

# PETER G. SCHMIDT ELEMENTARY SCHOOL

## 2015-2017 SCHOOL IMPROVEMENT PLAN

### STRENGTHS AND CHALLENGES AT PETER G. SCHMIDT ELEMENTARY

#### Strengths

Peter G. Schmidt, a large school with nearly 630 students, has a relatively diverse socioeconomic population. Teachers' strengths lie in their belief that all of these students can learn and be successful in an academic setting. Our caring staff embraces the needs of our students, both academically and emotionally. Through the use of PBIS (Positive Behavior intervention Support), teachers are able to instruct desired behaviors, and students take pride in being a PGS Eagle. Our school is a place where students feel safe and supported. We use data and collaborate regularly to analyze and assess behavioral areas that are working well or need reteaching. The positive community we have created has developed a sense of belonging and a sense of family in our students. This pride runs through generations, and is something that families embrace, as many parents and grandparents of our students also attended PGS.

Our teachers use effective instructional strategies based on continued professional development. This growth evokes change in teachers' interpersonal relationships in order to positively change the school community, as well as instructional practices to best meet the immediate and long term needs of students in a continuously changing education system. This work is driven by leadership teams that collaborate and support staff. Grade level team leaders are effective in guiding PLC (Professional Learning Communities) work, using relevant data to analyze student achievement and instructional practices, and in discussing this data in rich team discussions. We believe better communication and relationships amongst the staff creates a stronger learning community for our students.

#### Challenges

Peter G. Schmidt is a place where learning and growing both academically and socially is held to a high standard. That being said, we have a growing number of unexcused absences and tardies that we believe hinder our overall academic achievement.

We are actively seeking strategies to more effectively engage families in all aspects of their children's learning. Our current challenge is how to best reach the largest percent of our population. We believe that if families feel connected and see the value of routinely sending their children to school, attendance will improve, giving students more consistent access to educational content and teacher instruction.

The socioeconomic status of our families is 49% free and reduced lunch rate. For our area we see the impact these factors have on both our students' achievement, and their families' ability to be involved. We continue to seek strategies to best overcome this challenge, and hope that the steps we take will have a positive impact on student learning over this two year cycle.

PGS Smarter Balance Assessment data shows that we were above the state average in many areas, however, some of our Smarter Balance scores show that our students are not achieving at the level that we know they can. As we focus on better family connections and stronger attendance, we believe these scores will continue to improve.

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Peter G. teachers are a dedicated group and support each other as we implement district, state, and national initiatives. Our School Improvement Plan will be the map that will guide us to respond to our challenges and celebrate our successes.

## 2015-2017 GOAL AREAS AND ACTION PLAN FOR PETER G. SCHMIDT ELEMENTARY SCHOOL

### Goal one: Increase parent engagement

We believe a strong partnership between school and family is key to student achievement. By continually implementing strategies to increase connections with school, we expect student achievement in English Language Arts and Mathematics to increase by at least 5% on district and state assessments by June 2017.

### Action plan for goal one: Increase parent engagement

Action steps	Responsibility
<p>Based on accumulated data from 2015 Curriculum Night, we will incorporate feedback received from our parents, such as day of week, time of event, and providing child care.</p> <ul style="list-style-type: none"> <li>Curriculum Night September 2016-increase attendance from 33% to 50% <ul style="list-style-type: none"> <li>To increase this goal we will consider: <ul style="list-style-type: none"> <li>Providing childcare for underage children of PGS families</li> <li>Providing an organized activity for current school-age children</li> <li>Providing time to tour and explore our new nest</li> <li>Providing transportation for families who need it</li> </ul> </li> </ul> </li> <li>Second semester Parent Connection Night-based on grade level needs (Math or ELA night/SBAC Prep/At-home strategies)</li> <li>School to Home Connection <ul style="list-style-type: none"> <li>Suggesting all staff members each select a family to develop a stronger relationship which then will lead to better parent engagement and attendance</li> </ul> </li> </ul>	PGS Staff
	Timeline
	2015-2017 School Year
	Resources needed
	Space for childcare and school age activity at Curriculum Night
	Expected impact
	Increase school to home connections and relationships.
	Progress monitoring
	Survey will be distributed after events to see if current strategies are meeting the needs of PGS families.
	Staff will keep administrators updated on current progress of their selected family.

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- WATCH DOGS program. Program designed to bring more male volunteers into the building. Staff member will head this up along with school counselor.
- Staff supporting PTA
  - Attending meetings or events
  - Membership
- Title/LAP will host three Family Nights throughout the school year

### Goal two: Increase student attendance

Student attendance is an essential part of learning. What occurs in a classroom on a given day is unique and cannot be replicated. Through the use of strategies to increase student attendance and decrease tardiness, we expect student achievement in English Language Arts and Mathematics to increase by at least 5% on district and state assessments by June 2017.

### Action plan for goal two: Increase student attendance

Action steps	Responsibility
<ul style="list-style-type: none"> <li>• To establish a positive school-to-home connection, classroom teachers will be provided with the previous year's attendance.</li> <li>• School to Home Connection               <ul style="list-style-type: none"> <li>◦ Suggesting all staff members each select a family to develop a stronger relationship which then will lead to better parent engagement and attendance</li> <li>◦ Title and LAP teachers will make a connection with families of Title/LAP services with a history of poor attendance</li> <li>◦ Title and LAP teachers will make regular connections with families when a student has missed services more than once within a week</li> </ul> </li> <li>• Classroom Incentive               <ul style="list-style-type: none"> <li>◦ Classroom raffle pail (one ticket for each day students are on time, monthly drawings)</li> <li>◦ Student graphing attendance for teacher incentive</li> </ul> </li> </ul>	PGS staff, PBIS team
	Timeline
	2015-2017 school year
	Resources needed
	Trophy, raffle pails, attendance certificate
	Expected impact
	By creating positive attendance incentives students will develop a motivation for daily attendance. When students attend school on a daily basis they are exposed to certificated teacher, cooperative learning, and instructional strategies that are difficult to replicate in a home setting.
	Progress monitoring:
	<ul style="list-style-type: none"> <li>• Monthly reports to classroom teachers on students attendance</li> <li>• Teachers contacting families when absences or tardies increase</li> </ul>

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- Title and LAP classes will have monthly attendance goals with student incentives
- Monthly attendance awards for student with perfect attendance (no absences). Students will be recognized at Student of the Month Assembly and given an attendance eagle feather
- Attendance Trophy (K-2, 3-6) Classroom Attendance trophy given out at Student of the Month assembly
  - Picture of winning class hung in the cafeteria bulletin board
  - Weekly updates during morning announcements on class attendance count
- Administrative team will use attendance data to support the students with frequent attendance concerns. Administrative team will collaborate with the families and provide awards/incentives as needed. These families will be tracked based on improvement in attendance. Incentives will be given, such as morning breakfast with families, students and principal; ideal parking space for a month; students get free trip to the eagle store.