

Our Direction

Van Buren High School

Date of Report: 5/11/2021

Vision:

Our vision is primarily the same as our mission statement. We want every student to feel valued and get the best education we can possibly provide. Mission Statement- Van Buren High School will provide an equitable, engaging learning environment that prepares all students to become critical thinkers, life-long learners, and productive citizens for an ever-changing and diverse society.

Values:

Mission:

Mission Statement- Van Buren High School will provide an equitable, engaging learning environment that prepares all students to become critical thinkers, life-long learners, and productive citizens for an ever-changing and diverse society.

Goals:

- We will increase Math achievement scores on the ACT Aspire and the ACT.

Performance Measure(s)

Performance Indicator: We will increase percentage of students scoring ready or exceeding on the ACT Aspire. ** Due to the COVID-19 Pandemic, ACT Aspire Scores are not available for the 2019-2020 school year			
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 16%	
Target Date: 2019	Target: 20%	Actual: 19.7%	
Target Date: 2020	Target: 20%	Actual:	

Performance Indicator: We will increase the percentage of students scoring a 19 on the ACT		
Data Source: ACT	Baseline Year: 2017	Baseline: 18.8
Target Date: 2019	Target: 19%	Actual: 18.7%
Target Date: 2020	Target: 19%	Actual: 20.7%

- We will increase Reading Achievement Scores on the ACT Aspire and the ACT

Performance Measure(s)

Performance Indicator: We will increase the percentage of students scoring a 19 or above on the ACT Reading		
Data Source: ACT	Baseline Year: 2017	Baseline: 19%
Target Date: 2018	Target: 19.5%	Actual: 19.5%
Target Date: 2019	Target: 20%	Actual: 20.7%
Target Date: 2020	Target: 21%	Actual: 20.7%

Performance Indicator: We will increase the percentage of students scoring Ready or Exceeding on the ACT Aspire **Due to the COVID-19 Pandemic, ACT Aspire scores are not available for the 2019-2020 school year.

Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 20%
Target Date: 2018	Target: 32%	Actual: 37%
Target Date: 2019	Target: 34%	Actual: 33%
Target Date: 2020	Target: 36%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

VBHS Demographic Information for the 2020-2021 School Year:

- Total Student Population: 1,039
- Total Number of Female Students: 48.41%
- Total Number of Male Students: 51.59%
- Total Number of Special Education: 8.66%
- Total Number of 504: 7.41%
- Total Number of English Language Learners (ELL): 7.41%
- Total Number of Low Income: 51%

Ethnicity Breakdown:

1. Hawaii/Pacific Islander=0.10%
2. Native American/Alaskan Native=1.35%
3. Black=2.02%
4. Asian=3.56%
5. Two or More Races=6.54%
6. Hispanic/Latino=20.31%
7. White=66.12%

After reviewing data from the ESSA School Index Report, the Needs Assessment for VBHS will include the following concerns: **Increasing Literacy Achievement, Increasing Mathematics Achievement, and Improving Student Access to Technology.**

Increasing Literacy Achievement:

After a thorough review of data from the ACT Aspire, ACT, and the ESSA School Index Report increasing student literacy skills and achievement is a top priority. The 2017-2018 ESSA School Index Report indicated an increase in **Reading at Grade Level**, with 38% of students on grade level (6% higher than the previous school year). However, the 2018-2019 ESSA School Index Report indicated a decline in **Reading at Grade Level**, with only 34.68% students on grade level.

Action Plan 2021-2022:

1. VBHS ACT Prep classes on campus and online will assist students to improve Literacy scores on the ACT.
2. ACT Aspire practice Assessments will be utilized in the classroom, for student practice in Literacy.
3. Classroom teachers will utilize the **IXL** technology program, which provides class and individual reports with item analysis, usage, and trouble spots that allow parents and teachers to get specific information needed to differentiate instruction for students. Students are given targeted practice on specific skills in reading comprehension and writing.
4. Classroom teachers will utilize the **Newsela** technology program, which is an online news-as-literacy platform that features news articles on current events, literature, social studies, and math. Newsela can be utilized across all content areas to encourage reading in the classroom.
5. Classroom teachers will utilize the technology program, **Nearpod** to assist teachers in creating interactive lessons that encourage the development of literacy skills. Nearpod facilitates an interactive learning environment while in the classroom, while at home (distance learning), or a hybrid of both.
6. Classroom teachers will utilize a technology program **Screencastify** to record, share, and edit lessons, giving students access to information for continually reference. Screencastify also allows teachers to provide students with valuable instruction, information, and direction during a virtual lesson.
7. School leaders will continue to provide training on important **Science of Reading** standards. The building will focus on the importance of utilizing Graphic Organizers across subject areas, to improve student comprehension.
8. School leaders will purchase books in the classrooms to encourage content reading across the curriculum.

