Our Direction

Van Buren High School Freshman Academy

Vision:

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

Values:

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: 2017-2018	Target: 40	Actual: 44.36
Target Date: 2018-2019	Target: 46	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: 2017-18	Target: 58.65	Actual: 48.24

Target Date: 2018-19	Target: 58.65	Actual:

Performance Indicator: Increase student achievement in Literacy on the ACT Aspire.		
Data Source: ADE School Report Card	Baseline Year: 2017-2018	Baseline: 55.75
Target Date: 2018-2019	Target: 57	Actual:

- Freshman Academy will show improved student attendance.

Performance Measure(s)

Performance Indicator: The Freshman Academy will show a decrease in chronic absences.		
Data Source: ADE School Report Card	Baseline Year: 2017-18	Baseline: 71.6
Target Date: 2018-2019	Target: 73	Actual:

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: 2017-18	Target: 68	Actual: 71.6
Target Date: 2018-2019	Target: 73	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

2018-19 Needs Assessment

The Van Buren Freshman Academy currently have 421 students enrolled. Our demographics are as follows: Caucasian=63.5%, Black/African American 2.6%, Asian 2.6%, American Indian 2.4%, Hawaiian/Pacific Islander= 0%, Hispanic/Latino=21.6%, Two or more races=7.3%. English Learners= 6.40%, Economically Disadvantaged= 56.64%, Special Education= 12.09%.

The Lead team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows: ESSA data, Student data (grades, attendance, discipline), ACT Aspire Interims and Summative, Scholastic Reading, Math Inventories, Phonics Inventories, IEP Conferences, 504 Conferences, Dyslexia Screenings. Based upon the data we have identified the following needs:

Reading Achievement- In our effort to raise reading achievement we use multiple screeners including the Aspire Interims. Our staff is undergoing professional development in the Science of Reading which covers many of our Literacy concerns. We will continue to monitor students through reading inventories and the ACT Aspire Interims. We identify incoming Freshman who are several levels below grade level and place them in a Critical Reading Class. We will continue to monitor and look for latest research and best practices that will affect reading skills for our students. The Freshman Academy has adopted Curiosity's Mission On Mars to

read in all core classes. We have the chapters divided so teachers can keep discussions related to their content areas.

Critical Reading Implementation-

- Screen incoming Freshmen from ACT Aspire Scores
- Monitored by Reading Inventories and reading strategies
- Professional Development provided by Mrs. Bryant and Administration
- Phone calls and letters to parents of students who qualify explaining the process and procedures
- Evaluate data quarterly from reading assessments

Reading Achievement throughout the building Implementation-

- Reading inventories given in English classes
- Monitored by English teachers and administration
- Professional Development by English teacher and administration
- Send home inventory data to parents quarterly
- Evaluate data from the quarterly assessments

Math Achievement- In our effort to raise math achievement we also use multiple screeners including the Aspire Interims. We use Scholastic Math Inventories to identify students individual concept concerns. We have students enrolled in Algebra I who did not take it in the 8th grade. Students who took Algebra I are enrolled in Geometry. Our interventions will differ for the two separate classes, however our interventions will include tutoring before, during, and/or after school. Periodic assessments using Scholastic Inventories and analyzing data from common assessments.

Math Implementation-

- Monitored by

Student Attendance- Van Buren School District has provided us with a person who can assist schools with attendance issues. This person has been an early interventionist as well as someone who visits families in need of help. We have several teachers and administration in our building who make encouraging phone calls to students/families when they have missed 2-3 days in a semester. This has been a very effective tool thus far. We have Attendance Recovery in Saturday school for students approaching or reaching the 10 day threshold. We also work with our juvenile services and get their involvement when the situation warrants their assistance.

Attendance Implementation-

- Proactive calls being made by office personnel, administrators, and attendance committee members and utilizing district attendance resource personnel
- How monitored- Keep a log of phone calls made including contact information, date, made, who you talked with, results of conversation
- PD- Professional development by administration
- Letters and phone calls to parents
- Evaluate data from phone calls crossed-referenced with attendance data

2017-18 Needs Assessment

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.

