



## Oliver Springs Elementary School

Date of Report: 5/11/2021

### Vision:

Vision Statement: Every Child Whatever It Takes!

### Values:

### Mission:

The Oliver Springs Elementary School community believes that all children have the right, ability, and responsibility to learn. The mission of the Van Buren School District and Oliver Springs Elementary School is to provide a learning environment that enables students to attain their full potential. To this end, the school will:

- establish a well developed standards-based educational program with emphasis in literacy and math,
- incorporate appropriate technologies, resources, and skills that will enable children to compete successfully in the ever changing 21st Century,
- create opportunities for children to succeed through differentiated learning experiences based upon their needs as learners,
- maintain an environment for learning that is safe, orderly, positive, and engaging with high expectations for student success,
- model lifelong learning through the activities of a professional learning community and meaningful parental involvement,
- network teachers, students, parents, and community to educate the whole child as a citizen of character.

### Goals:

- Increase math achievement.

**Performance Measure(s)**

Performance Indicator: Increase overall math achievement for grades 3-5 students by 10% as measured by percentages of students scoring as "Exceeding" and "Ready" on the ACT Aspire Assessment.		
Data Source: Act Aspire	Baseline Year: 2016-2017	Baseline: 39%
Target Date: 2017-2018	Target: 45%	Actual: 44
Target Date: 2018-2019	Target: 50%	Actual:

Performance Indicator: Increase overall math achievement for grades K-2 students by 10% as measured by percentages of students scoring Tier I on the April administration of the iStation assessment.

Data Source: iStation	Baseline Year: 2019	Baseline: 71%
Target Date: 2020	Target: 81%	Actual:

- Increase reading achievement.

**Performance Measure(s)**

Performance Indicator: Increase overall reading achievement for grades 3-5 students by 10% as measured by percentages of students scoring as "Exceeding" and "Ready" on the ACT Aspire Assessment.

Data Source: Act Aspire	Baseline Year: 2016-2017	Baseline: 33%
Target Date: 2017-2018	Target: 43%	Actual: 33%
Target Date: 2018-2019	Target: 43%	Actual: 33%
Target Date: 2019-2020-COVID	Target: 43%	Actual:
Target Date: 2020-2021(Interim)	Target: 43%	Actual: 29%

Performance Indicator: Increase overall reading achievement for grades K-2 students by 10% as measured by percentages of students scoring Tier I on the April administration of the iStation assessment.

Data Source: iStation	Baseline Year: 2019 (PV)	Baseline: 61%
Target Date: 2020	Target: 71%	Actual: 48%
Target Date: 2021	Target: 71%	Actual: 51%
Target Date: 2022	Target: 71%	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

**Needs Assessment**

**Oliver Springs  
2021-2022**

Oliver Springs currently has 411 active students. We have 17% active special education students, 7% ELL/LEP students, and 39% free and reduced lunch. Oliver Springs is a new school that just opened at the beginning of the 2020-2021 school year.

The Oliver Springs Lead Team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows:

**Aspire Interim Data (January Data)**

**Reading Meets Benchmark**

3rd: 25%

4th: 40%

5th: 23%

**Math Meets Benchmark**

3rd: 64%

4th: 36%

5th: 43%

**Istation Data (March Data)**

**Reading (Levels go from low scores to high scores)**

K: Level 1: 20%, Level 2: 28%, Level 3: 19%, Level 4: 17%, Level 5: 17%

1st: Level 1: 30%, Level 2: 29%, Level 3: 15%, Level 4: 16%, Level 5: 10%

2nd: Level 1: 21%, Level 2: 20%, Level 3: 17%, Level 4: 27%, Level 5: 14%

**Math**

K: Level 1: 7%, Level 2: 5%, Level 3: 22%, Level 4: 31%, Level 5: 35%

1st: Level 1: 16%, Level 2: 21%, Level 3: 12%, Level 4: 22%, Level 5: 29%  
2nd: Level 1: 31%, Level 2: 14%, Level 3: 25%, Level 4: 17%, Level 5: 13%

**Analysis:**

After studying the data, the Oliver Springs Lead Team identified a need for improvement in reading and math. The team also identified the need to address learning loss related to missing on-site instruction due to Covid-19.

