

Our Direction

Central Elementary School-Van Buren

Date of Report: 6/3/2019

Vision:

Every child, whatever it takes.

Values:

Mission:

The mission of Central Elementary School is to provide a learning environment which:

- Places the child first in all decisions made.
- Uses best practices and the latest technology.
- Sets high expectations for all staff, parents and students.
- Supports all students and helps them reach their individual potential.
- Communicates and works as a team with parents and the community to ensure each child's success.

Goals:

- All students will show an overall 5% increase in math achievement.

Performance Measure(s)

Performance Indicator: Percentage of students at/above proficiency in math assessment scores (5%=11 students)

Data Source: IStation (K-2) state assessment scoring Tier 1/2 in April	Baseline Year: 2018	Baseline: 0.64
Target Date: 2019	Target: 0.69	Actual: 0.83
Target Date: 2020	Target: 0.88	Actual:

Performance Indicator: Percentage of students at/above proficiency in math assessment scores (5%=13 students)		
Data Source: ActAspire(3-5) state assessment scoring ready or exceeding	Baseline Year: 2016-2017	Baseline: 0.57
Target Date: 2017-2018	Target: 0.62	Actual: 0.53
Target Date: 2018-2019	Target: 0.58	Actual:

- All students will show growth in reading. Our goal is to show 5% overall growth.

Performance Measure(s)

Performance Indicator: Percentage of 3-5 students showing proficiency in ACTAspire, reading state assessment scores (5%=13 students)		
Data Source: ACTAspire 3-5 state assessment scores	Baseline Year: 2016-2017	Baseline: 0.3421
Target Date: 2017-2018	Target: 0.3921	Actual: 0.28
Target Date: 2018-2019	Target: 0.33	Actual:

Performance Indicator: Percentage of K-2 students showing proficiency in IStation, reading state assessment scores (5%=11 students)		
Data Source: IStation K-2 State Assessment Scores in April	Baseline Year: 2018	Baseline: 0.55
Target Date: 2019	Target: 0.6	Actual: 0.79
Target Date: 2020	Target: 0.84	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Central Elementary Needs Assessment

Central currently has 528 active students. We have 22% active sped students, 11% ELL/LEP students, and 69% free and reduced lunch.

After reviewing our data, we determined that literacy will be a main focus for the 2019-2020 school year. Central 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 implement the Heggerty Phonemic Awareness Curriculum to help with phonemic awareness.

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

-We will inform parents of the new 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 implement the Foundations Curriculum to help with phonics.

-The district will provide professional development during contracted professional development days to ensure all teachers know how to utilize and implement Foundations in their classrooms. The district and Foundations staff will be responsible for this professional development.

-We will inform parents of the new 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 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 Lucy Calkins 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.

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 Decision 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 assistant principal 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 STMath and Istation for after-school tutoring.

After reviewing our perceptual data, our community/parent involvement focus for the 2019-2020 school year will be to continue to communicate effectively. Over 90% of parents were satisfied with the school communication and the parent involvement activities provided. We will 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 66% 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.

Student Outcome Data:

ESSA Data (2017-2018)

Overall ESSA Index Score: 71.21

Public School Rating: C

Weighted Achievement Score: 62.84

School Quality and Student Success Score: 49.83

Value-Added Growth Score: 83.49

Student Engagement Score: 64.17

Subgroup Index Score Growth

- All Students: 71.21
- Hispanic/Latino: 73.24
- White: 70.95

- Economically Disadvantaged: 70.07
- English Learners: 70.73
- Students with Disabilities: 66.43
- Black/African American: 68.53

ACTAspire Data (2017-2018)

English

3rd Grade: 67% Exceeding/Ready

4th Grade: 55% Exceeding/Ready

5th Grade: 69% Exceeding/Ready

Reading

3rd Grade: 24% Exceeding/Ready

4th Grade: 27% Exceeding/Ready

5th Grade: 33% Exceeding/Ready

Science:

3rd Grade: 28% Exceeding/Ready

4th Grade: 29% Exceeding/Ready

5th Grade: 50% Exceeding/Ready

Math

3rd Grade: 55% Exceeding/Ready

4th Grade: 51% Exceeding/Ready

5th Grade: 53% Exceeding/Ready

Istation Data (2018-2019)

Math Tier 1:

Kindergarten: September 49%, April 56%

1st Grade: September 49%, April 68%

2nd Grade: September 61%, April 71%

Reading Tier 1:

Kindergarten: September 38%, April 51%

1st Grade: September 55%, April 60%

2nd Grade: September 65%, April 70%

ESEA School Report (2016-2017)

Attendance: 95.22%

Poverty Rate: 74.36%

Student Achievement Growth:

- ELA: 2016-39.36, 2017-45.50
- Math: 2016-46.28, 2017-60.85

ESSA Data (2016-2017):

Overall ESSA Index Score: 73.27

Public School Rating: C (B is 73.47)

Weighted Achievement Score: 64.78

School Quality and Student Success Score: 57.78

Value-Added Growth Score: 83.85

Student Engagement Score: 68.91

Subgroup Index Score Growth:

- All Students: 2016-70.56, 2017-73.27
- Hispanic/Latino: 2016-70.23, 2017-78.12
- White: 2016-70.35, 2017-71.16
- Economically Disadvantaged: 2016-69.26, 2017-72.88
- English Learners: 2016-70.5, 2017-74.4
- Students with Disabilities: 2016-60.7, 2017-66.79

ACTAspire Data (2016-2017):

English

- 3rd Grade: 69% Exceeding/Ready
- 4th Grade: 71% Exceeding/Ready
- 5th Grade: 75% Exceeding/Ready

Reading

- 3rd Grade: 21% Exceeding/Ready
- 4th Grade: 47% Exceeding/Ready
- 5th Grade: 33% Exceeding/Ready

Writing

- 3rd Grade: 18% Exceeding/Ready
- 4th Grade: 33% Exceeding/Ready
- 5th Grade: 50% Exceeding/Ready

Science:

- 3rd Grade: 34% Exceeding/Ready
- 4th Grade: 44% Exceeding/Ready
- 5th Grade: 51% Exceeding/Ready

Math

- 3rd Grade: 51% Exceeding/Ready
- 4th Grade: 64% Exceeding/Ready
- 5th Grade: 57% Exceeding/Ready

IStation Data (2017-2018)-

Math Tier 1:

- Kindergarten: September 58%, April 51%
- 1st Grade: September 56%, April 82%
- 2nd Grade: September 63%, April 59%

Reading Tier 1:

- Kindergarten: September 50%, April 49%
- 1st Grade: September 38%, April 60%
- 2nd Grade: September 43%, April 56%

District Quarterly Reading Assessments (3rd Q, 2018):

Kindergarten: 40% on/above reading level

1st Grade: 72% on/above reading level

2nd Grade: 55% on/above reading level

3rd Grade: 69% on/above reading level

4th Grade: 61% on/above reading level

5th Grade: 80% on/above reading level

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

Selected Indicators:

Align classroom observations with evaluation criteria and professional development

IF10 The principal plans opportunities for teachers to share their strengths with other teachers.(74)

Establish a team structure with specific duties and time for instructional planning

ID10 The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)