

# Our Direction

**Parkview Elementary School**

**Date of Report: 6/3/2019**

## **Vision:**

Vision Statement: Every Child Whatever It Takes!

## **Values:**

## **Mission:**

The Parkview Elementary School community believes that all children have the right, ability, and responsibility to learn. The mission of the Van Buren School District and Parkview Elementary School is to provide a learning environment that enables students to attain their full potential. To this end, the school will:

- establish a well developed standards-based educational program with emphasis in literacy and math,
- incorporate appropriate technologies, resources, and skills that will enable children to compete successfully in the ever changing 21st Century,
- create opportunities for children to succeed through differentiated learning experiences based upon their needs as learners,
- maintain an environment for learning that is safe, orderly, positive, and engaging with high expectations for student success,
- model lifelong learning through the activities of a professional learning community and meaningful parental involvement,
- network teachers, students, parents, and community to educate the whole child as a citizen of character.

## **Goals:**

- Increase math achievement.  
**Performance Measure(s)**

Performance Indicator: Increase overall math achievement for grades 3-5 students by 10% as measured by percentages of students scoring as "Exceeding" and "Ready" on the ACT Aspire Assessment.		
Data Source: Act Aspire	Baseline Year: 2016-2017	Baseline: 0.39
Target Date: 2017-2018	Target: 0.45	Actual: 44
Target Date: 2018-2019	Target: 0.5	Actual:

Performance Indicator: Increase overall math achievement for grades K-2 students by 10% as measured by percentages of students scoring Tier I on the April administration of the iStation assessment.		
Data Source: iStation	Baseline Year: 2019	Baseline: 0.71
Target Date: 2020	Target: 0.81	Actual:

- Increase reading achievement.

**Performance Measure(s)**

Performance Indicator: Increase overall reading achievement for grades 3-5 students by 10% as measured by percentages of students scoring as "Exceeding" and "Ready" on the ACT Aspire Assessment.		
Data Source: Act Aspire	Baseline Year: 2016-2017	Baseline: 0.33
Target Date: 2017-2018	Target: 0.43	Actual: 0.33
Target Date: 2018-2019	Target: 0.43	Actual: 0.33

Performance Indicator: Increase overall reading achievement for grades K-2 students by 10% as measured by percentages of students scoring Tier I on the April administration of the iStation assessment.		
Data Source: iStation	Baseline Year: 2019	Baseline: 0.61
Target Date: 2020	Target: 0.71	Actual:

**Data Review:**

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

**Needs Assessment**

We conducted a comprehensive needs assessment in several different ways. We met as a leadership team, as a whole staff, in individual committees broken into literacy, mathematics and wellness, science and as grade level teams. Meeting in many different configurations allows us to get different perspectives of our needs. We started by analyzing current demographic data to gain a clearer picture of the population we serve. Parkview is a large school serving 431 students K-5. We have a growing population of economically disadvantaged students, approximately 55% free and reduced lunch. We have 15% of our population eligible to receive special

education services. We have little diversity in terms of ethnicity, serving a small population of Hispanic (10%), and African American (4%) and are predominately white (78%).

### **Data Review**

Our overall ESSA index score rose 3.67 percentage points from a 63.97% to 67.64%. Our overall 2018 ESSA index score was 67.64%, grade level, "C", putting us below the state average of 70.86%, grade level, "C". Our two specific target areas are: our low income population, scoring 63.03%, with the state average being 68.02% and our English learners population, scoring 64.92%, with the state average being 71.55%.

English and math reflect slight progress, while reading and science remain at the same level of progress, indicating the need to focus on measures to improve scores in both reading and science. As many students performed below the expected benchmark, we feel the need to: increase the use of technology in our instruction; focus on specific literacy strategies to improve reading comprehension; and implement supplemental, chart, analysis and assessment work, to align with Project Lead the Way performance based science units.

Our plan is to increase student access to the use of technology in their daily classroom work. Technology curriculum will be purchased including: iStation Curriculum, MobyMax, Learning.com easy technology/inquiry development program to assist students in becoming more proficient in using technology. After school tutoring will be provided to support struggling students in math and or reading. Materials and supplies will be purchased to support literacy and mathematics instruction. Our leadership team will evaluate progress throughout the year on our ACT Aspire interim assessments, as well as our Istation performance.

