd Grade	Benchmark	74	82
	Strategic	9	15		Strategic	7	3
	Intensive	23	23		Intensive	18	15
4 th Grade	Benchmark	63	74	4 th Grade	Benchmark	78	84
	Strategic	17	13		Strategic	5	8
	Intensive	19	13		Intensive	17	8
5 th Grade	Benchmark	65	75	5 th Grade	Benchmark	64	65
	Strategic	26	16		Strategic	21	17
	Intensive	8	8		Intensive	14	18
6 th Grade	Benchmark	87	81	6 th Grade	Benchmark	86	80
	Strategic	10	10		Strategic.	10	13
	Intensive	3	10		Intensive	4	7

Commitment to All Students

We believe all individuals have equal worth. All people have the right and responsibility to be educated. Every student deserves respect, acceptance, and encouragement. Cultural diversity enriches the quality of life. High expectations foster high achievement. School and family share responsibility for building character, integrity, and self-esteem. – Granite School District Board of Education Mission and Beliefs Statement.

- Assess all students routinely and identify students' academic and/or behavioral support needs.
- Improve core instruction including the use of informal assessment and re-teaching to maximize student learning.
- Integrate differentiated strategies during instructional delivery.
- Increase student achievement by utilizing behavioral systems during core instruction by implementing common student expectations, classroom rules, positive reinforcement, and school-wide system of positive behavior supports.
- Establish a school culture rooted in respect, responsibility, and excellence.

Instructional Commitments for Academically At-Risk Students

- Differentiated curriculum and instruction based on students' targeted learning needs.
- Provide instructional interventions/extensions in small group setting.
- Utilize progress monitoring data to evaluate whether students are benefitting from supplemental instruction.
- Increase academic achievement by utilizing targeted student engagement strategies.
- Increase academic achievement by utilizing targeted behavior management strategies.
- Extended learning time.

Literacy – Goal#1

75% of students will make typical or above typical progress from beginning of year (BOY) to end of year (EOY) according to DIBELS Path ways of Progress.

Grade Level	POP Goal 2018 - 2019	POP EOY Typical or Above Growth for 2018-2019	Met Goal
Kindergarten	63%	67%	Yes
1 st Grade	60%	60%	Yes
2 nd Grade	75%	59%	No
3 rd Grade	85%	77%	No
4 th Grade	85%	77%	No
5 th Grade	76%	53%	No
6 th Grade	73%	55%	No

Action Steps to Meet Academic Literacy Goal:

1. Teachers will use PLC collaboration to discuss student data and use results to inform instruction.
2. Teachers will use district quarterly benchmarks and CFA data to drive instructional decisions.
3. Teachers will use differentiated small group instruction to meet the needs of all students with interventions and enrichment.

Numeracy – Goal #2

The number of proficient students will increase by 3% as measured by Sage/Rise.

Grade Level	2017- 2018 % Proficient	2018-2019 % Proficient
4 th Grade	59%	62%
5 th Grade	52%	61%
6 th Grade	43%	33%

Actions Steps to Meet Academic Numeracy Goal:

1. Teachers will utilize prioritized standards and district pacing guides to use the Go Math programs for math instruction.
2. Teachers will use PLC collaboration to discuss student data and use results to inform instruction.
3. Teachers will utilize data from the district quarterly benchmarks and CFA;s to differentiate instruction to help all students achieve proficiency on priority standards.

Community and Parent Engagement Goal

Actions Steps to Meet Community Goal:

1. The school in conjunction with the PTA will hold monthly activities to increase community engagement.
2. A monthly newsletter will be distributed through Blackboard to keep parents informed.
3. Volunteer opportunities will be offered by re-initiating the Hawk Guys program to increase the number of fathers volunteering. We will also seek additional volunteers for our STAR reading program.
4. 100% of teachers will have a web presence that is information-based and up today.
5. School will maintain a well-designed, up-to-date, information-based school web site.
6. 100% of parents will attend SEP conferences or be contacted by the teacher using email, phone, or class communication app.

School Wide Behavior Plan

Calvin Smith's school wide behavior plan has been developed to provide consistent expectations, rewards, and consequences based on positive behavior interventions and support. It is our belief that our school expectations will help ensure a productive, safe learning environment for all students. Classroom expectations are designed by individual teachers to meet the needs of each classroom. There are four main behavior expectations that will be taught and reinforced in all school areas throughout the school year.