9. School leaders will conduct classroom walkthroughs and evaluations to ensure teaching best practices; clear learning objectives, explicit teaching, guided practice, checking for understanding, and formative assessments.

Increasing Mathematics Achievement:

After a thorough review of data from the ACT Aspire, ACT, and the ESSA School Index Report, data from the ACT indicates a 5 year trend in mathematics scores to be 18.4%. VBHS ACT Aspire scores in mathematics from the **2018-2019 school year** was **34%**.

Action Plan 2021-2022:

1. VBHS ACT Prep classes on campus and online will assist students to improve Mathematics scores on the ACT.
2. ACT Aspire practice Assessments will be utilized in the classroom, for student practice in Mathematics.
3. VBHS Mathematics teachers utilize common assessments based on ACT standards to assist students in the development of Mathematic skills.
4. Classroom teachers will utilize the **IXL** technology program, which provides class and individual reports with item analysis, usage, and trouble spots that allow parents and teachers to get specific information needed to differentiate instruction for students. A new feature of the **IXL** program, is **ACT Aspire Math**, which offers plans organized by performance level, so teachers can identify targeted IXL skill recommendations at the appropriate level based on their students' ACT readiness level.
5. Classroom teachers will utilize the technology program, **Nearpod** to assist teachers in creating interactive lessons that encourage the development of mathematic skills. Nearpod facilitates an interactive learning environment while in the classroom, while at home (distance learning), or a hybrid of both.
6. Classroom teachers will utilize a technology program **Screencastify** to record, share, and edit lessons, giving students access to information for continually reference. Screencastify also allows teachers to provide students with valuable instruction, information, and direction during a virtual lesson.
7. VBHS offers ACT prep classes during the summer for students to improve mathematic skills on the ACT.
8. School leaders will conduct classroom walkthroughs and evaluations to ensure teaching best practices; clear learning objectives, explicit teaching, guided practice, checking for understanding, and formative assessments.

Improving Student Access to Technology:

After a thorough review of the technology offered at VBHS, in light of the COVID-19 pandemic, it has been determined the High School will need to transition to a 1:1 environment on student technology. By providing all students with a device (Chromebook) at the beginning of the school year, a more equitable learning environment will be established for all stakeholders.

Technology Data Review:

1. Total number of students = 1,039
2. Total number of students with no access to technology at home = 235
3. Total number of Chromebooks at VBHS = 1,654
4. Total number of Promethean or SMART Boards in classrooms = 38
5. Total number of Promethean or SMART Boards on order = 5
6. Total number of teacher classrooms = 68

Action Plan 2021-2022:

1. The School Improvement committee will collect stakeholder data on technology opinions/perceptions by means of an online survey. Data collected from the surveys, will be utilized to guide the decision making process on technology.
2. The School Improvement committee will review 1:1 student technology policies from surrounding school districts, in order to create a 1:1 student technology policy for the High School, that meets the needs of all stakeholders. The 1:1 student technology policy, will begin in August of the 2021-2022 school year.
3. School leaders will provide sustained professional development for classroom teachers to ensure equitable teaching practices are being utilized by means of technology. Professional development will continue on the following programs: IXL, Nearpod, Screencastify, Edpuzzle Pro, and Google platforms.
4. School leaders will purchase an online lesson planning program and provide classrooms teachers with professional development on the program, so to better develop lesson plans connected to state standards.
5. School leaders will provide opportunities to address learning loss from the impact of the COVID-19 pandemic/closing of schools by means of: summer school, after school tutoring, and continued professional development for staff.

Technology Stakeholder (Parent) Survey Findings:

1. Would providing your student with a school issued computer at the beginning of the year improve their educational experience?
100% of parents surveyed stated Yes.
2. Does technology use in the classroom assist your student in being more prepared for their future college or career?
100% of parents surveyed stated Yes.

Technology Stakeholder (Student) Survey Findings:

1. Utilizing technology in the classroom can do which of the following?
43.1% Can make me a better student.

40.5% Can make more learning fun and engaging

36.3% Can make class more interesting.

22.9% Can make class work more challenging.

86.9% Can make it easier to keep track of class assignments.