To accomplish literacy goals:

\*Implement Foundations phonics curriculum K-3/ 95 Percent Group Multi-Syllabic Response Cards 4-5

\*Professional Development: Company-sponsored PD in August; periodic support PD in team meetings; continued teacher RISE training

Person responsible: Principal/Assistant Principal

\*Parent Involvement: Send home information to parents regarding this shift in phonics instruction and how parents can help their students at home

Person responsible: Parent Involvement Coordinator

\*Monitor: Principal/Assistant Principal will conduct weekly classroom walk-throughs to check for implementation.

\*Evaluation: DIBELS, Istation, etc. Look for phonics growth once a month

Person Responsible: Principal/Assistant Principal

\*Purchases: Materials and supplies to support the implementation of Foundations and 95 Percent Group, including relevant technology

To accomplish math goals:

\*Implement Monthly common assessments of student learning in math targeting the skill of chart and graph interpretation. These problems will be created or found each month during team meeting. Sometimes the unit content will lend themselves to this work. Other times, the review found within 10 minute math will serve the purpose.

Person Responsible: Principal/Assistant Principal

\*Professional Development During team meetings, items for monthly common assessments will be created. Student performance on these items will also be evaluated.

Person Responsible: Principal/Assistant Principal

\*Parent Involvement Information regarding these common assessments will be sent home to parents, advising them of our focus.

Person Responsible: Principal/Assistant Principal/Parent Involvement Coordinator

\*Monitor Ensure that these month common assessments are happening and being created in team meetings

Person Responsible: Principal/Assistant Principal

\*Evaluation Common assessment performance, ACT Aspire Interim data

\*Purchases Materials and supplies and relevant technology programs to support the math curriculum

## **Literacy Plan**

We will use the five components of an effective literacy program. These five components are:

1. Phonics: \*Foundations for K-3; \*95 Percent Group/Multi-Syllabic Response Cards 4-5
2. Phonemic Awareness: Heggerty
3. Fluency: Calkins Units of Study
4. Comprehension: Calkins Units of Study
5. Vocabulary: Independent Read-Alouds, Vocabulary Surge (4-5)
6. Writing: Calkins Units of Study

In addition to these five components, students demonstrating that they possess markers for dyslexia, as determined by the district's dyslexia screener, will be serviced via Susan Barton materials.

Foundations and 95 Percent Group are new materials and will be accompanied by professional development provided by these companies. Also in terms of professional development, teachers will continue to be trained in RISE, Arkansas's statewide reading initiative. This will lead to a greater emphasis on small group and one on one instruction and subsequent skill work.

## **Perceptual Data**

The SAI teacher survey indicated two areas of concern. The first area of concern with the question, In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning, 32% of teachers responding only sometimes that, "in my school, learning communities included non-staff members, such as students, parents, community members". 23% of teachers responded only sometimes that, "in my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning". Due to the concerns indicated on the SAI survey, it was determined that we should include more stakeholders in our decision making and we should provide more opportunities for teachers to vocalize their professional development needs and opportunities to evaluate professional development that is provided.

Plans will be made to provide day time and evening opportunities for focus groups where students, parents and community members could be involved as members of our learning communities. Expenditures will include expenses for family nights and focus group opportunities. Professional development opportunities will be provided for teachers to be able to visit other teachers' classrooms to observe best practice and effective reading and writing workshop model. Expenditures will include paying substitutes so teachers can have release time to visit classrooms for job-embedded professional development. For reading, teachers will attend the RISE training to support the science of reading. Teachers that have already received the training will serve as model classrooms to support teachers that have not yet received the training. Teachers will be provided professional development in the science of reading each year.