**Goals:**

Improve Reading Scores on ACT Aspire/Istation

Improve Math Scores on ACT Aspire/Istation

Address Learning Loss from Covid-19

**Plan:**

**Reading**

Oliver Springs Elementary's literacy plan is to focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary. We will pay specific attention to phonemic awareness and phonics.

- Phonemic Awareness: We will continue to implement the Heggerty Phonemic Awareness Curriculum to help with phonemic awareness.

-We will continue to provide professional development during team meetings to ensure all teachers know how to utilize and implement Heggerty in their classrooms. The school administrators will be the people responsible for professional development.

-We will inform parents of the curriculum and allow them to observe pieces of the new curriculum during a parent literacy night. We will communicate this night to the parents through social media and Peachjar.

-To monitor implementation of the plan, the principal and the assistant principal will be responsible for conducting weekly classroom walkthroughs to watch lessons. We will also use Dibels data and the Phonological Awareness Skills Test (PAST) data to monitor implementation.

-We will purchase additional supplies when necessary.

- Phonics: We will continue to implement the Foundations Curriculum to help with phonics.

-We will provide professional development during team meeting times to ensure all teachers know how to utilize and implement Foundations in their classrooms. The principal and assistant principal will be responsible for this professional development.

-We will inform parents of the curriculum and allow them to observe pieces of the new curriculum during a parent literacy night. We will communicate this night to the parents through social media and Peachjar.

-To monitor implementation of the plan, the principal and assistant principal will be responsible for conducting weekly classroom walkthroughs to watch lessons. We will collect data through the lens of the Science of Reading. We will also use Dibels data and the Phonological Awareness Skills Test (PAST) data to monitor implementation.

-We will purchase additional supplies when necessary.

- Fluency: We will use Units of Study as well as leveled books.

- Comprehension: We will use Lucy Calkins Units of Study.

- Vocabulary: We will use Interactive Read Alouds

- Writing: We use Lucy Calkins Units of Study.

Our literacy intervention will include 95% Group, Istation, Reading Plus, and Small Group/Individualized Instruction. Our dyslexia program is Susan Barton. We will also provide professional development in the Science of Reading each year.

## Math

After reviewing our math and science data, we determined that we will focus on analyzing, interpreting, and making decisions based on data.

- Analyzing, Interpreting, and Making Decisions Based on Data: We will continue to implement Investigations, PLTW, and FOSS Kits.

- We will provide professional development in team meetings to ensure teachers are able to effectively focus on data in both math and science. The school administrators will be the person responsible for the professional development

- We will allow parents to observe pieces of these curriculums during a parent math night. We will communicate this night through social media and Peachjar.

- To monitor implementation of the plan, the principal and the assistant principal will be responsible for conducting weekly classroom walkthroughs to watch lessons. We will also use math assessments and quizzes to determine progress.

- We will purchase additional supplies when necessary.

- We will hold after-school tutoring for students who need extra help in these areas. We will use 95% Group and Istation for after-school tutoring.

## Learning Loss

To address learning loss related to Covid-19, Oliver Springs will provide summer school and after-school programs. Students who are below benchmark will be invited to participate in summer school and in after-school programs. Such programs will focus on literacy and math curriculum. Specifically, we will utilize Fundations, Heggerty, 95% Group Curriculum, LLI Kits, and Math Investigations Curriculum.

## Perceptual Data

After reviewing our perceptual data, our community/parent involvement focus for the 2021-2022 school year will be to continue to get guardians involved.

About 53% of parents reported they were engaged with the school throughout the school year. We will continue to communicate progress or lack of progress to parents at least twice per quarter through various modes of communication and provide opportunities for parents to be involved in their child's education. In order to ensure effective communication, we will use Title 1 money to provide materials, supplies, and other resources for parents.