2. Most of my teachers utilize technology to improve student engagement.

68.6% Yes

11.8% No

23.2% Maybe

3. Would your educational experience be improved, if VBHS issued you a computer at the beginning of the school year?

29.1% Yes

27.8% No

45.4% Maybe

Student Outcome Data:

2017-2018 ESSA Report:

- 4 year Graduation Rate-89.74% (higher than previous year)
- 5 year Graduation Rate-88.6% (higher than previous year)
- School Value-Added Growth- 80% which is higher than the state average (80 represents meeting expected growth, on average)
- Student Engagement- 69.57 (falls above the highest bar) (student engagement is based on attendance of each sub-population)
- Reading Level- 38% (6% higher than previous year)
- Science Achievement- 33.58 (based on the Aspire science test) (falls below high average bar)
- Growth in Science Achievement- 47.15 (falls in the high bar range)
- On-Time Credits Score- 91.88% (5% higher than previous year)
- GPA 2.8 or Higher on a 4.0 Scale-67.63% (5% higher than previous year)
- ACT Composite of 19 or Greater-54.74
- ACT Readiness Benchmark-50.26 (3% higher than previous year)
- AP/IB/Concurrent Credit-60.26
- School Quality and Student success 52.54% (above state average)
- Weighted Achievement-50.88 (slightly higher than previous year) (weighted achievement includes those scoring ready/exceeds in ELA and Math compared to those scoring in need of support/close).

2018-2019 ESSA Report:

- 4-Year Graduation Rate=89.88% (less than State Average at 90.1%)
- 5-Year Graduation Rate=92% (greater than State Average at 91.36%)
- School Value-Added Growth Score=80.81% (greater than State Average at 79.69%)
- School Weighted Achievement Score=53.02%
- Student Engagement Score=74% (4% points higher than 2017 ESSA report) (student engagement is based on attendance of each sub-population)
- Reading at Grade Level Score=34.68% (3% lower than 2017 ESSA report)
- Science Achievement Score=39.68% (5% higher than 2017 ESSA report)
- Growth in Science Achievement Score=54.79% (8% higher than 2017 ESSA report)
- On-Time Credits Score=95.65% (3% higher than 2017 ESSA report)
- GPA 2.8 or Higher on 4.0 Scale Score=65.74% (2% lower than 2017 ESSA report)
- Points Earned for ACT Composite of 19 or Greater=56.89% (2% lower than 2017 ESSA report)
- ACT Readiness Benchmark Score=51.88% (2% higher than 2017 ESSA report)
- AP/IB/Concurrent Credit Courses Score=57.64% (2% lower than 2017 ESSA report)

- Computer Science Course Credits Score=1.5% (VBHS has very little students enrolled in these courses)
- Community Service Learning Credits Earned Score=1.25%
- School Quality and Student Success Score=54.33% (greater than State Average at 52.95%)
- Weighted Achievement Score=53.02% (greater than State Average at 49.1%) (weighted achievement includes those scoring ready/exceeds in ELA and Math compared to those scoring in need of support/close)

2019-2020 ESSA Report:

- Due to the impacts of the COVID-19 Pandemic, the ESSA School Index Report is not available for the school year 2019-2020.

Weighted Achievement by Subgroup Comparison (ESSA), 3 Year Comparison:

1. Black or African American:	25% (2017)	4 5%(2018)	4 0%(2019)
2. Hispanic/Latino:	39.24%(2017)	45.89%(2018)	42.82%(2019)
3. White:	53.27%(2017)	51.49%(2018)	58.3%(2019)
4. Economically Disadvantage:	39.39%(2017)	40.95%(2018)	42.23%(2019)
5. English Learners:	21.15%(2017)	25.86%(2018)	34.44%(2019)
6. Special Education:	15.97%(2017)	7.05%(2018)	9.29%(2019)

*****weighted achievement includes those students scoring ready/exceeds in English Language Arts (ELA) and Mathematics, compared to those students scoring in need of support/close.***

ACT Aspire % Meets Readiness (10th Grade), 3 Year Comparison:

1. English:	66% (2019)	63%(2018)	62%(2017)
2. Math:	34%(2019)	30%(2018)	24%(2017)
3. Science:	38%(2019)	38%(2018)	32%(2017)
4. Reading:	33%(2019)	37%(2018)	32%(2017)

*****Due to the COVID-19 Pandemic, 10th grade students were unable to complete ACT Aspire testing in the Spring of 2020.***

ACT Building Composite/Mean Score (11th Grade), 3 Year Comparison:

1. **2018:** 20.8
2. **2019:** 20.6
3. **2020:** 20.7

ACT Building Composite/Mean Score by Subject (11th Grade), 3 Year Comparison:

- | | | | |
|--------------------|------------|------------|------------|
| 1. Math: | 20.7(2018) | 20.2(2019) | 20.3(2020) |
| 2. Science: | 20.7(2018) | 20.5(2019) | 20.9(2020) |
| 3. STEM: | 21.0(2018) | 20.6(2019) | 20.8(2020) |
| 4. English: | 20.6(2018) | 20.5(2019) | 20.4(2020) |
| 5. Reading: | 20.7(2018) | 20.7(2019) | 20.7(2020) |

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

Selected Indicators:

Assess student learning frequently with standards-based assessments

IID09 Instructional Teams use student learning data to plan instruction.(107)

Engage teachers in aligning instruction with standards and benchmarks

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)

Ensure content mastery and graduation

HS04 The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)