



Our Direction

City Heights Elementary School

Date of Report: 6/3/2019

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 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:

- Increase math achievement

Performance Measure(s)

Performance Indicator: Increase overall math achievement for grades 3-5 from 79% to 84% as measured by percentages of students scoring "Exceeding" or "Ready" on ACT Aspire.		
Data Source: ACT Aspire Math	Baseline Year: 2016-17	Baseline: 0.46
Target Date: 2017-18	Target: 0.56	Actual: 0.79
Target Date: 2018-19	Target: 0.84	Actual:

Performance Indicator: Students in Kindergarten- 2nd grade will increase from 71% scoring in Tier 1 to 81% scoring in Tier I on the IStation Reading Assessment by April 2020		
Data Source: I-Station	Baseline Year: 2017-18	Baseline: 0.56
Target Date: 2018-19	Target: 0.75	Actual: 0.71
Target Date: 2019-20	Target: 0.81	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.		
Data Source: ACT Aspire	Baseline Year: 2016-17	Baseline: 0.46
Target Date: 2017-18	Target: 0.56	Actual: 0.58
Target Date: 2018-19	Target: 0.63	Actual:

Performance Indicator: Students in Kindergarten-2nd grade will increase from 64% scoring in Tier I on the Reading IStation Assessment to 69% scoring in Tier I by May 2020		
Data Source: I-Station	Baseline Year: 2017-18	Baseline: 0.56
Target Date: 2018-19	Target: 0.61	Actual: 0.64
Target Date: 2019-20	Target: 0.69	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Comprehensive Needs Assessment 2019-20

Our school has a socio-economic percent of 59% at free/reduced meals. Our students demographics are made up of 4% African American, 14% Hispanic, and 72% Caucasian. We have 361 students in K-5 with 3.5% participating in the district's gifted and talented program, and 15% receiving special education services. We compared our attendance rate over the past two years and found a slight increase from 95% to 95.75%. We still have challenges with chronic absenteeism and look for additional avenues to resolve this challenge.

Literacy Plan:

City Heights 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: Foundations: 95% Group Multi-syllable Routine Cards and 95% Group Lesson Library Phonics
3. Fluency: Interactive Read Alouds; Lucy Calkins Units of Study
4. Comprehension: 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.

*Foundations is a new program and will require professional development for the teachers.

Data Review

Based off of our assessment data for K-2, we have developed a plan utilizing the State's RISE initiative for K-2. 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 Dibels, the PASI and PSI, helps pinpoint the exact breakdown in understanding in phonemic awareness and phonics. We realize to reach 25% of our struggling students, we must stay focused on scientifically proven methods and evidenced based programs. We are utilizing Title I funds to purchase decodable texts, the 95% Groups intervention materials for phonics, decoding and language building. 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. Teachers will also receive training from the 95% Group, as well as other qualified groups, which will be paid for through Title I funds. 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.

Our end of the year student data is being gathered and analyzed so we know where we need to start next year. It also is used when the reading specialist from our Co-op works with us throughout the year to further analyze the data, plan instruction, and implement research-based strategies to support students reading achievement. While the RISE training is at no cost to the school, there are materials to purchase to support this training such as the Teaching Reading Sourcebook, Teaching Reading Essentials, Words, 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 59% of 3rd grade at exceeding or ready; 62% of 4th graders at this level, and 51% of 5th graders at exceeding/ready. This was a 4% 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. The Science of Reading PD will be provided to staff throughout the year.

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

***Implement:** Foundation Curriculum K-3

***Professional Development:** Company-sponsored PD in August; Coop reading specialist works with staff on continued implementation of RISE. Staff will receive the Science of Reading training each year.

Person responsible: Principal

***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.

Person responsible: Principal, Parent Involvement Coordinator

***Monitor:** Principal will conduct weekly classroom walk-throughs to monitor the fidelity of implementation

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

Person Responsible: Principal/Assistant Principal

***Purchases:** materials and supplies to support the implementation of Foundations, 95% Group, Vocabulary instruction, reading fluency and comprehension materials, including relevant technology.

Math Results:

Math Results and Plan: Our 2017-18 Act Aspire math scores for 3rd -5th Math ACT Aspire score was 79% scoring at Exceeding or Ready. This was an increase of 5% from the previous year.

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 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.

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

Person responsible: Principal, assistant principal

***Professional Development:** During team meetings, materials for implementation will be created and/or searched for on-line. 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, assistant principal, Parent Involvement coordinator

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

Person Responsible: Principal

Evaluation: Student performance on tasks; ACT interim data

***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 80% of staff say "teachers in my school **always** have access to various technology resources for professional learning" another 20% 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 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 Chrome books. 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 20% 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.

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 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%

2018 End of Year ACT Aspire Data

3rd Grade: English 84% Science 61% Math 76% Reading 58%

4th Grade: English 84% Science 59% Math 94% Reading 62%

5th Grade: English 88% Science 61% Math 69% Reading 51%

Overall: English 85% Science 61% Math 79% Reading 58%

2018 Interim 4 ACT Aspire Data (April)

3rd Grade English 76% Science 42% Math 65% Reading 37%

4th Grade English 74% Science 52% Math 74% Reading 65%

5th Grade English 93% Science 44% Math 67% Reading 44%

IStation September 2018 vs. April 2019 (Tier I percentages)

Kindergarten Reading 45% to 62%

1st Grade Reading 52% to 65%

2nd Grade Reading 62% to 65%

Kindergarten Math 55% to 71%

1st Grade Math 57% to 73%

DIBELS 2018-2019

Kindergarten

1st Grade Composite % (as of January)

Nonsense Word Fluency Correct Letter % (as of January)

Nonsense Word Fluency Whole Words Read % (as of January)

Student Attendance 95.6% 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)

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

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)