



# Our Direction

**City Heights Elementary School**

**Date of Report: 6/4/2018**

**Vision:**

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

**Mission:**

The mission of City Heights 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:**

- All students will improve in mathematics.

**Performance Measure(s)**

Performance Indicator: 3rd-5th grade students will improve from 75% proficient/advanced to 80% proficient/advanced on the Math Act Aspire.		
Data Source: Act Aspire	Baseline Year: 2016-17	Baseline: 75
Target Date: 2018-19	Target: 80	Actual:

Performance Indicator: Kindergarten -2nd grade students will go from 65% scoring in Tier I on the Math ISIP Assessment to 75% scoring in Tier I by May 2019		
Data Source: I-Station	Baseline Year: 2017-18	Baseline: 65
Target Date: 2018-19	Target: 75	Actual:

- All students will improve in reading.

**Performance Measure(s)**

Performance Indicator: 3rd-5th grade will go from 46% scoring proficient/advanced to 56% scoring proficient/advanced on Act Aspire Reading by May 2019		
Data Source: Act Aspire	Baseline Year: 2016-17	Baseline: 46
Target Date: 2018-19	Target: 56	Actual:

Performance Indicator: Kindergarten- 2nd grade will go from 56% scoring in Tier 1 to 75% scoring in Tier I on the ISIP Reading Assessment by May 2019		
Data Source: I-Station	Baseline Year: 2017-18	Baseline: 56
Target Date: 2018-19	Target: 75	Actual:

- Increase overall student attendance

**Performance Measure(s)**

Performance Indicator: We will increase overall school attendance by decreasing chronic absenteeism by 25%		
Data Source: E-school	Baseline Year: 2017-18	Baseline: 94
Target Date: 2018-19	Target: 96	Actual:

**Data Review:**

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

Comprehensive Needs Assessment: The Leadership Team, and grade level teams gathered data from various sources including: ACT aspire test results, I-Station results, curriculum implementation data, teacher SHI data, Classworks Reading/Math data, Dibels results, parent surveys, and demographic data including mobility.

The teams first analyzed the results of the 2016-2017 ACT Aspire for 3rd, 4th and 5th grade and the I-Station for kindergarten, 1st and 2nd grade with a focus on the outcomes for the Combined Population, as well as each sub-population. Our school has a socio-economic percent of 60% at free/reduced meals. Our nearly 400 students are made up of 4% African American, 14% Hispanic, and 72% Caucasian.

**Reading Results and Action Plan:** Based off of our assessment data for K-2, we have developed a plan utilizing the State's RISE initiative for K-2 we have taken an intensive look at our K- 2 curriculum and testing. While curriculum that is currently in place is solid and based on research, we have discovered holes in it. Using PD from the RISE training we have implemented the PAST assessment. This assessment, along with the Dibels, helps pinpoint the exact breakdown in understanding in phonemic awareness and phonics. We realize to reach 25% of our lowest students, we must stay focused on scientifically proven methods and programs. We are utilizing Title I funds to purchase decodable texts, some of the 95% Groups intervention materials for phonics, decoding and language building. Title I funds will also be used for sound wall cards, phonemic awareness activities and Professional books needed by the staff in order to fully implement the reading program. Teachers will also receive training from the 95% Group, as well as other qualified groups, which will be paid for through Title I funds. We believe this will give our K-2 students

a stronger foundation in reading skills, language and increased vocabulary, therefore, when students reach 3rd grade and face difficult texts, they will have the skills to tackle these texts and comprehend at high levels.

Our end of the year student data is being gathered and analyzed so that when our reading specialist from our Co-op works with us throughout the year, she will help us further analyze the data, plan instruction, and implement research-based strategies to support students reading achievement. While the training, such as LETRS, is at no cost, there are materials to purchase to support this training such as LETRS manuals, the Teaching Reading Sourcebook, Teaching Reading Essentials, just to name a few. These items are purchased with Title I funds.

