Our Direction

Parkview Elementary School

Date of Report: 5/11/2021

Vision:

Our vision is to ensure all students are successful. Our district's vision is "Every Child Whatever It Takes"

Values:

Mission:

The mission of Parkview Elementary School is to serve the community by educating and nurturing the children in our care. We will create a student-centered learning environment rich in literacy, math, technology, and character education that will prepare students for their future in an ever changing world

Goals:

- Increase math achievement

Performance Measure(s)

Performance Indicator: Increase overall math achievement for grades 3-5 from 56% to 60% as measured by percentages of students scoring "Exceeding" or "Ready" on ACT Aspire. Due to Covid, there was not summative data from ACT Aspire, therefore, for 2019-2020 the January interims are being utilized.

Data Source: ACT Aspire Math	Baseline Year: 2016-17	Baseline: 46%
Target Date: 2017-18	Target: 56%	Actual: 79%
Target Date: 2018-19	Target: 84%	Actual: 85%
Target Date: 2019-2020 Interim	Target: 88%	Actual: 56%
Target Date: 2020-2021 Interim	Target: 60%	Actual: 48%

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Performance Indicator: Students in Kindergarten- 2nd grade will increase from 71% scoring at benchmark to 81% scoring at benchmark on the IStation Reading Assessment by April 2020

Data Source: I-Station	Baseline Year: 2017-18	Baseline: 56%
Target Date: 2018-19	Target: 75%	Actual: 71%
Target Date: 2019-20 Interim	Target: 81%	Actual: 70%
Target Date: 2020-2021Interim	Target: 60%	Actual: 42%
Target Date: 2021-2022	Target: 60%	Actual:

- Increase reading achievement

Performance Measure(s)

Performance Indicator: Increase overall achievement in 3rd-5th grade students from 58% scoring "Exceeding" or "Ready" to 63% Exceeding or Ready on the Reading Act Aspire. Due to Covid, there was not summative data from ACT Aspire, therefore, for 2019-2020 the January interims are being utilized.

Data Source: ACT Aspire	Baseline Year: 2016-17	Baseline: 46%
Target Date: 2017-18	Target: 56%	Actual: 58%
Target Date: 2018-19	Target: 63%	Actual: 78%
Target Date: 2019-2020 Interim	Target: 80%	Actual: 37%
Target Date: 2021-2022 Interim-	Target: 50%	Actual: 35%

Performance Indicator: Students in Kindergarten-2nd grade will increase from 38% scoring at benchmark on the Reading IStation Assessment to 60% scoring at benchmark

Data Source: I-Station	Baseline Year: 2017-18	Baseline: 56%
Target Date: 2018-19	Target: 61%	Actual: 64%
Target Date: 2019-20	Target: 69%	Actual: 65%
Target Date: 2020-2021 Interim	Target: 65%	Actual: 38%
Target Date: 2021-2022	Target: 60%	Actual:

- The staff will study learning loss from the 2019-2020 school year due to Covid-19. We will develop strategies and practices to address learning loss

Performance Measure(s)

Performance Indicator: Increase math/literacy scores on standards not covered in K-5 from the 2019-2020 school year due to closing for Covid-19.		
Data Source: Reading/Math unit assesments	Baseline Year: 2019-2020	Baseline: 42%
Target Date: 2021-2022	Target: 75%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Comprehensive Needs Assessment 2020-21

Our school has a socio-economic percent of 53% at free/reduced meals. Our students demographics are made up of 4% African American, 13% Hispanic, 2% Asian, 2% Native American/Alaskan Native, 6% Two or More Races, and 73% Caucasian. We have 364 students in K-5 with 1% participating in the district's gifted and talented program, and 22% receiving special education services. In addition, approximately 19% of the student population qualifies as English Learner. Our average daily attendance is 95.54%.

Data Review

Due to the closing of school in March 2020, our end of the year summative student data was not available, thus we were not able to analyze in order to know the exact academic needs of our students at the beginning of the year. Our overall data suffered due to students missing the last quarter of the 2019-2020 school year. In addition, our student population has changed dramatically. We have 49% of our students new to us for the 2020-2021 school year. This has proved a challenge to assess all students to know their academic needs as well as their socio-emotional needs.

The leadership team has examined the results of Kindergarten through 2nd grade I-station assessments from January 2021. This is the fifth year the VBSD has utilized I-station. Our baseline for comparison purposes will be September 2018. Our I-station January 2021 scores revealed 26% of K-2 students are at grade level in reading. The January 2021 ACT Aspire Interim test for 3rd-5th revealed 39% of students performed at grade level on reading. This is a decline of 22% from the 2019-2020 school year. Our 3-5 grade Act Aspire interim reading results did show there is much work to be done to raise scores to a proficient level. Our Interim reading scores showed only 39% of 3rd grade meeting benchmark; 45% of 4th graders meeting benchmark, and 33% of 5th graders meeting benchmark from 2020-2021.

This data shows areas of greatest weakness and the impacts of Covid-19. Our goal is to increase the number of students performing at grade level on these assessments. We will focus on areas of greatest weakness as determined by various assessments. To accomplish this goal, Parkview Elementary will:

Action: *Implement before/after/summer school programs to remediate learning loss due to Covid-19.