Our parent involvement survey results indicated the question, "I have been invited by the school staff to participate in the planning and decision-making process of the school(school improvement plan, Title I Planning", answers as follows: 161 parents stating: "yes"; 19 stating "no" and 25 stating, "no opinion". Results indicate

we could do a better job providing invitations to decision making meetings. Expenditures will be made to provide more opportunities to attend meetings where important decisions will be made concerning our school. We will also use funds to provide family nights to invite families into the school, we will target specific areas in which we need to grow and provide parents with strategies they can use to support their children’s learning at home. I am going to make efforts to embed some decision making discussions at these after hour family events to ensure parents feel more involved with school decision making. Secondly, the question, "during the school year, I was asked about my interest , talents, or availability for volunteering", answers as follows: 203 parents stating: “yes”; 10 stating “no” and 4 stating, “no opinion”. To help address this situation, we will utilize our parent involvement coordinator is sending out information about ways parents can volunteer more often throughout the school year.

**Student Outcome Data:**

**2017 End of the Year ACT Aspire Data**

3rd: Grade:	English: 62	Science: 30	Math: 34	Reading: 33	Writing: 14
4th: Grade:	English: 51	Science: 31	Math: 33	Reading: 35	Writing: 19
5th: Grade:	English: 68	Science: 40	Math: 38	Reading: 31	Writing: 25
Overall:	English: 61	Science: 34	Math: 39	Reading: 33	Writing: 20

**2018 End of Year ACT Aspire Data**

3rd: Grade:	English: 70	Science: 24	Math: 47	Reading: 24
4th: Grade:	English: 65	Science: 36	Math: 43	Reading: 32
5th: Grade:	English: 66	Science: 37	Math: 41	Reading: 37
Overall:	English: 67	Science: 32	Math: 44	Reading: 33

**ACT Aspire Cut Scores: CATEGORIES: Exceeding    Ready    Close    Needs Improvement**

**THIRD GRADE**

	Parkview	Nat. Average	Nat. %	Category	
English	416	417	51	Ready	413
Reading	411	413	38	Close	415
Math	412	414	38	Close	413
Science	413	415	37	Need Sup	418

#### **FOURTH GRADE**

	Parkview	Nat. Average	Nat. %	Category	Expected
English	419	420	48	Ready	417
Reading	414	415	39	Close	420
Math	415	416	47	Close	418
Science	416	418	37	Close	422

#### **FIFTH GRADE**

	Parkview	Nat. Average	Nat. %	Category	Expected
English	422	423	47	Ready	419
Reading	417	418	51	Close	420
Math	417	418	48	Close	418
Science	419	420	39	Close	422

#### **ACT Aspire 2019 Interim: (Grade 3-5 percentage of students ready or exceeding)**

Overall: Science: 24 Reading: 30

Grade 3: Science: 17 Reading: 26

Grade 4: Science: 36 Reading: 25

Grade 5: Science: 28 Reading: 30

#### **I-Station 2018 September Compared to April 2019 (Tier I Percentage)**

##### **Reading**

Kindergarten: September: 49% April: 70%

First: September: 49% April: 52%

Second: September: 54% April: 61%

##### **Math**

Kindergarten: September: 60% April: 67%

First: September: 54% April: 79%

Second: September: 68% April: 69%

**Dibels Data 2017-2018**

Kindergarten: Middle of the Year

Composite: 55% at or above benchmark

First Sound Fluency: 60% at or above benchmark

Phoneme Segmentation: 78% at or above benchmark

Nonsense Word Fluency: 60% at or above benchmark

First Grade: Middle of the Year

Composite: 59% at or above benchmark

Nonsense Word Fluency/Correct Letter: 60% at or above benchmark

Nonsense Word Fluency/Whole Word: 62% at or above benchmark

Oral Reading Fluency: 63% at or above benchmark

DORF Accuracy Score: 58% at or above benchmark

Second Grade: Middle of the Year

Composite: 66% at or above benchmark

Oral Reading Fluency: 49% at or above benchmark

Retell Score: 75% at or above benchmark

Retell Quality Response: 88% at or above benchmark

DORF Accuracy Score: 63% at or above benchmark

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

**Selected Indicators:**

**Align classroom observations with evaluation criteria and professional development**

IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)

**Expect and monitor sound instruction in a variety of modes**

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)