We also plan to continue to supply resources to support all curriculum and to continue to provide professional development to enhance teachers' content knowledge and pedagogical skill. After reviewing our staff professional development perceptual data, our focus will be on ensuring we provide effective and consistent professional development in reading, writing, math, and science curriculum. Approximately 41% of teachers were satisfied with the current curricular professional development provided. We will plan professional development in curriculum, using Title 1 money to supply necessary materials and supplies.

#### Actions

Oliver Springs Elementary's literacy plan is to focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary. We will pay specific attention to phonemic awareness and phonics.

After reviewing our math and science data, we determined that we will focus on analyzing, interpreting, and making decisions based on data.

We will address learning loss related to Covid-19 by providing summer school and after-school programs.

We will provide support and professional development to staff members to ensure all are trained and prepared to effectively execute the curriculum.

#### Student Outcome Data:

##### 2017 End of the Year ACT Aspire Data

3rd: Grade:	English: 62	Science: 30	Math: 34	Reading: 33	Writing: 14
4th: Grade:	English: 51	Science: 31	Math: 33	Reading: 35	Writing: 19
5th: Grade:	English: 68	Science: 40	Math: 38	Reading: 31	Writing: 25
Overall:	English: 61	Science: 34	Math: 39	Reading: 33	Writing: 20

##### 2018 End of Year ACT Aspire Data

3rd: Grade:	English: 70	Science: 24	Math: 47	Reading: 24
4th: Grade:	English: 65	Science: 36	Math: 43	Reading: 32

5th: Grade: English: 66 Science: 37 Math: 41 Reading: 37

Overall: English: 67 Science: 32 Math: 44 Reading: 33

**ACT Aspire Cut Scores: CATEGORIES: Exceeding Ready Close Needs Improvement**

**THIRD GRADE**

Parkview	Nat. Average	Nat. %	Category	Expected
English 416	417	51	Ready	413
Reading 411	413	38	Close	415
Math 412	414	38	Close	413
Science 413	415	37	Need Sup	418

**FOURTH GRADE**

Parkview	Nat. Average	Nat. %	Category	Expected
English 419	420	48	Ready	417
Reading 414	415	39	Close	420
Math 415	416	47	Close	418
Science 416	418	37	Close	422

**FIFTH GRADE**

Parkview	Nat. Average	Nat. %	Category	Expected
English 422	423	47	Ready	419
Reading 417	418	51	Close	420
Math 417	418	48	Close	418
Science 419	420	39	Close	422

**ACT Aspire 2019 Interim: (Grade 3-5 percentage of students ready or exceeding)**

Overall: Science: 24 Reading: 30

Grade 3: Science: 17 Reading: 26

Grade 4: Science: 36 Reading: 25

Grade 5: Science: 28 Reading: 30

**I-Station 2018 September Compared to April 2019 (Tier I Percentage)**

**Reading**

Kindergarten: September: 49% April: 70%

First: September: 49% April: 52%

Second: September: 54% April: 61%

**Math**

Kindergarten: September: 60% April: 67%

First: September: 54% April: 79%

Second: September: 68% April: 69%

**Dibels Data 2017-2018**

Kindergarten: Middle of the Year

Composite: 55% at or above benchmark

First Sound Fluency: 60% at or above benchmark

Phoneme Segmentation: 78% at or above benchmark

Nonsense Word Fluency: 60% at or above benchmark

First Grade: Middle of the Year

Composite: 59% at or above benchmark

Nonsense Word Fluency/Correct Letter: 60% at or above benchmark

Nonsense Word Fluency/Whole Word: 62% at or above benchmark

Oral Reading Fluency: 63% at or above benchmark

DORF Accuracy Score: 58% at or above benchmark

Second Grade: Middle of the Year

Composite: 66% at or above benchmark

Oral Reading Fluency: 49% at or above benchmark

Retell Score: 75% at or above benchmark

Retell Quality Response: 88% at or above benchmark



DORF Accuracy Score:

63% at or above benchmark

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

**Selected Indicators:**

**Align classroom observations with evaluation criteria and professional development**

IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)

**Expect and monitor sound instruction in a variety of modes**

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)