Our Direction

Van Buren High School Freshman Academy

Date of Report: 6/4/2018

Our district vision statement is "Every Child, Whatever it Takes!"

Mission:

The mission of the Van Buren Freshman Academy states: "Empowering students to discover their potential, set goals, and develop plans to reach them."

Goals:

- All students will show improvement in math.

    Performance Measure(s)

Performance Indicator: Students will show improvement in math as indicated by percentage of students scoring ready and exceeding.		
Data Source: ACT Aspire	Baseline Year: 2016-2017	Baseline: 36
Target Date: 2018-2019	Target: 40	Actual:

Performance Indicator: Students will show improvement in math as indicated by quantile level on the Scholastic math inventory.		
Data Source: Scholastic Math Inventory	Baseline Year: 2017	Baseline: 810
Target Date: 2018	Target: 1000	Actual:

- All students will show progress in reading achievement.

  Performance Measure(s)

Performance Indicator: Increase in percentage of students reading on grade level as indicated by ESSA School quality index indicator "Percentage of Students Reading on Grade Level"		
Data Source: ESSA school reports	Baseline Year: 2016-2017	Baseline: 53.32
Target Date: 2018-2019	Target: 58.65	Actual:

Performance Indicator: Increase in school-wide Lexile level as indicated on Scholastic Reading inventory		
Data Source: Scholastic Reading inventory	Baseline Year: 2017	Baseline: 972
Target Date: 2018	Target: 1076	Actual:

- Freshman Academy will show improved student attendance.

  Performance Measure(s)

Performance Indicator: The Freshman Academy will show an improvement of 10% as indicated on the Student Engagement index on the ESSA school report.		
Data Source: ESSA reports for school quality indicators	Baseline Year: 2016-2017	Baseline: 61.8
Target Date: 2018-2019	Target: 68	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Van Buren Freshman Academy (VBFA) is a stand-alone campus that serves all of the 9th grade students in the Van Buren School District. As of April 23, 2018, we serve 400 students. The following is the demographic breakdown of current student enrollment: 63% Caucasian, 3% African American, 2.5% Asian, 2% Native American, 22.5% Hispanic, 7% Two or more races, 7% English Language Learners, and 56.3 % Free/Reduced Lunch. The leadership team of the Freshman Academy has analyzed data from multiple sources including ESSA data, GPA, ACT Aspire EHS summative scores, Scholastic Reading, Math and Phonics inventories, failure rates, discipline data, and attendance data. In addition, we have analyzed data from English language learners, economically disadvantaged students as well as those served under a section 504 plan or an IEP. Based upon this data, we have identified the following needs:

1. Raising math achievement: We will continue to work with teachers on curriculum, including training in depth of knowledge (DOK) levels and application. We will continue to provide opportunities for skill development in deficit areas as identified on the Scholastic Math inventory, using adaptive technologies. We will monitor progress and develop a curriculum focused on mastery of teacher identified power standards during team planning days. We will evaluate progress using ACT Aspire interim and summative assessments as well as a universal math screener three times during the year. We will purchase updated technology, internet subscriptions for adaptive screening, curriculum and interventions and professional development for teachers to accomplish this goal.

2.   Raising science achievement: We will implement the new Arkansas Science standards, transitioning to an integrated Physical science class. New materials have been ordered to support this implementation. We will develop pacing guides and common assessments for continuity. We will monitor progress using ACT Aspire interim assessment as well as common classroom assessments. Using team planning days, we will disaggregate data and modify as needed for content mastery of identified power standards. In addition, we will purchase technology and student access points for implementation of curriculum and access for students who lack internet access at home.

3. Increasing science growth: The needs assessment stated in #2 above for science achievement should also result in a significant improvement in school-level growth in science.

4. Raising reading achievement: We administered a universal reading screener to all of our students in reading. After reviewing results, we determined that 63% of our students were not reading on grade level. In addition, the 2017 school ESSA reports showed that according to the ACT Aspire measure, only 53.32% of Academy freshmen scored at the ready or exceeding level as indicated on the *Reading at Grade Level* score. As a result, we are focusing on improving reading instruction. We are planning a critical reading course for the 2018-2019 school year. Students who are reading three or more grade levels will be placed in this class. We will be focusing on skill development and comprehension using books in students' zone of development, phonics instruction and adaptive technologies. We will monitor progress using ACT Aspire interim assessments as well as three Scholastic reading inventory and phonics inventory assessments throughout the year. We will purchase materials, technology resources, adaptive universal screeners, internet subscriptions for curriculum and interventions, as well as provide for professional development for teachers in the area of reading.

5. Increasing student attendance rates: Upon review of the 2017 ESSA data, the Academy scored 61.8 percent in student engagement. The high school mean in this area was a 75.44, indicating that we are performing significantly below the norm. This was a school improvement goal for 2017-2018, and continues to be an area of concern for us. We will continue to identify students who are at risk for chronic absenteeism and work with district personnel to provide early intervention where needed.

Student Outcome Data:

2017 ESSA data:

- Public School Rating = B
- Overall ESSA Index score = 74.21
- Weighted Achievement score = 63.77
- Value Added Growth Score = 85.28
- School Quality and Student Success Score = 61.64 -

This includes a student engagement score of 61.8, reading on grade level scores of 53.32, Science achievement of 38.97 and   science growth of 58.37, and on-time credit scores of 95.16.

2016-2017 ACT Aspire Summative Data:

- English - 63% Ready and Exceeding
- Reading - 51% Ready and Exceeding
- Writing - 65% Ready and Exceeding
- Science - 37% Ready and Exceeding

- Math - 36% Ready and Exceeding

Scholastic Reading Inventory as of September, 2017

- Below Basic - 30%
- Basic - 33%
- Proficient - 27%
- Advanced - 11%
- Lexile level = 972 which falls in the sixth grade range of 925-1120L

Scholastic Math Inventory as of September, 2017

- Below Basic - 50%
- Basic - 30%
- Proficient - 18%
- Advanced - 3%
- Math Quantile level = 810 which falls in the fourth grade range of 715-950Q

We gather perceptual data from students, parents and teachers through surveys and conferences. During the year end surveys for the past two years, students noted that they did not access before school tutoring on a regular basis. As a result, we are encouraging students who are struggling with a content area to participate on a regular basis. We are providing information to parents about tutoring and advertising it within the school to students.

Parent surveys noted that 33.3% of parents felt that teachers did not suggest ways that parents could help their students with their schoolwork. As a result, we have entered all parent email addresses into our system, and are emailing them comprehensive parent newsletters weekly. We will add "helpful hints for parents" where teachers can provide suggestions on helping students be successful. In addition, we will address this in our syllabi and teachers will address with parents at open house.

We also survey teachers with regard to professional development needs, and tailor learning experiences for teachers as a result. Teachers have noted that they would like focus on improving school attendance as a goal for 2017- 2018. As a result, we have created a pyramid of interventions for attendance. Teachers firmly believe that there is a correlation between improved school culture and climate and improved school attendance. Therefore, we are working on both of these areas simultaneously.

Our data is representative of all populations. We disaggregate and evaluate data regularly. Data is used by the RTI team to identify students in need of further interventions. We provide before and after school tutoring, summer school and Saturday school.

Selected Indicators:

Assess student learning frequently with standards-based assessments

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)