S - Show Respect
O - On Task
A - Achieve Success
R – Responsibility

Positive Reinforcements

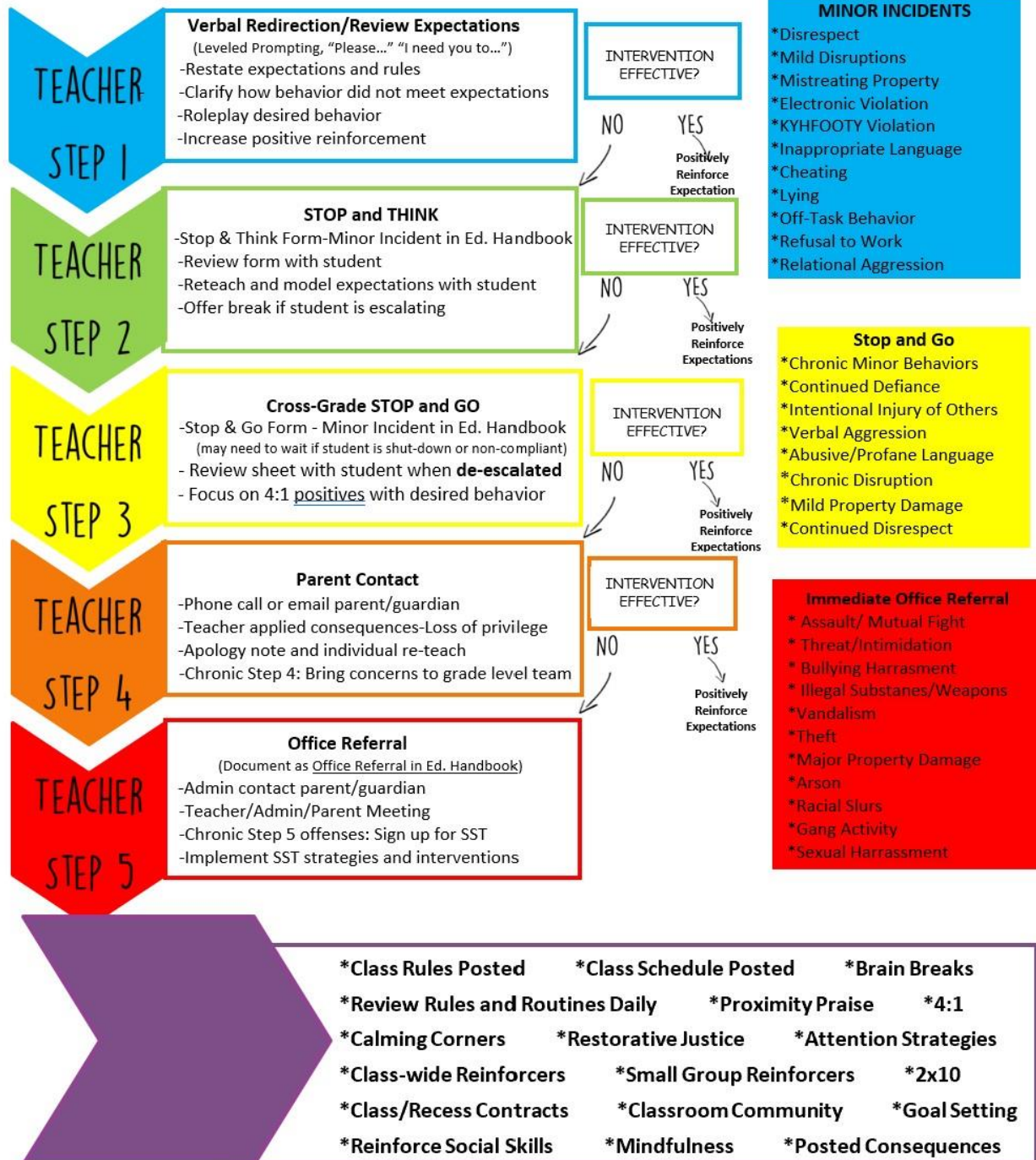
- Positive Praise
- Positive notes, emails, phone calls, or DoJo Points
- Principals SOAR shop in the lunchroom
- Every Day Counts attendance award
- 200 Club. SOAR weekly drawings and end of the quarter drawings.
- Good behavior celebrations-Assembly or special activity one time for quarter for students that have received no more than 3 Stop and Go's and have not been suspended.
- Individual classroom incentives
- Certificates
- Awards
- Treats

Students who are making poor behavior choices will be approached by a staff member to review school-wide behavior expectations and ways to make better choices. The following decision tree outlines the intervention process.



CALVIN SMITH ELEMENTARY

Discipline Decision Tree



WE ARE CALM, COLLECTED AND NEUTRAL WHEN WE ARE CORRECTING BEHAVIOR