Purchase Materials: By utilizing remediation materials such as, but not limited to, the 95% Group and Read 180, our school will target low progress readers in our summer program in 2021 and the before and after school program during the 2021-2022 school year. Students achieving below grade level on the reading portions

of I-station/ACT Aspire may be targeted for these extended day programs, along with students who display learning loss due to the shortened 2019-2020 school year as a result of Covid-19.

Professional Development: Attend trainings on identifying needs and remediating learning loss

Person Responsible: Principal

Actions: *Implement: additional instruction in areas of specific weakness such as vocabulary and comprehension. We will implement various new strategies to both directly and indirectly teach vocabulary, as well as comprehension.

Purchase Materials: Funds will be used to purchase materials to support instruction.

Professional Development: Teachers will receive PD in order to teach strategies for implementing vocabulary instruction and comprehension. The Science of Reading PD will be provided to staff throughout the year. 95% Group comprehension kits will be used. Additional kits will be purchased if more are needed. Additional staff will receive training as needed to be able to effectively teach reading .

Person Responsible: Principal

Actions: * Based off of our assessment data for K-2, we have developed a plan utilizing the State's RISE initiative for K-2. Using PD from the RISE training we have implemented additional assessments. These assessments, along with Dibels, the PASI and PSI, helps pinpoint the exact breakdown in understanding in phonemic awareness and phonics. We realize to reach 60% of our struggling students, we must stay focused on scientifically proven methods and evidenced based programs.

Purchase Materials: We will utilize Title I funds to purchase additional decodable texts. Title I funds will also be used for phonemic awareness activities and Professional books needed by the staff in order to fully implement the reading program.

Professional Development: Title I funds will also be used to pay for substitutes so that teachers can attend Professional Development both in the school and outside of school. We believe this will give our K-3 students a stronger foundation in reading skills, language and increased vocabulary, therefore, when students face difficult texts, they will have the skills to tackle these texts and comprehend at high levels.

Person Responsible: Principal

*Implement: Fundations Curriculum K-3 with 100% Fidelity

Purchase Materials: Fundations support materials for small groups

*Professional Development: Company-sponsored PD if needed; Staff will receive the Science of Reading training each year.

Person responsible: Principal

Actions: *Implement: Blended learning- We have developed goals to better meet students needs if we once again we are required to provide alternate methods of instruction. We will provide one-to-one technology for students Kindergarten-5th grade.

Purchase Materials: Title fund will be used to purchase additional technology to replace damaged and obsolete items and on-line platforms such as SeeSaw.

Person Responsible: Principal

Action: *Parent Involvement: Send information to parents regarding change in phonics program and how parents can support their child at home; Literacy night to demonstrate the parts of our reading block, specifically phonics; host "student for a day" where parents can sit in their child's room to observe our reading program. (Only if CDC guidelines permit)

Purchase Materials: Materials to support parent nights

Person responsible: Principal, Parent Involvement Coordinator

*Monitor: Principal will conduct weekly classroom walk-throughs to monitor the fidelity of implementation; Principal will utilize RISE Look For documents while doing walk-throughs.

*Evaluation: Quarterly- DIBELS. I-Station. Progress monitor every three weeks for PSI, PASI

Person Responsible: Principal/Assistant Principal

*Purchases: materials and supplies to support the implementation of Fundations, 95% Group, Vocabulary instruction, reading fluency and comprehension materials, relevant technology for one-to-one student use.

Literacy Plan:

Parkview Elementary will use the six components of an effective literacy program. These components are:

1. **Phonemic Awareness:** Heggerty Phonemic Awareness curriculum and Kilpatrick's Equipped for Reading Success

2. **Phonics: Fundations:** 95% Group Multi-syllable Routine Cards and 95% Group Lesson Library Phonics

3. **Fluency:** Interactive Read Alouds; Lucy Calkins Units of Study

4. **Comprehension:** 95% Group Comprehension Kits; Calkins Units of Study

5. **Vocabulary:** 95% Group Vocab Surge; Read-alouds

6. **Writing:** Lucy Calkins Units of Study

In addition to these six components, students demonstrating markers of dyslexia, as determined by the district's dyslexia screener, will be serviced via Susan Barton materials.

Math Results:

Math Results and Plan: Our 2018-19 Act Aspire math scores for 3rd -5th Math ACT Aspire score was 79% scoring at Exceeding or Ready. This was the same from the previous year. Such data for 2019-2020 is not available due to Coronavirus. However, our October and January Act Aspire interims showed 56% of 3rd-5th meeting benchmark. Our February 2021 ACT Aspire Interim results showed 41% of 3rd graders not meeting benchmark; 66% of 4th graders not meeting benchmark; and 50% of fifth graders not meeting benchmark.