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:

2018-19 Student Outcome Data-

Literacy Plan-

Disciplinary Literacy will be implemented in all content areas including:

Word Study, Vocabulary; Marzano's Strategies, Fluency, Comprehension and Writing

English Teachers will focus on Word Recognition and Word Study

Professional Development will be provided yearly on the Science of Reading.

Guy Fenter Coop will provide specific training on Word Recognition and Word Study and Disciplinary Literacy.

Monitoring: principals will do classroom walkthroughs weekly to determine implementation of the literacy program.

Parent Involvement: parents will be provided information at meetings and in digital formats on all the literacy components

Evaluation: ACT Aspire, ACT Reading Scores and teacher created formative assessments will be used to evaluate the program.

2018-19 Data-

Aspire Interim Data-

Interim I Reading results were 31% meeting benchmark. Interim II results went up to 35% meeting benchmark.

Interim I Math results were 34% meeting benchmark and our Interim II data shows 40% meeting benchmark.

2018-19 Summative Data not available at this time.

2017-18- ESSA Data-

School Rating-74.35- (A)

Poverty Rate= 56.64%

Black/African American- School Index= 67.6- State Average= 56.71

Hispanic/Latino- School Index=71.41- State Average=65.7

White- School Index= 77.14- State Average=69.79

English Learners- School Index=68.37- State Average=61.65

Economically Disadvantaged- School Index=70.99- State Average=62.66

Special Education- School Index=55.95- State Average=50.71

Scholastic Reading Inventory Data-

Using our Scholastic Reading Inventory which gives us the reading Lexile Levels- we screened all of our incoming students in August in our English classes and the results were:

Advanced- 82 students=18%

Proficient- 148 students=33%

Basic- 98 students=22%

Below Basic- 117=26%

When tested on January 11th we had over 204 students who have raised their Lexile Level. Among these students 99 students who were basic or below have raised their Lexile Level

We are also showing gains in the identified students who are in the Critical Reading class

Scholastic Math Inventory Data-

Using our Scholastic Math Inventory we screened incoming students in September and again in January.

September results:

Advanced- 8 students= 2%

Proficient- 69 students= 17%

Basic- 84 students= 20%

Below Basic-250 students= 61%

Growth- after our testing in January we have see the following results:

138 students have shown growth

Over 50 students have moved classifications

We will test in may

The lead team feels we should look into another Math Inventory besides Scholastic to help us focus more the specific skills the students need for Algebra I in particular. We are in the process of researching several providers.

Perceptual Data-

Perceptual data was gathered from the ADE's High Reliability School Survey. We sent this to Students, Parents, and Staff. Some of the results are as follows:

Value-

1=Strongly Disagree, 2= Disagree, 3= Neither Disagree or Agree, 4= Agree, 5= Strongly Agree

The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers- Mean= 3.86

Students, Parents, and community perceive the school environment as safe and orderly- Mean= 3.67

Students, Parents, and community have formal ways to provide input regarding the optimal functioning of the school- Mean= 3.04

The Freshman Academy has several committees that include: Administration, Staff, Parents, and Students. We send out a weekly Newsletter with teacher assignments, helpful information for students and parents, celebrations of student success. We use Twitter, Facebook, Peachjar, Marquee, and Robocalls to keep parents and community aware of important information.

Teacher SAI Data- Teacher perceptual data for Professional Development in Professional Learning Communities. The range is from Never to Always. The Freshman Academy Teachers were asked if they were **involved in the decision making process** for PD and Sometimes to Often were the greatest response range. **Positive Climate**- Often to Always. **Leaders provide teachers with resources to support individual and school goals-** Sometimes to often. **The PLC believes it is everyone's responsibility including district personnel, families, and community to improve student learning**-Sometimes to often.

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.

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

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) |
| 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) |

Expect and monitor sound instruction in a variety of modes

| IIIA22 | All teachers use open-ended questioning and encourage elaboration.(131) |