Our 3-5 grade Act Aspire reading results did show an overall increase from the previous year, but there is much work to be done to raise scores to a proficient level. Our reading scores showed 46% of 3rd grade at exceeding or ready; 43% of 4th graders at this level, and 50% of 5th graders at exceeding/ready. This was a 7% increase in this area over the previous year.

An area of specific weakness in reading data is in vocabulary. We will implement various new strategies to both directly and indirectly teach vocabulary. Funds will be used to purchase materials to support instruction. PD will also be provided to staff in order to teach strategies for implementing vocabulary instruction.

In addition, students who are not meeting grade level expectations and are at-risk will participate in a before or after school program. We will utilize NSLA money for this program. These students will be progress monitored every two weeks utilizing formative assessments, as well as looking at attendance and behavioral concerns for these students.

**Math Results and Plan:** Our 2016-17 Act Aspire math scores for 3rd grade had 82% at ready or exceeding; 4th grade had 69% and 5th grade had 73%. This was an increase from 57% exceeding/ready in 2015-16 to 75% exceeding/ready in math for 2016-17.

At the beginning of the year, our staff will complete math screeners to determine specific needs of all students. Students will then be grouped so differentiation can take place for the various groups. Our math screeners at the beginning of the year showed we have approximately 24% of students at every grade below grade level math. Of the students new to our building for the 2017-18 school year, 90% of these students are below level in math. We plan to use in a push-in model to help these students catch up to their peers. Our ACT Aspire math data for 3-5 showed our students are still lowest in geometry and measurement/data. We will plan and implement "add on curriculum" in math for measurement and data standards at each grade level. We will purchase Chrome books to allow students to practice math skills and receive immediate feedback through various programs and Google classroom. 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.

**Teacher Survey results, and plan:** The teacher results from the SAI staff survey data showed teachers have a desire to learn to use technology in ways to better support them 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 Chrome books and computers. 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.

#### **Student Attendance:**

**Results and Plan:** In 2016-17 we experienced our lowest attendance rate. Although we maintained 94.6% attendance, this was lower than previous years. We also experienced a high number of tardies. We will research and then put a plan in place to meet these challenges. We will utilize a multi-tier approach to contacting parents. We will focus on chronic absenteeism by using the states new attendance program.

**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 20% of parents say they were not invited to decision making meetings at school.

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 three times for these meetings- during the school day, immediately following school and in the evening. Our goal will be to have one decision making meeting per quarter. We will also ask parents to help decide what parent nights they feel we need to host. 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	All Students	Black	Hispanic	Economically Disadvantaged	ELL	Students w/Disabilities
2016/17 Scores	82.84	64.53	78.83	79.61	76.53	67.7

Our **2017 ESEA School Report** shows an increase in our targeted achievement group from 2016 language arts of 40.50 to 55.91 in 2017. In math the targeted population moved from 48 to 65.59. Our targeted groups are now scoring very close to our "All Students" category. We feel we have done well in closing the achievement gap between our subpopulations including low socio-economic and ELL students.

**Act Aspire Data**

2016-17 Act Aspire scores for Reading All Students: 47%

2016-17 Act Aspire Scores for Mathematics All Students: 75%

**ISIP Data**

April ISIP Reading Scores for **Kindergarten** Tier 1- 54%, Tier 2- 23% and Tier 3- 23%

April ISIP Reading Scores for **1st Grade** Tier 1- 51%, Tier 2- 30% and Tier 3- 20%

April ISIP Reading Scores for **2nd Grade** Tier 1- 62%, Tier 2- 14% and Tier 3- 24%

**Math Results:**

April ISIP Math Scores for Kindergarten Tier 1- 68%, Tier 2- 18% and Tier 3- 14%

April ISIP Math Scores for 1st Grade Tier 1- 72%, Tier 2- 17% and Tier 3- 11%

April ISIP Math Scores for 2nd Grade Tier 1- 56%, Tier 2- 24% and Tier 3- 20%

Student Attendance 94.6% ADM

  
**Selected Indicators:****Expect and monitor sound instruction in a variety of modes**

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III A06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)

III A17 All teachers re-teach when necessary.(126)

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

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