

SPS 2011-12 School Improvement Plan
Wanda Gray Elementary

SIP Team

Angie Carder, Principal
Andrea Fraser, Assistant to the Principal
Tracy Greiner, Counselor
Ann Owsley, PTA President
Anita Hartley, Music Teacher

Heather Saleske, K Teacher
Shonda Petty, 1st Grade Teacher
Connie Thompson, 2nd Grade Teacher
Shelly Rippee, 3rd Grade Teacher
Debbie Hightower, 4th Grade Teacher

Mission

Wanda Gray is a learning community striving for excellence in academics, character, and leadership.

Vision

Guiding Children to Academic Excellence
Respecting Others
Achieving Full Potential
Your School, Home, Community Partnership

Collective Commitments

Welcome home and community involvement
Individualize instruction
Link instruction to world experiences
Demonstrate effective teaching
Commit to continuous growth
Assess and celebrate student achievement
Treat others with respect
Sustain a safe environment

District Goals and Indicators

Goal 1: Improve Student Performance

- Improve student performance in communication arts
- Improve student performance in math
- Improve student performance in science
- Maintain high performance on ACT

Goal 2: Improve Graduation Rate

- Improve graduation rate as measured by MSIP Standard 9.5
- Reduce student/teacher ratios
- Increase student engagement and responsibility for learning
- Increase student attendance

Goal 3: Ensure Effective and Efficient Use of Resources

- Recruit, develop, and retain high-quality staff
- Ensure a safe and nurturing environment for learning
- Attain high levels of customer satisfaction
- Maximize the use of financial resources
- Provide and maintain facilities that are conducive for learning

SPS 2011-12 School Improvement Plan

Wanda Gray Elementary

Objectives

1. Student performance will increase over the year. The Communication Arts performance will be measured using the tools of the MAP test, Performance Series Reading Assessment, Developmental Reading Assessment, and Performance Series Language Arts Assessment.
 - A. Students scoring Proficient and Advanced on the 2012 MAP will meet or exceed AYP (83.7%) in Communication Arts. (Spring 2011 – 67.6%)
 - B. Student scores on the Performance Series Reading Assessment will increase as expected in each of the four quartiles for students to meet the EOY goal expectation
 - C. Students scores on the Performance Series Language Arts Assessment will increase as expected in each of the four quartiles for students to meet the EOY goal expectation.

2. Student performance will increase over the school year. The mathematics performance will be measured using the tools of the MAP test and Performance Series Mathematics Assessment.
 - A. Students scoring Proficient or Advanced on the spring 2012 MAP will meet or exceed the AYP (81.7%) in Mathematics. (Spring 2011 – 78%)
 - B. Students scores on the Performance Series Mathematics Assessment will increase as expected in each of the four quartiles for students to meet the EOY goal expectation.

Key Processes and Measures

Key Processes	(1) Process Measures & (2) Lead Performance Measures (Sources)
<p>A. Students will be actively engaged in Reader’s and Writer’s Workshop. (1)</p> <p>B. Students will be actively engaged in standards based math instruction (problem solving, reasoning, real life connections, communication, writing, and mathematical representation.) (2)</p> <p>C. School wide implementation of CCI foundation level</p>	<p>A1. Increased student engagement utilizing: projects, cooperative learning, hands-on lessons, higher order thinking, and multiple intelligences (CWTs and WFSG work.)</p> <p>A2. Improved assessment scores of students, (DRA II, Performance Series) and use of CWT data.</p> <p>A3. Evaluate quartile scores (BOY, MOY, EOY) in reading and language arts.</p> <p>B1. Increased student engagement utilizing: cooperative learning, hands-on lessons, higher order thinking, manipulatives, multiple intelligences, and EM games (CWTs and WFSG work.)</p> <p>B2. Improved assessment scores of students (EMS, Benchmark Tests, and Performance Series) and CWT data.</p> <p>B3. Evaluate quartile scores (BOY, MOY, EOY) in mathematics.</p> <p>C1. Participation in site-based professional development opportunities and increased use of research based strategies for instruction (PD logs, WFSG logs, sharing of student work, lesson plans, CWT, and PBTE.)</p>

Professional Learning

Whole Faculty Study Groups (WFSG) will develop their professional learning activities around the following Continuous Quality Improvement cycle of Plan- Do- Study- Act. Targeted areas will focus on meeting students’ needs and improving students’ performances in the area of Reader’s Workshop. Feedback from collaborative teams and faculty will allow for reaction, learning, organizational support, and change. WFSG action plans, logs, and student assessment data will be used to monitor adult learning and implementation.