Our ACT Aspire math interim data for 3-5 showed our students are still lowest in geometry, measurement/data and computation. We will plan to "add on curriculum" in math for measurement, data standards and computation at each grade level. We will purchase interactive boards to allow teachers to demonstrate and students to practice math skills receiving immediate feedback The principal will ensure, through observation and conversations, that all staff are implementing 10 Minute math daily and providing math fluency daily in order to continue the spiraling curriculum.

Actions: ***Implement: Monthly** add on curriculum for geometry and measurement/data by creating daily problems that require students to understand geometry/measurement/data/computation specific for their grade level

Purchase Materials: Math supplies to support implementation

Person responsible: Principal, assistant principal

*Professional **Development**: During team meetings, materials for implementation will be created for in class and at home work. Student performance on these items will also be evaluated.

Person Responsible: Principal

***Parent Involvement**: Information about this focus will be sent to parents at the beginning of the year. During a math night, materials will be sent with parents so they can support their child at home.

Person Responsible: Principal

Monitor: Ensure the add on curriculum is being implemented and created during team meetings.

Person Responsible: Principal, assistant principal, Parent Involvement coordinator

Evaluation: Student performance on tasks; formative assessments; ACT interim data

Person Responsible: Principal

***Purchase**: Materials and supplies, relevant technology and technology programs to support the math curriculum.

Perceptual Data

In terms of perceptual data for our school, the SAI staff survey showed that 90% of staff say "teachers in my school **always** have access to various technology resources for professional learning" another 10% say they have **often** have access. We will continue to focus on providing staff with additional opportunities to use various technology for professional learning. We will ensure all staff have interactive panels or other type of interactive screen. We will also use technology in ways to better support the staff in meeting the needs of all students and to support in data collection and analysis. Title I funds will be used to purchase additional technology such as interactive boards, Chrome books and I-pads. Teachers will receive PD in utilizing technology in the classroom. If needed, Title I funds will be used for PD and substitutes to allow teachers to receive training.

Parent Involvement Survey: While receiving very high marks on our parent surveys, the one area to focus on is including parents in decisions for the school. Approximately 15% of parents say they were not invited to decision making meetings at school. Although we invite all parents to our meetings, we need to search for additional communication avenues outside of notes, emails, text reminders and newsletters. We will pilot an on-line platform such as Zoom to involve additional parents.

Results and Plans: Due to the fact we want 100% of our parents to feel they are invited and welcome to all decision making meetings, we will specifically host "decision" making meetings inviting all parents. We will have an in person meeting and a virtual meeting. Our goal will be to have one decision making meeting per quarter. Then at these parent nights we will purchase supplies and materials to assist parents in working with their children at home.

Student Outcome Data:

ESSA Data from 2017-2018

Overall Index Score: 85.36 up from 82.84 the previous year.

Strongest areas in ESSA: Achievement Score 84.88 and Value- Added Growth Score 89.37

Weakest Area in ESSA: School Quality and Student Success Score: 73.09

English/Language Arts 72%

Mathematics 79%

Science Achievement 61%

2019 End of Year ACT Aspire Data

3rd Grade: English 82%   Science 52%   Math 81%   Reading 49%

4th Grade: English 84%   Science 67%   Math 78%   Reading 57%

5th Grade: English 89%   Science 58%   Math 79%   Reading 56%

Overall: English 85%   Science 59%   Math 79% Reading 54%

2020 Interim 4 ACT Aspire Data (October/January) Meeting Benchmark

3rd Grade English 61%   Science 16%   Math 42%   Reading 27%

2021 Interim ACT Aspire Data ((October/January) Meeting Benchmark

3rd Grade English 78% Science 45%   Math 59% Reading 39%

4th Grade English 80%   Science 60%   Math 58%   Reading 50%

5th Grade English 61%   Science 55%   Math 67%   Reading 35%

4th grade English 81%   Science 36%   Math 36%   Reading 34%

5th grade English 85%   Science 33%   Math 50%   Reading 33%

IStation April 2019 to January 2021 (Tier I percentages meeting benchmark)

Kindergarten Reading 62% to 44%

1st Grade Reading 65% to 34%

2nd Grade Reading 65% to 36%

Kindergarten Math 71% to 59%

1st Grade Math 73% to 45%

2nd Grade Math 68% to 22%

DIBELS 2020-21

Kindergarten Composite January 2021- 38% at benchmark

1st Grade Composite January 2021 50% at benchmark

Nonsense Word Fluency Correct Letter 57%

Nonsense Word Fluency Whole Words Read 72%

Student Attendance 95.54% ADM

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

Selected Indicators:

Assess student learning frequently with standards-based assessments

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)
IID09	Instructional Teams use student learning data to plan instruction.(107)

Engage teachers in assessing and monitoring student mastery

IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
IIB05	All teachers re-teach based on post-test results.(95)

Engage teachers in differentiating and aligning learning activities

IIC01	Units of instruction include specific learning activities aligned to objectives.(96)

Expanded time for student learning and teacher collaboration

IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

Expect and monitor sound instruction in a variety of modes

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)
IIIA17	All teachers re-teach when necessary.(126)
IIIA36	Students are comfortable with the program and its navigation.(145)

Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE06	The principal keeps a focus on instructional improvement and student learning outcomes.(57)